



GATEWAY MIDDLE SCHOOL

CHARTER RENEWAL PETITION SERVING GRADES 6-8

"Now it is widely recognized that during the middle grades we have the best chance to keep students on the path to graduation and prepared for success in college and career. These students deserve the best we have to offer."

~ Betty Edwards, NMSA (National Middle School Association) Executive Director

For a Charter Renewal Term of July 1, 2015 – June 30, 2020

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I. ASSURANCES

As the authorized lead petitioner, I, Sharon Olken, hereby certify that the information submitted in this petition for the renewal of Gateway Middle School, a public charter school located within the boundaries of the San Francisco Unified School District at 1512 Golden Gate Avenue, San Francisco, is true to the best of my knowledge and belief. I also certify that the Charter School:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to
 Education Code Section 60605 and 60851, and any other statewide standards authorized in
 statute, or student assessments applicable to students in non-charter public schools. [Ref.
 Education Code Section 47605(c)(1)]
- Shall be deemed the exclusive public school employer of the employees of Gateway Middle School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Shall admit all students who wish to attend Gateway Middle School, and who submit a timely
 application, unless the Charter School receives a greater number of applications than there are
 spaces for students, in which case each application will be given equal chance of admission
 through a public random lottery process. Admission to the Charter School shall not be
 determined according to the place of residence of the student or his or her parents within the
 State. [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- Shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(I)]
- Shall at all times maintain all necessary and appropriate insurance coverage.

- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)
- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- Will follow any and all other federal, state, and local laws and regulations that apply to Gateway
 Middle School including but not limited to:
 - Gateway Middle School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
 - For Gateway Middle School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
 - Gateway Middle School shall comply with any jurisdictional limitations to locations of its facilities.
 - Gateway Middle School shall comply with all laws establishing the minimum and maximum age for public school enrollment.
 - > Gateway Middle School shall comply with all applicable portions of the No Child Left Behind Act.
 - ➤ Gateway Middle School shall comply with the Public Records Act.
 - Gateway Middle School shall comply with the Family Educational Rights and Privacy Act.
 - > Gateway Middle School shall comply with the Ralph M. Brown Act.
 - Gateway Middle School shall meet or exceed the legally required minimum of school days.

Sharon Olken, Executive Director	Date	
Gateway Public Schools		

II. EDUCATIONAL PROGRAM

<u>Governing Law</u>: A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21^{st} century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).

Governing Law: A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).

A. Mission and Vision

Gateway Middle School Mission Statement:

Gateway Middle School supports and challenges all students to discover their unique potential, actively participate in their community, and develop skills and habits to achieve excellence in high school and college.

Gateway Middle School Vision:

Gateway Middle School is a model, college preparatory charter school committed to academic excellence through personalized, student-centered learning. Gateway Middle School combines a rigorous academic program with an approach where the individual talents and strengths of its students are identified and supported. Working with teachers committed to our mission, Gateway Middle School students will acquire the skills, habits, and knowledge necessary for academic and personal success in a college preparatory high school, in college and in adult life.

Gateway Middle School's values of respect, responsibility, community and excellence should inspire students to take responsibility for their own learning and contribute to their communities however they can. By attending a school which fully embraces the diversity of the Bay Area, Gateway Middle School students will appreciate what they have in common with those who are different and value what they learn from one another.

B. Gateway's Highlights and Successes

Gateway Middle School's mission is to provide a high quality college-preparatory experience and education to a very diverse group of learners, with a specific focus and expertise on serving students with learning differences. We are proud that our pioneering class of students has completed 6th-8th grade and has moved on to high school. Now, as we enter our second year as a fully enrolled school, we continue to find our mission to be ambitious and important to educational reform efforts both locally and statewide. During the prior term of our charter, we realized much of the promise of our mission and vision. We have included a few highlights below.

- In each of its two years of STAR testing, Gateway Middle School scored above the statewide target of 800.
- → Building on Gateway High School's existing reputation as well as the satisfaction and success of our students and families, Gateway Middle School has quickly established itself as a strong choice for middle grade students in San Francisco. Each year, we have had between 300-500 applications for 104 spots in our incoming sixth grade. Additionally, applicants have been drawn from all over San Francisco, supporting our mission to serve a student population that reflects the richness of San Francisco's diverse community.
- ♣ All Gateway students take a rigorous college prep course load that is aligned to the Common Core State Standards and which prepares them for success in high school. For example, all students take daily eighty-minute extended math classes to ensure they master both the processes of math and the conceptual understanding necessary for higher-level mathematics.
- In order to ensure every student gets the individualized attention necessary for success, Gateway maintains a very small average class size of 26:1. In addition, students are grouped in a cohort model in which students remain together throughout the majority of their day and teachers are responsible for no more than 52 students, ensuring that students are known well by adults and students alike. This model supports students' transition into middle school and ensures that we are monitoring students' academic and social/emotional progress throughout middle school.
- Gateway's Learning Center is integral to ensuring that all students can access our rigorous college prep curriculum. Gateway uses inclusive practices such as universal design for learning, collaborative planning, co-teaching, and push-in support provided by resource specialists and paraprofessionals to support students within their academic classes.
- → Gateway has a student culture of respect for differences and shared responsibility for learning. For example, all students take a Learning Seminar course, which helps students understand their unique learning style and strengths, as well as develop their process of learning. This class helps students recognize that we each contribute uniquely to the learning community. Learning Seminar also explicitly focuses on learning and reading strategies that they use across all their classes. In addition, each month, every teacher at Gateway publically recognizes students who exhibit our core values of responsibility, respect, community and excellence.
- ← Gateway has a strong advisory program. Each advisor has no more than 18 students. Advisory groups meet daily for 30 minutes to focus on community building and social skills development. The advisor acts as an academic advisor, counselor and as a 'go to" person for families.
- Working in conjunction with SFUSD, Gateway has implemented restorative practices as a means to build a positive school culture, reduce suspensions, and increase equity.
- ♣ Gateway partners with other organizations to create a rich, powerful and integrated experience for our students. Our partnerships focus on the arts (SF Film Society, African American Arts and Culture Complex, Digital Storytelling/Spoken Word, SF Jazz, etc.), and student support (YMCA Urban Services, USF Nursing School, Aim High, First Graduate, College Track, Breakthrough Collaborative, Summerbridge, etc.) among other priorities. We also partner with WestED,

Exploratorium, SFUSD Complex Instruction Math Cohort, USF, REACH to provide professional development for our teachers and to contribute to the teaching profession more broadly.

- Gateway teamed up with several other small middle schools in San Francisco to create a new athletic league to provide interscholastic athletic opportunities for our students. Students can participate in basketball, futsal, volleyball, track/cross country, tennis, table tennis, cheer and dance.
- → Gateway actively seeks partnership and involvement with our students' families. For example, each spring we hold student-led conferences in which students prepare a portfolio of their learning from the year and present to their families. 98% of families attend these conferences. We also hold an annual Exhibition Night of student learning in which all students present collaborative projects. Families participate as audience members and partners in this evening.
- According to a variety of measures, Gateway Middle School families and students are quite happy with their experience at Gateway.
 - On our annual family survey, 96% of Gateway Middle School families report that they
 are either highly satisfied or satisfied with their student's experience at our school.
 More specifically,
 - 98% of families report being either highly satisfied or satisfied with Gateway Middle School's culture that encourages and supports students' college aspirations;
 - 97% of families report being either highly satisfied or satisfied with the ways students at Gateway Middle School develop useful academic skills and habits;
 - 97% of families report being either highly satisfied or satisfied with Gateway
 Middle School's advisory program as a means to support students;
 - 97% of families report being either highly satisfied or satisfied with Gateway
 Middle School's culture of respect for individual differences and diversity;
 - 94% of families report being either highly satisfied or satisfied with opportunities at Gateway Middle School for student voice and leadership and efforts to support students' social and emotional development;
 - 97% of families report being either highly satisfied or satisfied with the quality and commitment of Gateway Middle School's teaching staff and opportunities to partner with teachers at Gateway Middle School to ensure student success.
 - Results from our CA Healthy Kids story also demonstrate students' high level of satisfaction with their experience at Gateway, specifically in relation to their sense of equitable and high expectations, connectedness, and meaningful participation.
 - 96% of students report that "teachers and other adults encourage me to work hard in school so I can be successful in college or at the job I choose" and that "The teachers and other adults work hard to help me with my schoolwork when I need it." (equitable expectations indicator);
 - 94% of students report that "At my school, there is a teacher or some other adult who listens when I have something to say" and "At my school, there is a

- teacher or some other adult who really cares about me."(connectedness indicator);
- 99% of students report that "At my school, there is a teacher or some other adult...who believes that I will be a success" and "who tells me when I do a good job." (high expectations indicator);
- 95% of students report that "I do interesting activities at school." (meaningful participation indicator);
- 94% of students report that "Teachers show how classroom lessons are important and helpful to me in real life." (meaningful participation indicator).
- Students who choose Gateway Middle School remain at Gateway Middle School. In our first class, 100 out of 104 original students graduated from our school. This retention trend has been consistent in subsequent grades.
- → More than 80% of Gateway's highly skilled teachers possess advanced degrees. Gateway teachers engage in two hours of weekly professional development in order to develop common teaching practices and analyze student learning. Teachers also meet weekly in grade level teams to discuss student learning goals and needs.
- On our annual faculty survey, 100% of Gateway faculty reported being either highly satisfied or satisfied with teaching at Gateway Middle School. More specifically,
 - 100% of faculty report being either highly satisfied or satisfied with the level of challenge and support for students in our college-prep curriculum
 - 95% of faculty report being either highly satisfied or satisfied with working together as a faculty to improve student learning and address issues of educational equity
 - 95% of faculty report being either highly satisfied or satisfied with Gateway students' understanding of our mission and values
 - 100% of faculty report being either highly satisfied or satisfied with the quality of relationships between students and staff
 - 100% of faculty report being either highly satisfied or satisfied with Gateway's culture of encouraging and supporting college aspirations
 - 95% of faculty report being either highly satisfied or satisfied with the structures and effectiveness of whole-school professional development work at Gateway High School

C. Charter Renewal Criteria

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(b)(1)

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.

- (3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) The entity that granted the charter determines that the academic performance of the Charter School is at least equal to the academic performance of the public schools that the Charter School pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the Charter School is located, taking into account the composition of the pupil population that is served at the Charter School.

The following shall serve as documentation confirming that Gateway Middle School exceeds the statutory criteria required for renewal as set forth in Education Code Section 47607(b):

- Gateway Middle School has attained its API growth target in the prior year, meeting the requirement of Education Code Section 47607(b)(1).
- Gateway Middle School has achieved a statewide API rank of 7 in the prior year, exceeding the minimum threshold rank of 4 required in Education Code Section 47607(b)(2).
- Gateway Middle School has achieved a similar schools API rank of 7 in the prior year, exceeding the minimum threshold rank of 4 required in Education Code Section 47607(b)(3).

Over the prior charter term, Gateway Middle School had the following API scores:

2010-2014 API Scores					
Year	API Statewide Ranking	API Similar Schools Ranking	API Growth Scores	API Growth Target (Actual Growth)	Met School Growth Target?
State-mandated testing suspended in 2013-14; API data not calculated or reported (see Note below). 3-Year Average API: Not available for this school because it did not meet one of the criteria below. 1. The school had a valid API (i.e., the school received an API report) in each of the last three consecutive years; and, 2. The school had 11 or more valid scores in each of the last three consecutive years (i.e., a valid score is when a student's assessment results are included in the calculation of the API).					
2012-2013	7	7	819	A (-31)	Yes
2011-2012			850	B (B)	
2010-2011	Base Year				

"A" means the school or student groups scored at or above the statewide performance target of 800. "B" means the school did not have a valid 2011 Base API and will not have any growth or target information.

(Source: CDE DataQuest, accessed July 23, 2014.)

Note on 2013-14 and 2014-15 Testing Data

Assembly Bill 484 amended Education Code sections 52052(e)(2)(F) and 52052(e)(4) to allow schools that do not have an API calculated in 2013–14 and 2014–15 to use one of the following criteria to meet legislative and/or programmatic requirements:

- The most recent API calculation;
- An average of the three most recent annual API calculations; or
- Alternative measures that show increases in pupil academic achievement for all groups of pupils school-wide and among significant groups.

The decision to use one of the above criteria may be made on a program-by-program basis and is a local decision. (Source: CDE Information Guide, *Status of the Academic Performance Index and 3-Year Average*, May 2014, available at: http://www.cde.ca.gov/ta/ac/ap/.)

Analysis of Charter Renewal Criteria

Gateway Middle School's API growth scores have exceeded the statewide performance target of 800 in the past two years; in 2013, the API growth score was 819, and the 2012 API growth score was 850. Therefore, Gateway Middle School has scored high enough that the school has not been assigned a growth target for the next testing year and is noted to have met its growth target. Moreover, last year Gateway Middle School had a statewide and similar schools rank of 7. Therefore, Gateway Middle School has exceeded the charter renewal standards of Education Code Section 47607(b) and should be granted a five-year charter renewal term pursuant to Education Code Section 47607(a)(1).

Gateway Middle School has had no numerically significant student subgroups as defined in Education Code Section 52052(a)(3), since the school opened in 2010. Thus, the charter renewal criteria contained in Education Code Section 47607(a)(3) pertaining to student subgroups does not apply.

D. Targeted School Population: Gateway Middle School's Students

Consistent with our mission, Gateway Middle School serves approximately 312 economically, racially, ethnically and academically diverse middle school students in grades 6-8 from the San Francisco community and the surrounding Bay Area. Gateway Middle School's unique mission is to develop innovative programs for supporting a wide range of learners to succeed in a rigorous college preparatory program. One key area of focus is supporting students with learning differences: we strive to have at least 25% of the student body fit that profile.

We believe that **all children** should have access to the best educational options available, and, as a charter school of choice, Gateway Middle School will strive to educate students and families across San Francisco about the opportunities and challenges available at GMS. Our goal is to encourage applications from as wide a range of students and their families as possible who believe that our mission and programs will suit their needs and aspirations. Most importantly, Gateway Middle School's enrollment efforts (See Sections IX and X) makes clear our commitment to serving students and families who have historically been underserved, including those who live near Gateway Middle School in the Western Addition.

The table below describes Gateway Middle School's current student population, showing the diversity of our student body.

Gateway Middle School Student Demographics* 2013-2014			
	Enrollment	% of Enrollment	
American Indian	0	0	
Asian	38	12%	
Pacific Islander	0	0	
Filipino	5	1.6%	
Hispanic or Latino	90	29%	
African American	32	10%	
White	88	28%	
Two or More Races	42	14%	
English Learners (Total)	30	10%	
Spanish	24	80%	
Arabic	3	10%	
Vietnamese	1	3.33%	
Cantonese	1	3.33%	
Portuguese	1	3.33%	
Socioeconomically Disadvantaged	121	39%	
Students with Disabilities	53	17%	
TOTAL	310		
Source: California Department of Educat	ion (CALPADS), accesse	d July 23, 2014.	

In addition to ethnicity, Gateway Middle School students represent the diversity of San Francisco and the Bay Area in other ways as well. Almost 40% of our students qualify for free or reduced lunch, and more than one third are the first in their families to attend college. By drawing from a wide range of elementary schools, Gateway Middle School strives for comparable economic and educational diversity in its student population.

E. What It Means to be an Educated Person in the 21st Century

The Gateway Middle School curriculum and program is organized to help students achieve similar Expected School-Wide Learning Results, or ESLRs, as our high school program. These ESLRs, which represent the knowledge, skills, and habits that we want all Gateway Middle students to possess by the time they graduate, define for us what it means to be an educated person in the 21st century. These ESLRs inform teaching and learning in our classes as well as our school-wide culture and community goals. We also believe that Gateway Middle's ESLRs are aligned to the Common Core College and Career Readiness Standards for Literacy as well as the skills and habits within the Common Core Math Practices. Gateway Middle School's Expected School-Wide Learning Results are described below.

Gateway Middle School graduates will be (GMS's ESLRs):

1) Self-aware, courageous, and responsible individuals who:

- a. are conscious of who they are, how they learn, what they want to achieve, and what they value as individuals;
- b. develop and practice self-respect and self-acceptance by exploring individual strengths;
- c. understand the impact of their choices on themselves, others, learning, and the environment; and
- d. demonstrate responsibility, empathy, resilience, and respect.

2) Positive, active, and responsive members of the community who:

- a. develop effective communication skills;
- b. collaborate effectively in groups;
- c. learn to understand and appreciate individual differences;
- d. actively support others' learning and learning styles; and,
- e. are aware of community issues, understand their role in the community, and create positive change in the community.

3) Readers, writers, researchers and problem-solvers who:

- a. approach learning with curiosity, enthusiasm, and determination;
- b. take pride in their work and strive to achieve their individual academic potential;
- c. use their resources and strategies to solve problems and ask for help when needed;
- d. monitor their individual progress, reflect on areas for improvement, and take advantage of opportunities for growth;
- e. develop their reading, writing, math and critical reasoning skills across classes; and,
- f. master new material in their classes and make connections between their classes.

F. How Learning Best Occurs: The Means to Achieve Our Mission and Vision

"We need a new approach to education; one that will give our children the solid basis of knowledge, skills, and confidence they will need to meet the challenges of their time. An alternate paradigm, a new framework about development based on the simple proposition that 'all children can learn' – once they are taught how to learn – will help us reorganize our thinking and our practices."

-Jeff Howard

At Gateway Middle School, we believe that learning best occurs when the following conditions are met and programs are in place:

Students understand how they learn and are coached to improve their process of learning.

At Gateway Middle School, we believe that an essential role of schools is to help students learn how to learn effectively. When students focus on the "process of learning" (and not just its products) they gain insight into what motivates them, frustrates them, aids them, and empowers them as learners. Beginning in 6th grade and continuing throughout their three years of the school, students learn to assess their own unique learning style and strengths and weaknesses as learners. This instruction begins in the Learning Seminar course and is weaved throughout students' classes. These insights provide a context for students to develop learning strategies that suit their needs and build on their assets so that

they can take an active role in their own academic success. Through these efforts, students come to understand how they learn best and become more independent, self-motivated and self-assured. To underscore its importance in the curriculum, a portion of each student's grade in every class is based on her/his "process of learning" and calculated through self-assessment and teacher feedback. Moreover, the academic and strategic learning strategies that students are taught in Learning Seminar are practiced and reinforced in all their classes. Finally, students reflect on their learning both within class and in annual portfolios of curricular work for their spring student-led conferences. This coordinated teaching of meta-cognition is scaffolded across the grade levels and coordinated through our grade level teams and faculty professional development.

Students' individual learning needs are supported and respected.

Integral to the success of Gateway's mission is the Learning Center that is designed to support the students' academic and intellectual needs by explicitly teaching students about learning strategies and learning differences. It also serves faculty and parents. The Learning Center promotes awareness of learning strategies, learning differences, the impact of learning differences during adolescence and the many strategies available for academic success. It serves as the center of "learning about learning" in the school to all students by helping to articulate and scaffold skill development and strategic learning throughout all academic classes. Through its work with all students, it aims to dissolve the stigma attached to the label "learning disabled" and demonstrate how a personalized approach to teaching and an understanding of the different ways people learn helps all students learn more effectively. The Center provides targeted support to students, learning strategies instruction, and support in assistive technologies. With its multiple resources and staff, it provides learning assistance to all students in the school community.

Students spend extended time on core academic studies.

Gateway Middle School recognizes that more time dedicated to core academic skills results in higher achievement over time. This truism holds especially for students with learning differences and those from traditionally underserved backgrounds. To address this educational need, students at Gateway Middle School will have extended time for math (both conceptual and procedural) as well as dedicated literacy instruction in both Humanities and Learning Seminar.

Students are known well, and learning is personalized and student-centered.

At Gateway, we believe that schools and classrooms must be small enough so that each student feels connected to his/her teachers and authentic relationships are built. Educators can then learn their students' individual interests, strengths and weaknesses and use that understanding to help students achieve genuine academic success. Gateway Middle School is designed for this type of personalization with its small school size (312 students), average class size of 26:1, active grade-level teams, and advisory program in which every student is matched with a faculty advisor and meets as an advisory group of 16-18 students every day. Moreover, students are organized in a cohort model in which the same group of teachers is responsible for a total of 52 students. This cohort model allows teachers to know students well, supporting them in their learning and personalizing their learning experience. In addition, the dominant pedagogical approach is teachers-as-coach in which instruction is student-centered and individualized for student success.

Scaffolded, structured and multi-sensory approaches are used to support student learning.

Gateway uses scaffolding throughout the curriculum to help students master complicated skills and concepts, thus ensuring that all students have access to sophisticated course work. Additionally, teachers work together to create and use common structures and rubrics across classes to facilitate students' focus on content learning and skill development. In order to ensure that "all kinds of learners" can engage fully in our curriculum, teachers employ multi-sensory approaches to instruction, including project-based learning, collaborative assignments, and integration of visual, multi-media and auditory resources into the classroom.

Families are viewed as integral partners in students' learning and success.

While the middle years tend to be a time when students yearn for greater independence from their families, it is also a time when family involvement remains essential in overall student academic success. Gateway is committed to working with parents to reach the academic and social goals necessary for student success in middle school and beyond. To encourage continued family involvement during this critical transition from elementary school to middle school, Gateway Middle School provides multiple opportunities for meaningful family participation. Family information nights and learning demonstration nights are some of the occasions to increase parent-school partnerships in reaching academic goals for students and to promote a sense of community amongst families, students and staff. Moreover, family conferences and student-led conferences as well as many opportunities to volunteer serve to promote family integration in the academic program and into the larger school academic community. Finally, our School Counselor, Office Manager and Principals coordinate these many strategies and efforts for school-family integration.

Emphasis is on depth over breadth, critical thinking over rote learning.

At Gateway, our goal is to prepare students for a world that requires the sophisticated ability to think, communicate and work effectively. Gateway's curriculum creates learning situations in which students delve deeply into their assignments to understand and master the material. In doing so, we teach the "habits of mind" essential to serious learning. Through long-term projects and rigorous assignments, students learn to find the depth of each topic, assess its complexity and be accountable for demonstrating their grasp of it. They develop methods of analysis, learn to use creativity and imagination, develop discipline, and learn to act on their own beliefs. This goal encompasses a broad curriculum, including arts, language, health and physical education. Gateway Middle School's graduates will possess the intellectual and imaginative powers to be informed, competent, self-motivated lifelong learners.

High expectations for all students and an explicit emphasis on college preparation.

Gateway Middle School believes that college preparation is best attained when students achieve at high levels at each stage in their education. A school culture of college aspiration and readiness that permeates the school environment leads to more equitable achievement and opportunity for students. All students at Gateway Middle School take a Common Core aligned course load that prepares them for a college preparatory high school. Moreover, they develop the literacy, math and academic study skills that prepare them for independent learning and achievement in high school and college. Furthermore, the assignments within classes mimic later college preparatory work in meaningful ways, including argument papers, research papers, and science investigations and labs. Finally, the school provides multiple opportunities for students to learn the path to college, including visits to college campuses, advisory activities related to college readiness, and parent workshops on college preparation. In these ways, the Gateway Middle School program supports college preparation both explicitly and implicitly.

Students learn best when explicit, cross-curricular skills and themes are taught.

Gateway Middle School recognizes that the middle years provide a critical period for students to develop and solidify the literacy, math and learning skills that are essential for later success in school and life. By explicitly teaching these skills and integrating them into all facets of the academic program, the school provides students the tools both to learn the immediate material in their subject areas and to master additional subject matter in later schooling. Research shows that when targeted skill development is linked and taught across content areas students are more likely to improve upon and utilize these skills. In addition, inter-disciplinary investigations allow students to deeply learn the material and understand underlying connections in content and life. A broad-based curriculum,

including academics, language, arts, physical education and health education supports students' broad educational experience.

Assessment is explicit, standards-based, and individualized.

At Gateway, we believe that students need a clear understanding of what they are expected to learn, ongoing feedback about their progress, and flexibility to demonstrate mastery through multiple means and at a pace that is appropriate for them. Course assessments are based on clear rubrics that highlight the essential learning goals and standards for the unit. Student portfolios will contain on-going examples of each student's work towards individual and school goals. Assessments will be individualized as needed (e.g. options for project based assessments, using extended time, oral exams, etc.). However, accommodations will not lower expectations; instead, all students will be held to the same standard but allowed to demonstrate their knowledge in ways that best fit their learning profile and needs.

Students have opportunities to learn beyond the regular school day.

Gateway Middle School recognizes that to achieve these ambitious educational goals, learning must extend beyond the regular school day with learning support, academic tutoring support, and extracurricular activities. To this end, Gateway Middle School provides a range of tutorial assistance to students most in need both within specific classes and for basic skills development. Furthermore, Gateway partners with the YMCA to provide enrichment activities and academic support for all students students who enroll in after school programming. Finally, Gateway provides opportunities for students to participate in extracurricular club and sports team learning experiences beyond the school day.

School has a strong culture and provides the opportunity to establish and practice important community values.

Four core values – Community, Respect, Responsibility, and Excellence – are at the heart of Gateway's community and school culture. Please see Appendix A for our Community Agreements that outline our Core Values for students and families. Gateway recognizes and fosters these school values through assemblies, advisories, and clubs to enhance student belonging through the establishment of a strong school culture. In order to foster our sense of community, the whole school meets frequently in assembly and students meet with their advisors daily for 30 minutes. The advisory program's curriculum has four key goals: 1) to help faculty know the students and their needs well; 2) to help students know themselves well (especially their learning styles and their goals); 3) to build community among students and staff; and 4) to develop the social skills for peaceful conflict resolution with both peers and adults. Additionally, Gateway has implemented Restorative Practices as a school-wide approach to build community, address community grievances and infractions, and teach students the impact of their actions. We use and teach affective statements and community circles as proactive practices and we implement written reflections, restorative conferences and restorative circles to repair harm.

Students are surrounded by people who are different than they are.

Gateway Middle School was founded on the paired principles that all students can learn at high levels and that all students learn *differently*. Based on these initial, cornerstone beliefs of our school, at Gateway we believe that understanding and appreciating difference is, in fact, a prerequisite for learning and adult life. To quote Roland Barth, professor of education at Harvard University, we "work hard to attend to, acknowledge, honor and celebrate differences, because (we) believe pronounced differences are often accompanied by pronounced learning. (We) are committed to the question 'How can we make conscious, deliberate use of differences in social class, gender, age, ability, race, and interests as resources for learning?'" Through explicit learning and understanding of learning differences and similarities, students will appreciate their own differences as well as the diversity of the students around them. During the middle school years, a developmental time when students often eschew differences, the culture of respecting, valuing and celebrating difference is especially important.

Students have consistent, solid and proactive advising and support.

All students at Gateway Middle School will be matched with a faculty advisor who works closely with their advisees both academically and socially. Grade-level teams will review student data regularly, paying special attention to patterns of low attendance, misbehavior and low achievement in academic classes, as these factors are associated with academic failure later on (Balfanz 2009). After identifying students at risk, based on a Response to Instruction and Intervention model, pro-active support plans will be implemented to build on student's strengths and support future academic success. This support can include Gateway Middle School's teacher-supported homework assistance and tutoring program in which teachers provide small-group support to help students at risk build necessary skills, complete key assignments, and receive additional monitoring and support. Led by the grade level teams, patterns of student achievement are continually analyzed and discussed with students, families, and teachers. Great emphasis is placed on supporting and monitoring 6th grade students to ensure they successfully make the transition to middle school and to ensure struggling students are identified early so that GMS can best address their needs.

The school and teachers recognize and value the whole child.

During the middle school years, students are struggling to define themselves as individuals separate from adults and within their peer groups. Gateway Middle School provides opportunities for students to recognize their own talents as well as the talents of their peers through active learning opportunities that emphasize their role as agents of change in their lives and communities. Curricula in all classes seek to connect to the students' world around them through projects and interdisciplinary learning opportunities. Moreover, community-based learning opportunities like our advisory service learning projects foster students' positive identities as members of their community. Finally, teachers recognize that they are teaching students both content knowledge and skills for success in all subjects and life. This orientation towards teaching students beyond specific content areas will provide an important bridge for students to the content-specific learning of the high school. To this end, subject area teachers will meet regularly in interdisciplinary grade level groups to discuss the academic and emotional development of the whole child.

Teachers are experts in their fields and about adolescent development and are supported and encouraged to continue growing as professionals to fulfill the school's mission.

Research has shown that the most important factor contributing to students' success is the quality of instruction they are receiving. To this end, at Gateway we are committed to ongoing professional growth of our teachers. Gateway faculty participate in 15 professional development days throughout the year, focused on improving teaching and learning through examining recent educational research, analyzing student work and achievement data, sharing best practices, building school culture, and planning improvements to our academic program. Teachers work collaboratively on curriculum planning teams and meet as a full staff for two hours each week. This collaborative work and focused professional development create the necessary time so that the school's mission will be interwoven throughout all classes and the program. Moreover, it allows teachers to coordinate the explicit cross-curricular teaching of skills and themes that form the basis of thoughtful education at the middle school level. In addition, Gateway Middle School works with Bay Area schools of education to provide ongoing professional development opportunities for our own teachers as well as pre-service teachers.

Time is used flexibly to support student learning and other institutional goals.

Gateway Middle School's block schedule organizes instruction in ways that are more conducive to teaching and learning. By giving Humanities and Math classes longer blocks of time for instruction and academic activities, our block schedule allows time both for students who need more help on a difficult concept and for those who are ready to delve deeper into a particular subject. Our cohort model in

which teachers see the same students for Math or Humanities in the morning and Science or Learning Seminar in the afternoon also allows teachers to flexibly use class time if they need to extend or revisit a lesson. Moreover, the extended blocks support Learning Center staff, including Learning Specialists and paraprofessionals, to support students during individual and small group work time. In order to foster community, school pride, and communication, we have built time into our weekly block schedule for school-wide assemblies and meetings, advisory and extra academic support. Gateway's schedule and calendar also increase additional learning opportunities to enhance the overall educational experience, such as community service projects, college visits, outdoor education and other student activities.

Being a member of both a school community and a larger community is emphasized. Academics are a crucial part of preparation for high school, college and for life. But true education requires more. One of Gateway Middle's core values is a focus on Community. We ask students to actively participate in their cohort, advisory and school community by lending a hand when someone needs help, modeling and standing up for what is right, taking action to improve things in our school community, and solving problems peacefully. In addition to supporting students to learn to participate in the school community, service learning is a part of the school program to emphasize students' essential roles in two communities – that within the school and that beyond the school. This participation in service learning promotes a strong sense of self and respect for others and we support students to "focus outward" as they progress into 7th and 8th grades through advisory service projects.

Students have access to cutting edge technology.

At Gateway we believe that preparing students for the worlds of college and work in the 21st Century must include access to and proficiency with technology. Our students use technology for research and analysis, as a means to share, store and publish information, to create multisensory presentations, to practice individual skills, and as assistive tools to access the curriculum (e.g. to address challenges with written language, spelling and memory). In order to ensure maximum productivity and efficiency, Gateway students and teachers will be trained throughout the year on how to use various technological resources and assistive technologies. Moreover, all students will be trained explicitly in the use of computers to create and share their knowledge as well as applications or software that can support their learning.

The learning environment is safe, both physically and emotionally.

Gateway Middle School believes that students must feel safe in order to achieve at their highest levels, and we take this responsibility to our students and their families extremely seriously. Students' physical and emotional safety will be our highest priorities; through our advisory curriculum, school counselor, relationships with families, connections with SFPD and other community agencies, safety drills and procedures, and ongoing dialogue, we will work hard to protect our students while they are at Gateway and help them live safe lives outside of school. Additionally, Gateway has implemented Restorative Practices as an important means to build community, address community grievances and infractions, and teach students the impact of their actions. We use and teach affective statements and community circles as proactive practices and we implement written reflections, restorative conferences and restorative circles to repair harm. All teachers and staff are trained in Restorative Practices and use of restorative questions, so that we can collectively foster a safe environment and help students to learn to negotiate conflict and prevent and repair harm.

Based on these values and conditions for learning, we created Gateway's Ten Principles of Learning and Teaching, which we use as the basis for our orientation for all new staff as well as in our fall professional development for all faculty and staff each year. (Please see Appendix B for GMS's Ten Principles of Learning and Teaching.)

G. Overview of Academic Program

"Schools must offer a rich, interesting curriculum full of powerful ideas and experiences aimed at inspiring its students with the desire to know more, sustains students' natural desire to make sense of the world and trusts in their capacity to have an impact on it."

The Power of Their Ideas, Deborah Meier

Gateway Middle School's curriculum is designed with our unique mission in mind and is intended to foster excellence in all disciplines associated with a liberal arts tradition. Faculty members guide students to master skills, to acquire knowledge, and to think critically, creatively and independently. The School strives to help young people achieve their potential not only in intellectual understanding but also in aesthetic sensitivity and moral decisiveness.

All academic courses at Gateway are standards-based, incorporating California Common Core State Standards as well as Gateway's particular emphasis on self-awareness in learning and action, commitment to community, and integrity. Since it inception, the school has dedicated resources and professional development to support the transition to Common Core aligned curriculum and instructional practices.

The college preparatory curriculum of Gateway Middle School's program prepares students for college preparatory work in high school as well as for college study after high school. The coursework prepares students for a college-preparatory high school math program, for all students take a rigorous course progression that is aligned with the Common Core Standards for Math (see the Math description below for more details). In alignment with the Common Core College and Career Readiness Anchor Standards for Literacy, we strive for students to learn the skills necessary to read and write at least at grade level by the end of their 8th grade year. At Gateway, we are committed to supporting our students in meeting their academic and personal goals, thus our academic requirements are designed to prepare them for success in a college preparatory high school and to inspire them to continue their commitment as lifelong learners.

Gateway challenges students in mind, body and spirit to see beyond themselves, to go beyond the familiar, and to remain committed to developing what is finest in themselves and others. To reach these multiple goals, each academic subject instructs students both on the skills and content of that subject area as well as on the meta-cognitive strategies important for success in all subject areas. Gateway's Leadership Team, professional development and collaborative planning structures, and Learning Center are instrumental in articulating and scaffolding the curriculum of skill development and strategic learning. By providing common planning time, weekly grade level meetings, and weekly professional development time to work together as the whole faculty, teachers are able to develop common practices to support students' "learning about learning." Specifically, the Learning Seminar class provides core instruction in these meta-cognitive strategies, while simultaneous, repeated practice and implementation of these strategies is integrated into each of the content areas. At the same time, reading and writing are incorporated across all subject areas. Finally, all classes are designed with the principles and philosophy of Universal Design for Learning in mind and in collaboration with Learning Specialists from our Learning Center, giving all students access to the curriculum.

Please see Appendix C for Gateway Middle's 6th, 7th and 8th Grade Curriculum Guides, which outline the curriculum for each course for students and families.

1) Learning Seminar

Gateway Middle School's Learning Seminar serves as a centerpiece to the overall academic program; the aim of this class is to improve the reading and learning strategies of all students. In Learning Seminar, we explicitly teach students metacognitive reading and learning strategies so that students develop an awareness of *how* they read to comprehend and *how* they use strategies to learn.

The content and skills taught in the Learning Seminar are complemented, applied, and reinforced across the disciplines. In this way the teaching of all meta-cognitive skills are practiced and applied in context. In addition, the teaching and learning of reading comprehension strategies are further reinforced and practiced in all other subject areas. Teachers have common planning time weekly to collaborate and coordinate this curriculum.

Learning Strategies Component:

Through the learning strategies component of the class, all populations of students develop self-awareness as college-bound learners and acquire appropriate meta-cognitive learning strategies to meet their educational goals. Since GMS has a diverse student population –including but not limited to first generation college-bound students, historically underserved students, gifted students, and students with learning differences—through the Learning Seminar class Gateway promotes student appreciation and understanding of all kinds of learning styles as students learn more about themselves and others.

In addition, since the middle years constitute a critical time for the development of students' self-concept and learning strategies, a central goal of this class is developing students' metacognitive skills. As students become more meta-cognitively aware, they develop an understanding of their own learning strengths and weaknesses and create a more accurate, proactive, self-concept of themselves as learners. Some important topics include how students prepare to learn physically and mentally as well as how they acquire, process and retain information. Students who learn learning strategies become more "autonomous and independent" in academia, thus furthering their preparation for a college preparatory high school and beyond.

Content

- Learning Differences & Learning Styles
- Goal setting, planning and self-evaluation
- Understanding growth vs. fixed mindsets
- Organization and planning strategies (e.g. organizing resources, chunking time, use of planner and calendar)
- Memory strategies (e.g. Lists, Quizlet app, Acronyms)
- Note-taking strategies (e.g. Cornell Notes)
- Test-taking strategies
- Cooperative learning strategies (e.g. collaborative roles, active listening, paraphrasing, building on others ideas)

Skills

- Evaluating effective methods of organizing work, managing time, and arranging the physical environment to study
- Meta-cognitively monitoring work, personal success and use of all learning strategies
- Monitoring and evaluating strategy use
- Strategies for interacting with others
- How to use various academic technology tools (e.g. email, GoogleDocs,)
- Strategies to advocate for one's evolving learning needs

Attention strategies (e.g. SLANT)
 Assistive technology (e.g. text to speech apps)

Reading Strategies Component:

The goal of the reading strategies component of the class is to improve the reading skills, strategies and habits of all students. The weekly reading lessons focus on reading fluency and comprehension. Students read a diverse range of texts and learn specific reading comprehension strategies to unpack texts. Some of the explicit reading comprehension strategies and approaches that are taught include West Ed's Reading Apprenticeship model, the Guided Reading model, and the Strategic Instruction Model (SIM).

In addition, depending on the diagnosed reading level of individual students, the reading class is tailored to meet their particular level. All students are assessed using a Reading Comprehensions screener (e.g. NWEA's Measures of Academic Progress or the Scholastic Reading Inventory) as well as the Fountas and Pinell assessment; based on their reading skills and levels, students are taught in differentiated Guided Reading groups. Students who are reading significantly below grade level receive more frequent and intensive small group reading instruction as an intervention during Learning Seminar.

Finally, Learning Seminar is the avenue for supporting and implementing our whole school reading initiative to foster students' becoming life-long readers by promoting daily extracurricular reading. To support students' successful independent reading at appropriate levels, Learning Seminar classrooms have classroom libraries with diverse texts, teachers instruct students on how to choose a "just right" book and students are asked to read 30 minutes per day in texts of their choice.

Content	Skills
 Independent reading, both in class and on one's own Read a broad range of fiction and non-fiction texts. Effective reading comprehension strategies to make sense of complex texts (e.g., questioning, summarizing, visualizing, paraphrasing, predicting, making inferences) Critical reading strategies (e.g. analyze an argument in a text; identify author's purpose for writing) 	 Utilize appropriate reading comprehension strategies for different kinds of texts (e.g. different reading strategies for math vs. English Language Arts). Use specific reading strategies to make meaning of a complex text All students advance their reading level by a grade level or more per year.

2) Humanities

Gateway Middle School's Humanities program provides students an integrated study of English-Language Arts and History–Social Studies at each grade level that is rigorous and college-preparatory and meets the Common Core Standards. The Humanities courses follow the thematic sequence below:

Humanities 6 – World Literature, History & Geography: Ancient Civilizations Humanities 7 – World Literature, History & Geography: Medieval and Early Modern Times Humanities 8 – U.S. Literature, History and Geography

The framing philosophy of the Humanities program is to provide students a coherent, integrated curriculum in which central questions frame each unit. The development of all reading, writing and thinking skills thus are taught in context, creating more meaning and purpose to their development (National Middle School Association 2010). Teachers draw upon many fiction and non-fiction texts for students' study and use these varied texts to engage students in learning reading and writing skills in alignment with the Common Core Standards for Literacy. The social studies components draw primarily from History Alive!, by Teachers Curriculum Institute; however, in alignment with the Common Core, students also engage in close reading of contemporary editorials and articles as well as primary source documents. For example, teachers draw upon resources from Facing History and Ourselves, and the Stanford History Education Group. Age and content-appropriate fiction is also included at all grade levels. Students read poems, plays, short stories, myths, and a diverse set of novels such as The Giver by Lois Lowry, Esperanza Rising by Pam Munoz Ryan, Shakespeare's Romeo and Juliet, The Absolutely True Diary of a Part Time Indian by Sherman Alexie, The Outsiders by S.E. Hinton, and Warriors Don't Cry by Melba Patillo Beals. Students are both challenged to read complex texts in alignment with the Common Core and students are supported with scaffolds and activities to allow all students to access the curriculum.

The integrated Humanities curriculum lends itself to teachers' utilizing a variety of learning strategies to engage all kinds of learners. Hands-on and project-based learning experiences compromise a central portion of the curriculum, as these instructional strategies provide multiple ways for students to learn, naturally build in opportunities for differentiation and individualized support, and support students' development as active members of their learning community. At the same time, whole class and direct-instruction methods provide a critical avenue for students to learn key skills and content to support such projects. For example, teachers provide lessons on Latin roots for vocabulary, characteristics of the short story, strategies for revising a written narrative, note-taking strategies for an expository text, and finding evidence in a text to support one's claim. Lastly, the extended block of Humanities allows opportunities for students to work individually on tasks such as revising written work through multiple drafts in preparation for delivery to an authentic audience. During such independent work time, the close integration of our Learning Center staff allows us to support all learners individually as well as in flexible groups. This structure encourages differentiation and universal access for all students. Students write daily in response to short prompts and they complete longer, multi-draft writing pieces, including at least one narrative, one expository, one argumentative and one research paper in each grade as part of these authentic, missionconsistent learning experiences. In addition, all students complete interdisciplinary, group exhibition projects that are presented to families and community members at a school-wide exhibition in the spring.

Gateway Middle School believes that successfully preparing students for a college preparatory high school and college involves teaching them both a broad range of content as well as developing the meta-cognitive learning strategies to flexibly learn new material. For this reason, each unit of content study in the Humanities program requires students to practice and

integrate learning and study strategies that they learn in their Learning Seminar. In this way student have repeated context-based opportunities to implement and practice meta-cognitive learning strategies.

A sample of the major Humanities content and skills across the three years is below. Gateway Middle School's entire curriculum is in alignment with the Common Core Standards.

Content

English & Language Arts

- Reading Informational Texts and understanding the structure of genres: historical texts, primary source documents, persuasive texts, expository texts
- Reading Literature and Fiction and understanding the structure of genres: short stories, novels, poetry, plays, song lyrics
- Writing in multiple genres: narrative writing, poetry, informative and explanatory writing, responses to literature, research reports, writing arguments to support claims
- Vocabulary development and word study: Greek and Latin roots, morphemic awareness, using context clues

History & Social Studies

- Ancient Civilizations (6th grade): Rome, Mesopotamia, India, China, Africa, Egypt, Greece, Kush, Judaism
- Medieval and Early Modern History (7th grade): Roman Empire, Islam, Sub-Saharan Africa, China, Japan, Europe, Meso-America/Andean Civilizations, Renaissance and Reformation, Science and the Age of Reason
- US History: US Constitution to World War I (8th grade): US Constitution, US foreign policy and expansion, regional differences in the US, slavery, the Civil War and Reconstruction, World War I

Skills

Writing

- Write in different genres, including narrative writing, informative/explanatory writing, argumentative writing and research-based writing
- Write for different purposes, both formal and informal
- Organizing writing for different purposes
- Using the writing process to organize ideas, write, revise, edit and publish
- Supporting claims with reasoning and evidence
- Using transitions, and content-specific academic vocabulary to clearly express ideas

Reading

- Use reading strategies to decode, read, comprehend and analyze a variety of genres and texts
- Analyze structure of texts and author's point of view
- Identify and evaluate claims and evidence in a text

Speaking

- Effectively engage in collaborative discussions on topics, texts and issues (whole class, small group or pair academic discussions)
- Practice and use academic language
- Organize and prepare for oral presentation

Meta-cognition

- Study strategies
- Organizational strategies for writing, studying & learning
- Reading strategies
- Note-taking strategies

History

- Chronological and Spatial Thinking
- Analyzing Cause and Effect
- Changing interpretations of history
- Research, Evidence, and Perspective
 - Framing research questions
 - Analyzing primary and secondary sources

- Analyzing bias
- Interpreting history
Geography
Constructing, analyzing, and comparing maps

3) Math: Procedural and Conceptual

Gateway Middle School's approach to teaching mathematics is closely aligned to the Common Core mathematical Practices and is organized to meet all aspects of the California Common Core State Standards. Our math program embraces a balanced approach with emphasis on developing computation and procedural knowledge, conceptual understandings, and problem solving skills. Within a daily 80-minute block, students engage in varied learning experiences encompassing individual, partner, and group work. Lessons are designed to engage students in the "why" and the "what" of math. Problem solving tasks are often rich and non-routine. As students investigate a concept, they uncover key points, analyze the strengths of varied strategies, and share their reasoning both orally and in writing .The use of manipulatives, visual models, and real world examples allows students to manipulate ideas and make deeper math connections. In addition, math routines such as daily do-now's, number talks and math discussions allow students to grapple with math ideas and to strengthen mental math skills and pattern recognition. Math notebooks are used to maintain a record of learning, to support writing in math, and to provide opportunities for reflection on learning. Differentiation and universal access to curriculum is often achieved through targeted small group and individual instruction, redesign of handouts, and use of scaffolds such as calculators, sentence frames and word banks. Gateway's extended blocks of math thus allow for in-depth understanding of the conceptual math, opportunities for students to collaboratively make sense of math, and opportunities for differentiation to meet all students learning needs.

At the same time, Gateway's mission-specific features of student reflection and meta-cognitive awareness of learning as well as reading and writing across the subject areas are woven throughout the course. Specifically, students are taught specific reading comprehension skills and content area vocabulary to comprehend math texts and tasks and to develop attack skills for word problems. Students utilize problem-solving organizers to make sense of problems and they develop individual toolkits to support reflective, self-aware learning.

At Gateway Middle School, all students take a progression of math courses in alignment with the Common Core which is very similar to the course sequence adopted by the SFUSD Board of Education for all SFUSD middle and high schools. All GMS students take CCSS Math 6, 7 and 8; each of these courses includes algebra, with increased depth as the grades progress. At the end of the 8th grade year, upon completion of the middle school Common Core Math progression, all students are prepared for a college preparatory mathematics program in high school. **Please see Appendix D, which includes a more detailed overview of our Common Core Math Progression.**

Gateway's Common Core Math courses draw upon a variety of curriculum texts and resources. The primary textbook that teachers draw upon when developing curriculum is *Connected Mathematics Program (CMP)* which is a Common Core-aligned textbook. Teachers also draw upon a wide variety of supplemental curriculum resources including Number Talks, SFUSD's Common Core curriculum materials, MARS math tasks from the Mathematics Assessment Project and computer-based programs such as Khan Academy to target instruction to individual learning needs.

A sample of the major Mathematical content and skills across the three years is below. Gateway Middle's math curriculum is in alignment with the Common Core Standards.

Content

In alignment with the Common Core Math Standards, in grades 6, 7, and 8 students will master appropriate grade-level concepts of:

- Number Sense / Number System
- Ratio, and Proportional Relationships
- Expressions and Equations
- Geometry and Measurement
- Algebra and Functions
- · Statistics, Data Analysis and Probability

Skills

Mathematics

- Using strategies to make sense of problems
- Using varied approaches, strategies and tools to solve problems
- Using varied methods to represent mathematical concepts and problems
- Representing and solving real-world problems mathematically
- Analyzing and representing patterns
- Collecting, organizing and analyzing data in order to make a prediction or decision
- Reading, creating and analyzing graphs and charts to understand mathematical relationships

Listening, Speaking and Writing

- Explaining one's mathematical reasoning orally and in writing
- Discussing problems with peers and collaboratively solving problems
- Organizing and preparing for oral presentation (e.g. of a concept or strategy for solving)

Meta-cognition

- Reflecting on strategies used to make sense of and solve problems
- Meta-cognitively monitoring work and use of strategies to persevere with problems
- Study and test taking strategies
- Organizational strategies for studying & learning
- Reading comprehension strategies for math
- Note-taking strategies

4) Science

Gateway Middle School's approach to teaching science is organized to meet all aspects of the California Common Core and California State Standards. In preparation for the future transition to the Next Generation Science Standards, much of the instruction is shifting towards an alignment with the eight core science practices. With four, one-hour blocks of science per week, students engage in varied learning experiences encompassing individual, partner, and group work. Investigations are designed to engage students in the fundamental skills and processes that scientists use to make sense of the world. Curriculum teaches and reinforces inquiry, encourages analysis of data, and supports the dynamic process of answering scientific questions. Depending upon the topic of study, learning opportunities range from teacher directed lab opportunities to more open-ended, student centered project designs. Writing explanations and arguing from evidence are embedded in most units of study. Similar to our study of mathematics, as students investigate a concept, they uncover key points, analyze data, and share their reasoning both orally and in writing. The use of scientific tools such as microscopes, the creation of scientific models, and the manipulation of ideas through small and whole group discussion allow students to make deeper science connections. Science notebooks are used to maintain a record of learning, to support observation skills (e.g. sketching and

descriptive writing), to provide opportunities for making inferences and to support reflection on learning. Differentiation and universal access to curriculum is often achieved through targeted small group and individual instruction, redesign of handouts, and use of scaffolds such as sentence frames and word banks

To meet these many and varied goals, science teachers draw upon a number of texts and resources. Among these are FOSS Middle School Science modules, *It's About Time* "Investigating Earth Systems" and *It's About Time's* integrated, NGSS-aligned "Project-Based Inquiry Science" units. In addition, teachers draw upon resources offered through the California Academy of Science and the Exploratorium

Content	Skills
Earth Science and Ecology (6 th grade): Plate tectonics, earth's structure, earth's surface, forms of energy, ecology, earth's resources, food webs and ecosystems	Science Designing and conducting experiments using the Scientific Method, including hypothesis, observation, data, data analysis, and conclusions Using tools and technology to collect data (e.g. microscopes, computers)
 Life Science (7th grade): Cell biology, genetics, evolution, living systems (structure, functions and physical principles) 	 Representing findings in both graphic and written form Distinguishing between variables and controls in experiments Writing
Physical Science (8 th grade): Motion, forces, structure of matter, chemistry of living systems, periodic table, density and buoyancy	 Writing lab reports for presentations Researching and writing scientific reports Speaking Organizing and preparing for oral presentation
	 Meta-cognition Study strategies, including mnemonic devices Organizational strategies for studying & learning Reading comprehension strategies Note-taking strategies

5) Co-Curricular Activities: Physical and Health Education

Gateway Middle School recognizes the essential tie between students' physical health and activity and their academic performance. To foster both healthy minds and healthy bodies, all students participate in a physical and health education class that meets the California Content Standards in Physical Education and Health. In this class students learn health-promoting habits and set personal goals to practice these habits and meet physical fitness goals. Some critical components of this class are nutrition and students' understanding their own social, emotional, and physical development as adolescents.

Another important element of the class is students' developing their motor skills in a broad range of activities. Students are exposed to a broad range of team sports and develop the skills to participate in these sports.

Content	Skills
Health	Making healthy decisions
Personal safety and injury prevention	Practicing healthy communication
Alcohol, tobacco and drugs	Resolving conflicts

- Mental, emotional and social health
- Nutrition and physical activity
- Puberty, Growth, development and sexual health (GMS partners with Planned Parenthood for this component of the curriculum)

Physical Education

- Understand the relationship between physical activity and personal health
- Improve physical fitness
- Participate successfully in team sports and activities

Working in teams

Meta-cognition

• Setting and meeting personal goals

6) Co-Curricular Activities: Visual and Performing Arts

With its mission to teach all kinds of learners, Gateway Middle School recognizes the importance of developing students' skills in a range of areas. To this end, both visual and performing arts are offered at the school as part of co-curricular activities in the afternoon. The purpose of these classes is to develop students' artistic perception, creative expression and aesthetic appreciation for many visual and performing arts. Individual units of study in these courses are linked cross-curricularly, with the Humanities classes whenever possible to build students' understanding of the historical and cultural context of the arts.

7) Co-Curricular Activities: Spanish & Heritage Spanish

In preparation for high school work in foreign languages, Gateway Middle School students have the opportunity to study Spanish or Heritage Spanish in their 7th and 8th grade years. Through the formal study of another language, students have the opportunity both to understand more thoroughly the structure of English and to gain a greater appreciation for common Latin roots of words in both English and Spanish. Students who are heritage Spanish speakers have the opportunity to develop their reading comprehension and formal writing skills in their heritage language. The Spanish and Heritage Spanish classes also offer exposure to the broad range of Spanish-speaking cultures.

8) Advisory

Gateway Middle School's advisory program contributes to the overall school aims of a strong community, high achievement, student self-awareness, and student integrity. Each year, the advisor will be the primary means of contact and outreach to parents, caregivers and families. Moreover, the advisory creates opportunities for the school to explicitly teach and develop the Expected Schoolwide Learning Results for all students. Students attend their advisory class every day for approximately 30 minutes and the advisory classes focus on the social and affective aspects of student experience at the school, while simultaneously supporting students in their academic achievements. For example, advisory lessons focus on community building and service learning activities, social skills development based on the Second Step Social Skills curriculum, and academic goal-setting and reflection on one's progress.

Promotion Requirements

Student promotion at the end of each grade is determined by student performance and progress in a number of academic as well as social areas. We believe that sound decisions about promotion require multiple assessments of a student's needs and progress. Specifically, student performance and progress is monitored through the following forms of assessment:

• Class-based tests, quizzes and projects, as measures of students' academic achievement and progress relative to school and course standards and expectations.

- Annual student-led conference portfolios incorporating work form all subject areas and student reflections on their process of learning strengths and challenges.
- Progress monitoring and standardized assessments of foundational skills in reading and math (e.g. NWEA's Measures of Academic Progress and SBAC results in ELA and Math).
- Whole-school Process of Learning assessments focused on students' self-awareness of their learning and their habits in successfully supporting their own learning and that of others.
- Quarterly report cards that record students' progress towards academic skills and content standards and process of learning standards.

Students' academic and social progress is reported quarterly to parents. At the end of the first semester, students who may be at risk of non-promotion meet with the School Principal or designee and their family to discuss the necessary goals to continue to the next grade level. Appropriate support measures, including tutoring and extended learning support, will be outlined. At the end of the year, students will be promoted based on their progress of meeting grade level expectations through school-based assessments and completion of annual performance portfolios and their progress toward meeting their own individual learning goals. Grade level teams and administrators will consider all areas of student performance and progress as well as additional factors impacting student learning (e.g. learning differences, primary language, attendance, developmental needs and social-emotional skills) to make a recommendation on student placement the following year. In general, students making adequate progress in meeting individual learning goals will be looked upon favorably.

Sample 3-Year Program for Students

6th Grade: Humanities 6: World Literature, History & Geography-- Ancient Civilizations

CCSS Mathematics 6 (Procedural & Conceptual)

Science: Ecology and Earth Science

Learning Seminar

Co-Curricular classes (Exploratory Arts, Exploratory Spanish, Physical Education

& Health)

Advisory

7th Grade: Humanities 7: World Literature, History & Geography-- Medieval and Early Modern

Times

CCSS Mathematics 7 (Procedural & Conceptual)

Science: Life Science Learning Seminar

Co-Curricular classes (Visual and Performing Arts, Spanish and Heritage

Spanish, Physical Education & Health)

Advisory

8th Grade: Humanities 8: U.S. Literature, History and Geography

CCSS Mathematics 8 (Procedural & Conceptual)

Science: Physical Science

Learning Seminar

Co-Curricular classes (Visual and Performing Arts, Spanish and Heritage

Spanish, Physical Education & Health)

Advisory

H. Instructional Calendar and Attendance

In order to support families with students in other SFUSD schools, Gateway Middle School follows the SFUSD calendar to determine start and end dates of instruction, vacations, and most holidays. We offer 175 annual instructional days for students and an additional 15 professional development days for faculty in coordination with our high school.

The following unique aspects of our instructional calendar are designed to support our mission and vision.

- Each year, Gateway Middle School incorporates orientation activities into the first two weeks of school its incoming 6th grade class to help them build connections to students and teachers and to immediately begin building a strong culture of achievement, aspiration and community for our newest students. We feel that it is important for students to learn the routines of their middle school class schedule and to build immediate connections with their advisory and cohort groups; at the same time, we know that it is important to focus primarily on building community and culture as students are transitioning from elementary to middle school.
- Each year, we take every student to a college campus (USF, San Francisco State University, and Stanford) for one day as part of building the aspirations and expectations for college.
- Throughout the year, Gateway Middle School has fifteen days of Professional Development for all staff. Many of these professional development days correspond to Gateway High School's professional development days so that collaborative planning can occur between the middle school and high school faculty. In this way the two schools work towards their common vision together. These days are broken down as follows:
 - Five days of "Faculty Week" in August preceding student orientations
 - Two days of professional development in first semester
 - Three days of professional development in the second semester
 - Five days of professional development in June, following the end of student attendance days
- Each curricular planning team uses time on these professional development days to plan for upcoming units. This time allows faculty to "backwards plan" using an Understanding by Design approach, starting with overall objectives and outcomes.

Gateway Middle School's weekly block schedule is designed to support the school's mission as well. Core classes are organized in extended blocks to allow students' in-depth learning experiences in each class and support push-in support from our Learning Specialists and Learning Center teams. Humanities, because it fulfills both English and history requirements, meets for 80 minutes per day. Math classes also meet for 80 minutes to allow for exposure to both conceptual and procedural math. The Learning Seminar/Reading, Science and Co-Curricular classes meet for 60 minutes each. Furthermore, all students are organized in cohorts of 26 students who have the same core academic teachers for Humanities, Math, Science, and Learning Seminar/Reading. The school schedule follows.

7:45 – 8:15 Early Morning Drop-Off and Activities: Before-school Learning Center support; yard and cafeteria supervision

8:15 - 11:00	Morning Academic Classes: Humanities and Math (Procedural & Conceptual)
11:00 - 11:45	Lunch
11:45 - 12:15	Advisory/All School Assembly
12:20 - 3:30	Afternoon Academic Classes (Learning Seminar and Science) and Co-Curricular
	Classes (PE, Arts and Spanish)
3:30 - 6:00	YMCA After-school program and GMS after school support (3:30-4:30pm)

This school schedule also builds in common planning time for core academic teachers. While students are involved in co-curricular classes, grade level teams of teachers have the opportunity to collaboratively work together, both within their subject area and cross-curricularly. Finally, early dismissal at 2pm on Wednesdays allows for whole school professional development and collaboration. See Appendix E with GMS block schedule.

I. Annual Goals and Actions to Achieve the Eight State Priorities

GATEWAY MIDDLE SCHOOL ANNUAL GOALS AND ACTIONS TO ACHIEVE THE STATE PRIORITIES			
State Priority #1 (Basic Services). The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d)			
ANNUAL GOALS TO ACHIEVE PRIORITY #1	ACTIONS TO ACHIEVE ANNUAL GOALS		
 Gateway Middle School will hire and maintain a highly qualified faculty that will be appropriately assigned. Gateway Middle School will obtain the most upto-date standards aligned instructional materials that will prepare students for college and career. School facilities will be appropriately maintained and in good repair. 	 All candidates will undergo a rigorous hiring process, which will include paper screening, interviews, performance tasks, curriculum and teaching materials review, teaching demonstration, and reference checks. School leaders will ensure personnel provide appropriate evidence of credentials and applicable licenses and authorizations held. School leaders and faculty will research and obtain the most up-to-date standards aligned material and participate in an annual updating process. School leaders will provide resources for teachers to develop standards-aligned unit/lesson plans, and will monitor implementation of units/lessons through walkthroughs and conferences with teachers. School leaders will lead regular walkthroughs of school facilities. 		
State Priority #2 (Implementation of CCSS). Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency			
Annual Goals to Achieve Priority #2	ACTIONS TO ACHIEVE ANNUAL GOALS		
 All relevant curricula will be aligned to CCSS. All curricula will be designed to support ELs and other struggling subgroups. 	School leaders will provide professional development to instructional staff on the implementation of CCSS.		

School leaders will use PLCs and other forms of professional development to allow teachers to collaborate, refine instructional practices, and develop CCSS-aligned units/lessons. School leaders will conduct regular walkthroughs to collect evidence of CCSS implementation and EL strategies employed during lessons. Teachers and learning specialists will collaborate on the creation unit/lesson plans that show alignment to CCSS, and adaptations, modifications made for ELs and students with exceptional needs.

<u>State Priority #3 (Parental Involvement)</u>. Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

ANNUAL GOALS TO ACHIEVE PRIORITY #3	ACTIONS TO ACHIEVE ANNUAL GOALS
 Parents view themselves as a key component of the school's and the students' success. Parents demonstrate high satisfaction with the school's program. 	 Published list of differentiated opportunities for parental involvement, translated into Spanish and other languages as needed. Regular, designated times and vehicles for parents to give feedback related to school and student progress including parent association meetings, drop-in appointments, conferences, SchoolPages, etc. Regular opportunities for parents to participate in their students' academic program and progress Annual community survey.

<u>State Priority #4 (Student Achievement)</u>. Pupil achievement, as measured by all of the following, as applicable:

- A. Statewide assessments (STAR, or any subsequent assessment as certified by SBE)
- B. The Academic Performance Index (API)
- C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
- D. Percentage of ELs who make progress toward English language proficiency as measured by the CELDT
- E. EL reclassification rate
- F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
- G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 *et seq.*) or any subsequent assessment of college preparedness

Ann	NUAL GOALS TO ACHIEVE PRIORITY #4	ACTIONS TO ACHIEVE ANNUAL GOALS
•	All students will become proficient in English,	School leaders will ensure that Gateway Middle

GATEWAY MIDDLE SCHOOL ANNUAL GOALS AND ACTIONS TO ACHIEVE THE STATE PRIORITIES

- math, science and social studies.
- Students will show growth on benchmark assessments.
- Students will show growth on standardized tests, TBD as new CA accountability system is implemented.
- All students will be enrolled in college preparatory classes that prepare them for success in UC A-G requirements.
- School meets the participation rates for all statewide assessments and implements testing according to state regulations.
- School leaders will develop growth metrics to ensure Gateway meets or exceeds growth requirements of new accountability system (TBD)
- School leaders and teachers will monitor reclassification rate of ELs.
- Teachers will use formal and informal assessments to document students' proficiency in language and math.
- Standards-based and aligned curriculum and regular benchmark assessments
- Extensive support systems (advisory, tutoring program, Learning Center, SSTs, math remediation programs, etc.)
- Rigorous graduation requirements that prepare students for success in UC A-G requirements
- Curriculum designed to support ELs and struggling students.

<u>State Priority #5 (Student Engagement)</u>. Pupil engagement, as measured by all of the following, as applicable:

- A. School attendance rates
- B. Chronic absenteeism rates
- C. Middle school dropout rates (EC §52052.1(a)(3))
- D. High school dropout rates
- E. High school graduation rates

ANNUAL GOALS TO ACHIEVE PRIORITY #5

- Students attend school regularly, consistently, and on time.
- Students at Gateway Middle School will demonstrate positive engagement in learning.

ACTIONS TO ACHIEVE ANNUAL GOALS

- Advisory system to support students academically, socially, and emotionally.
- Extensive community building via orientation, advisory, and assemblies.
- Extensive academic and social/emotional support structures, including early intervention plans.
- School leaders will regularly monitor school attendance rates and employ strategies to maintain a high attendance rate. Strategies may include but are not limited to parent education about the correlation between attendance and student achievement and attendance awards.
- School leaders will oversee additional efforts

GATEWAY MIDDLE SCHOOL ANNUAL GOALS AND ACTIONS TO ACHIEVE THE STATE PRIORITIES

- to be made with parents of students with chronic attendance issues, including but not limited to individual meetings or home visits.
- School leaders and staff will ensure a positive learning environment is in place during classroom and school walkthroughs. School leaders will facilitate trainings as needed to help teachers ensure students are engaged, feel safe, and respected.
- All Gateway employees will serve as models for positive interactions through their demeanor and daily interactions with the entire community.

State Priority #6 (School Climate). School climate, as measured by all of the following, as applicable:

- A. Pupil suspension rates
- B. Pupil expulsion rates
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

ANNUAL GOALS TO ACHIEVE PRIORITY #6

- Students will be thoughtful, engaged citizens of a 21st century world.
- Students will exhibit Gateway's core values of responsibility, respect, community and excellence

ACTIONS TO ACHIEVE ANNUAL GOALS

- Extensive community building via advisory, orientation, and assemblies, as well as other school events such as awards assemblies, exhibitions, etc.
- Advisory system and Learning Seminar
- Restorative practices throughout school
- Community surveys of students, staff and families
- School leaders will ensure a positive learning environment is in place during classroom and school walkthroughs. School leaders will facilitate or provide trainings as needed to help teachers ensure students are engaged, feel safe, and respected.
- All Gateway staff will serve as models for positive interactions through their demeanor and daily interactions with entire Gateway community.

<u>State Priority #7 (Course Access)</u>. The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

"Broad course of study" includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical

GATEWAY MIDDLE SCHOOL ANNUAL GOALS AND ACTIONS TO ACHIEVE THE STATE PRIORITIES

education, and other as prescribed by the governing board. (E.C. §51210)

<u>Grades 7-12</u>: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

ANNUAL GOALS TO ACHIEVE PRIORITY #7

- 100% of students are enrolled in a broad course of study, including English social studies, Spanish, physical education, health and other areas.
- Students with exceptional needs and ELs will receive accommodations and differentiated curriculum to meet their needs.

ACTIONS TO ACHIEVE ANNUAL GOALS

- Rigorous graduation requirements for all students that prepare students for A-G.
- Extensive support systems (advisory, tutoring program, Learning Center, SSTs, math remediation programs, etc.)
- School leaders will provide coaching, opportunities for collaboration, team teaching with learning specialists, and regular feedback to ensure all students receive a broad course of study with appropriate differentiation and accommodations.
- Annual review of course and curricular offerings to ensure broad course of study.

<u>State Priority #8 (Other Student Outcomes)</u>. Pupil outcomes, if available, in the subject areas described above in #7, as applicable.

ANNUAL GOALS TO ACHIEVE PRIORITY #8

- Students at Gateway Middle School will demonstrate knowledge of a broad course of study (English social studies, Spanish, physical education, health and other areas.).
- Gateway Middle School students will demonstrate college and career readiness skills as outlined in the College and Career Readiness Framework and Common Core State Standards.

ACTIONS TO ACHIEVE ANNUAL GOALS

- Standards-based and aligned curriculum and regular benchmark assessments
- Extensive support systems (advisory, tutoring program, Learning Center, SSTs, math remediation programs, etc.)
- Rigorous graduation requirements that prepare students for UC A-G requirements
- Curriculum designed to support ELs and struggling students.
- Teachers will use formal and informal assessments to document students' proficiency.
- Extensive professional development, specifically to analyze results of and create action plans to support struggling students and subgroups.
- School leaders will ensure implementation of the academic program as described in Element One.
- School leaders will ensure multiple measures are used to measure student knowledge and achievement, as described in Element Three.

J. Strategies to Support Students Not Meeting Outcomes

A crucial part of Gateway Middle School's mission is to prepare students who have not previously achieved academic success for the rigors of college. Gateway Middle School serves a student body that is vastly diverse in terms of previous academic preparation, and we are committed to ensuring that all students develop the skills, habits and knowledge expected and required in high school, in college and in the professional workforce. As such, Gateway Middle School has a variety of strategies and supports in place for students who are struggling to meet student outcomes. Our faculty and staff support students daily through our scaffolded, structured curriculum and instructional practices, and all teachers provide opportunities for students to receive individualized help and support. The cohort model further allows teachers to know students well and provide the necessary supports for their success.

GMS also uses a variety of tools to identify students who are not meeting outcomes. First, GMS faculty and staff analyze student's grades quarterly and use a Response to Instruction and Intervention approach to analyze student needs and implement interventions to improve student learning. Teaching teams discuss students who are not passing classes or accessing the curriculum, analyzing barriers and learning needs and then design interventions both within and beyond the classroom. Second, GMS uses assessments to screen for students who are performing below grade level in Math and Reading or who may have specific learning challenges, as well as assessments to monitor students' progress. Currently we use NWEA's computer-adaptive Measures of Academic Progress assessment in Reading and Math and Fountas and Pinell assessments for Reading.

In addition to the strategies described above, Gateway Middle School has several important structures that identify and support students who are not meeting outcomes: Gateway's Learning Center, After-School Academic Support Programs, Reading and Math Support Programs, Grade Level Teams, and Leadership Teams.

Gateway's Learning Center

Modeled on our successful high school program, the Learning Center reflects Gateway's appreciation for the fact that students learn differently and the school's commitment to helping a diverse body of students realize their full academic potential. Often described as "the academic engine of the school," the Learning Center coordinates curriculum related to strategic learning and skill development in the school. It is also available to all students who need additional support. In addition to providing academic support and case management for students with documented learning issues, the Learning Center provides classroom accommodations, and consultation for students experiencing academic difficulty and ongoing support to Gateway parents and faculty. As such, the Learning Center serves as the hub of professional development for teachers on successful ways to teach all students strategic learning strategies and particular support for teaching students with documented learning differences. To achieve these multiple goals, the Director of the Learning Center regularly meets with Grade Level teams. Finally, with its role at the center of Gateway's mission, the Learning Center promotes inclusive practices, a culture of self-awareness, and tolerance for all kinds of learners.

Learning Center Supports:

Any student experiencing academic difficulty (whether or not the student has an identified learning disability) may access Learning Center supports in the form of:

- Study skills and learning strategy instruction or practice
- Academic support in the Learning Center before school, at lunch or after school

- Arrangements for extended time and an alternative exam environment
- Access to assistive technology including alternative format books and primary source materials, text-to-speech apps and speech recognition apps
- Additional Math and Reading support (for students with greatest need)
- Collaboration with teachers to secure "reasonable accommodations"
- Academic counseling as needed through a student success team procedure
- Referrals for diagnostic testing and accommodations on standardized tests
- Diagnostic testing in reading and math

Assistive Technologies

Gateway Middle School provides several computer applications that are available to students using computers and devices in the classrooms or in the Learning Center. Effective use of these tools can help students to access learning, as well as help students approach academics in a more methodical, independent manner. Among Gateway's assistive technology are the following: Inspiration software, an application that helps students map and organize their ideas; text-to-speech and speech-to-text apps and software that support literacy needs; electronic and/or audio versions of class texts; and other academic resources that students can check out.

Reading and Math Support Programs

Gateway provides additional reading and math support for students who are significantly below grade level in Reading and Math, with the goal of accelerating learning and helping all students achieve grade level in Reading and Math before entering high school. The first tier of support involves specialists collaborating with general education teachers in the classroom to provide more targeted and intensive instruction for identified students. For example, students reading below grade level may have more frequent small group Guided Reading instruction in their Humanities or Learning Seminar class. And students performing below grade level in math may have a Learning Specialist who provides frequent instruction in their math class to re-teach skills or provide additional practice on particular skill. In addition, as a more intensive intervention, Gateway has provided small group Reading or Math intervention classes to support students who need intervention with foundational skills. For example, GMS currently offers a Math Intervention class—in addition to students' regular Math class—for students in sixth grade who enter the school in need of intensive instruction with foundational skills and number sense.

After School Academic Support Programs

Gateway offers several opportunities for students to access additional academic support beyond the school day.

First, GMS partners with the YMCA to provide an on-site after-school program that focuses on academic and homework support. Gateway collaborates with the YMCA to design the program and it includes at least an hour of differentiated homework support provided by YMCA staff.

In addition, Gateway also offers a Teacher Supported Academic Support Program every day from 3:30pm to 4:30pm for students who demonstrate significant academic needs. The Teacher-Supported After School Academic Support program is a unique after-school service that includes small-group academic support for students at each grade level and it is staffed by Gateway teachers each day. Additional volunteers are also recruited to provide one-on-one or small group support. Students are referred to the program based on academic need and requests for additional support.

Finally, in addition to the above programs, students can access the Learning Center and support from their teachers every day. All students can request and receive teacher or staff help or support during the school day in all subject areas (e.g. at lunch and recess). Our Learning Center is also open and staffed by an adult before school, during lunch and recess and after school. The Learning Center provides:

- A safe space to study without the stigma of "special needs." The program welcomes any student who wants to ask a few questions or just sit quietly and do homework in the company of others instead of going home to an empty house.
- A welcoming atmosphere with academic and emotional support. We always remember that it
 is not easy to be an adolescent, especially one with learning differences who must ask for help
 with difficult coursework.
- Access to technology tools: Students have access to computers and printers in the Learning Center.

Grade Level Teams

At each grade level, teachers, learning specialists and paraprofessionals work in teams to support the social and academic development of all students and are led by a Grade Level Leader. Grade level teams meet weekly to coordinate curriculum across the subject areas and to analyze and support student achievement. Grade level teams also work with the Assistant Principal, the Learning Center Director, School Counselor and the Student Support Coordinator to create intervention plans for students who are struggling, and to monitor the progress of students. We use a Response to Instruction and Intervention (RtI) model and interventions may include: assignment to the After School Teacher Support Program, classroom-based instructional interventions, attendance contract, positive behavior plan, counseling sessions, parent meeting, SST initiation, and further reading or math assessments. All interventions are logged in our Academic Support Log or Response to Intervention tracker.

Leadership Team and Structure

Gateway Middle School has a leadership team that includes the Principal, Assistant Principal, Learning Center Director, Instructional Teacher Leaders and Grade Level Leaders. This leadership team meets weekly to assess and coordinate our programs and to discuss student progress in meeting outcomes and identify students in need of support. In addition to working as a team to coordinate and evaluate our school-wide Response to Instruction and Intervention efforts, we have administrators who are responsible for leading particular areas of our program to support all students' success. For example, the Director of the Learning Center and Assistant Principal attend grade level meetings to coordinate the teaching of strategic learning and skill development across the content areas. They are also responsible for facilitating additional support systems for students who are not meeting outcomes. In this way these two positions provide the leadership in both pro-actively and responsively supporting all students.

Professional Development

Gateway Middle School teachers participate in a wide range of professional development activities to support the success of all learners. This professional development focuses on topics such as increasing student literacy, differentiation in the classroom, the principles and philosophy of Universal Design for Learning, interventions for low-performing students, classroom and school-wide culture, accommodations for students with disabilities, and reading and writing across the disciplines. In addition, the school builds in structures that support teacher consistency and collaboration across all initiatives. Specifically, both Grade Level teams and the whole faculty have dedicated planning time weekly to coordinate curriculum and support of all learners.

K. Strategies to Support Academically High-Achieving Students

Gateway Middle School features a rigorous academic program that promotes high academic achievement and expectations for all students, such that all students will have completed a course sequence in alignment with the Common Core Standards. In Math, all students will be challenged to meet the rigor of the rigorous Common Core Math Standards so that they are prepared for a college prep high school math program that includes that option to take AP courses. All students will also be prepared to read and write at or above grade level and to meet the CCSS College and Career Readiness Standards for Literacy.

At the same time, Gateway Middle School recognizes that academically high-achieving students may need even more challenges. These high-achieving students are identified through assessments upon entering the school or at the beginning of the school year as well as through classroom based assessments. Project-based learning within classrooms allows the opportunity for flexible groupings, both heterogeneous and ability, with opportunities for differentiation for all students in all classes. This instructional design allows students to develop a greater depth of understanding and challenge beyond the regular curriculum in all their classes. Moreover, our whole school reading initiatives in the Learning Seminar classes further promote students' reading a range of challenging new books appropriate to their reading level and individual areas of interests. Similarly, the extended time spent in math class allows students to be challenged with more conceptual and practical elements of mathematical understanding. Finally, the 7th and 8th grade co-curricular activities allow students to have additional enrichment in Spanish or Heritage Spanish.

Gateway Middle School faculty participate in professional development related to supporting its diverse range of learners in the classroom, including our academically high-achieving students. This includes how general education teachers and specialists can collaborate in order to differentiate tasks and lessons and challenge high-achieving students. Furthermore, Gateway Middle School actively seeks out enrichment activities and scholarship opportunities to further challenge these students.

L. Strategies to Support English Learners

Overview

Along with our commitment to serving students of color and students from less advantaged socio-economic groups in San Francisco, Gateway Middle School is also deeply committed to the success of its English Learners ("ELs"). As with all of our students, ELs are taught in our cohort classes and grouped heterogeneously in our rigorous college-preparatory program and are supported through extensive academic intervention (see above), through Advisory, and through small class sizes. Students identified as English learners upon entering the school are targeted for additional support, including targeted academic support coordinated through our Learning Center and grade level teams as well as tutoring through our After-School Teacher-Led Academic Support Program.

Instruction in all classes aims to develop English language skills as well as their learning skills and their content knowledge. To this end, reading and writing instruction across the curriculum promotes students' receptive as well as expressive English language skills. Explicit instruction in academic language

and vocabulary acquisition and scaffolded experiences for the practice and use of newly acquired language skills are some of the strategies that teachers use to foster students' language development. At the same time, since learning new content is the goal, teachers utilize Specially Designed Academic Instruction in English (S.D.A.I.E.) strategies to facilitate the acquisition of new knowledge. Some of the strategies teachers use include: comprehensible input; visuals; manipulatives; graphic organizers and kinesthetic learning experiences. Gateway Middle School seeks for all of its ELs to be proficient in English by the time they graduate.

As a community Gateway Middle School values the diverse cultures and contributions of all its students. For that reason, instruction builds upon the cultural and linguistic experiences of students whenever possible. In particular, the Heritage Spanish program allows heritage speakers of Spanish to develop academic proficiency and self-confidence in their home language as they simultaneously develop academic proficiency and self-confidence in English.

Gateway Middle School meets all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Gateway Middle School implements policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

Gateway Middle School administers the home language survey upon a student's initial enrollment into school (on enrollment forms), and uses District home language survey results where possible.

CELDT Testing

All students who indicate that their home language is other than English are CELDT tested within thirty days of initial enrollment¹ and at least annually thereafter between July 1 and October 31st until redesignated as fluent English Proficient. We also follow the District's re-designation process each spring.

As required under NCLB requirements for language proficiency, Gateway Middle School notifies all parents of its responsibility for CELDT testing and of CELDT results within thirty days of test administration.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

 Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT.

¹ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of
 performance and basic skills based upon the performance of English proficient pupils of the
 same age that demonstrate to others that the pupil is sufficiently proficient in English to
 participate effectively in a curriculum designed for pupils of the same age whose native
 language is English.
- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

Professional Development and Family Communication

Annually, Gateway Middle School faculty participate in extensive professional development, which includes building teachers' skills and strategies for working with EL students.

Furthermore, Gateway Middle School seeks to have a majority of its teachers credentialed to teach English Learners with the CLAD, BCLAD, and CTEL credentials (or a California Commission on Teacher Credentialing recognized alternative). We have a Literacy Specialist on staff whose responsibilities include providing direct support to ELs as well as consultation and professional development with teachers on strategies to support ELs in their classrooms.

Additionally, Gateway Middle School is dedicated to reaching out to the families of students whose first language is not English and to translating meetings and correspondence with families.

M. Strategies to Support Students with Disabilities

Overview

As with all of our students, students with disabilities take a rigorous, college-preparatory program and are supported within the classroom with strong pedagogy, with individual attention afforded by small class sizes, and through the supports offered to all Gateway students such as the after school teacher support, reading programs, and Grade Level Team interventions using a Response to Intervention model. Gateway utilizes inclusive practices to support students with disabilities, and as such all students with IEPS receive supports within their general education classes.

Gateway faculty work closely with our Learning Center staff to understand students' needs and meet all academic and legally mandated requirements. Learning Center staff provide case management for students and professional development for our teachers.

Gateway Middle School will adhere to all laws affecting individuals with exceptional needs, including all provisions of the Individuals with Disabilities in Education Act (IDEA), its amendments, Section 504 of the Rehabilitation Act and the Americans with Disabilities Act ("ADA"). All students will be given equal access to the school, regardless of disabilities, and the School will not discriminate against any student based on his or her disabilities. The School shall not require the modification of an IEP or 504 plan as a condition of acceptance at the Charter School.

The School recognizes the importance of providing educational opportunities to all students regardless of physical challenges or special needs. To that end, the school pledges to work in cooperation with the District to ensure that the students enrolled in the School are served in accordance with applicable federal and state law. Employees providing special education services to Gateway Middle School, such as our Resource Specialist, para-professionals, psychologists, speech and language therapists, and occupational therapists, shall remain employees of the District. The Charter School shall follow all policies and procedures of the District's SELPA in the provision of special education services. The Charter School is a "school of the District" for special education purposes, per Education Code sections 47646(a) and 47641(a).

Services for Students Under the IDEA/MOU with the District

As provided in the memorandum of understanding between Gateway Middle School and the District, Gateway Middle School agrees as follows:

- 1. It is understood that all children will have access to Gateway Middle School and no student shall be denied admission due to disability.
- 2. Gateway Middle School will comply with all applicable state and federal laws.
- 3. Gateway Middle School agrees to implement a Student Study Team Process (SST), a regular education function, to monitor and guide referrals for Section 504 and Special Education services. Gateway Middle School agrees that it is solely responsible for compliance with Section 504.
- 4. Pursuant to Education Code section 47641(a), Gateway Middle School has not elected to participate as an independent Local Education Agency (LEA) for Special Education services; and therefore, pursuant to Education Code section 47641(a), Gateway Middle School is therefore deemed a public school of the LEA granting the charter, SFUSD, for Special Education purposes. Gateway Middle School reserves the right to elect to become its own LEA or join with other charter schools to form a consortium and join a SELPA within California in any fiscal year following its first year of enrolling students. In the event Gateway Middle School elects to join a SELPA, it shall do so in accordance with the rules and procedures of the SELPA and will notify the SELPA Director of this intent before February 1 of the preceding school year.
- 5. Gateway Middle School and SFUSD intend that Gateway Middle School will be treated as any other public school in SFUSD with respect to the provision of Special Education services, including the allocation of duties between on-site staff and resources and SFUSD staff and resources.

- 6. Division and Coordination of Responsibility: SFUSD and Gateway Middle School agree to allocate responsibility for the provision of services (including but not limited to identification, evaluation, Individualized Education Program (IEP), development and modification, and educational services) in a manner consistent with their allocation between SFUSD and its local public school sites. Where particular services are generally provided by staff at the local school site level, Gateway Middle School will be responsible for providing said staff and programming; where particular services are provided to the school by the central SFUSD office, those services will be made available to Gateway Middle School in a similar fashion.
- 7. Gateway Middle School and SFUSD intend that they will jointly ensure that all students entitled to services under the Individuals with Disabilities in Education Act, 20 U.S.C. section 1400 et seq. (hereafter "I.D.E.A.") and California Education Code section 56000 et seq. will receive those services.
- 8. Identification and Referral: Gateway Middle School shall have the same responsibility as any other public school in SFUSD to work cooperatively with SFUSD in identifying and referring students who have or may have exceptional needs that qualify them to receive Special Education services. Gateway Middle School with the assistance of SFUSD will develop, maintain, and implement policies and procedures to ensure identification and referral of students who have, or may have, such exceptional needs. These policies and procedures will be in accordance with California law and SFUSD policy. As between Gateway Middle School and SFUSD, Gateway Middle School is solely responsible for obtaining the cumulative files, prior and/or current IEPs and other Special Education information on any student enrolling from a non-SFUSD school.
- 9. SFUSD shall provide Gateway Middle School with any assistance that it generally provides its other public schools in the identification and referral processes. SFUSD will ensure that Gateway Middle School is provided with notification and relevant files of all students transferring to Gateway Middle School from a SFUSD school, who have an existing IEP, in the same manner that it ensures the forwarding of such information between SFUSD schools. All records and files will be released with the signed permission of the parent/guardian.
- 10. SFUSD and Gateway Middle School shall make the determination as to what assessments are necessary, including assessments for all referred students, annual assessments and tri-annual assessments, in accordance with SFUSD's general practice and procedure and applicable law. Gateway Middle School shall not conduct unilateral independent assessments without prior written approval of SFUSD.
- 11. Responsibility for arranging necessary IEP meetings shall be allocated in accordance with SFUSD's general practice and procedure and applicable law. Gateway Middle School shall be responsible for having the designated representative of Gateway Middle School in attendance at the IEP meetings in addition to representatives who are knowledgeable about the regular education program at Gateway Middle School.
- 12. Decisions regarding eligibility, goals/objectives, program, placement and exit from Special Education shall be the decision of the IEP team. Team membership shall be in compliance with state and federal law and shall include the designated representative of Gateway Middle School (or designee) and the designated representative of SFUSD (or designee). Services and

- placements shall be provided to all eligible Gateway Middle School students in accordance with the policies, procedures and requirements of SFUSD and of the Local Plan for Special Education.
- 13. For students who enroll in Gateway Middle School with a current IEP, SFUSD and Gateway Middle School shall conduct an IEP meeting in accordance with applicable law. Gateway Middle School shall notify SFUSD immediately of students who may fall into this category. For such students who were previously enrolled in SFUSD, SFUSD agrees to forward the student's cumulative file including all Special Education files to Gateway Middle School within 10 days with signed parent/guardian permission. In addition SFUSD will provide consultative assistance to Gateway Middle School to help transition the student.

To the extent that the agreed upon IEP requires educational or related services to be delivered by staff other than Gateway Middle School staff, SFUSD shall provide and/or arrange for such services. SFUSD services shall include consultative services by SFUSD staff to Gateway Middle School staff in the same manner that SFUSD staff consults with staff at other SFUSD schools.

- 14. Instruction: Gateway Middle School will coordinate with SFUSD to deliver resource services to students within the context of their regular courses. Only in limited and appropriate cases will services be delivered outside the context of students' regular course. Gateway Middle School teacher teams will meet regularly during common planning time with SFUSD resource specialists to coordinate delivery of resources in their classes.
- 15. *Complaints*: In consultation with Gateway Middle School, SFUSD shall address/respond/investigate all complaints received under the Uniform Complaint Procedure involving Special Education.
- 16. Due Process Hearings: In consultation with Gateway Middle School, SFUSD may initiate a due process hearing on behalf of a student enrolled in Gateway Middle School as SFUSD determines is legally necessary to meet a school agency's responsibilities under federal and state law. SFUSD and Gateway Middle School shall work together to defend the case. In the event that SFUSD determines that legal counsel representation is needed, SFUSD and Gateway Middle School shall be jointly represented by legal counsel, unless there is a conflict of interest. In case separate counsel is needed by Gateway Middle School, the Gateway Middle School Board of Trustees may select such counsel, and shall be responsible for the costs of its legal counsel.
- 17. SFUSD Superintendent or designee shall represent Gateway Middle School at all SELPA meetings as it represents the needs of all schools in SFUSD. Reports to Gateway Middle School regarding SELPA decisions, policies, etc. shall be communicated to Gateway Middle School as they are to all other schools within SFUSD. To the extent that SFUSD and/or SELPA provide training opportunities and/or information regarding Special Education to site staff, such opportunities/information shall be made available to Gateway Middle School staff. To the extent that SFUSD site staff have the opportunity to participate in committee meetings of the SELPA as representatives of their school, such opportunities shall be made available to Gateway Middle School staff.
- 18. Transfer of Special Education Apportionment Directly to SFUSD: The parties agree that, pursuant to the division of responsibilities set forth in the MOU, Gateway Middle School has elected the status of any other public school in SFUSD for the purposes of Special Education services and

funding, and SFUSD has agreed to provide Special Education services for Gateway Middle School, consistent with the services it provides at its public schools. Consistent with this division of responsibility, all funds apportioned to and received by Gateway Middle School directly from the state and federal government for Special Education services pursuant to Education Code section 47613.1, subdivision (b) shall be retained by SFUSD. In exchange, Gateway Middle School shall receive an equitable share of funding and services consisting of either or both of the following:

- State and federal funding provided to support Special Education instruction or designated instruction and services or both provided or procured by Gateway Middle School that serve pupils enrolled in and attending Gateway Middle School.
- b. Any necessary Special Education and related services including administrative and support services and itinerant services that are provided by the local educational agency on behalf of pupils with disabilities enrolled in Gateway Middle School.
- 19. Gateway Middle School Contribution to Special Education General Fund: Gateway Middle School shall owe SFUSD its pro-rata share of the annual special education general fund. The special education general fund contribution is calculated as follows: To the extent that district-wide (including Charter School) special education and related services costs (excluding transportation costs) exceed District-wide (including Charter School) special education funding, the excess cost shall be charged to Charter School on a prorated basis. This amount will be identified each year as part of the MOU process.
- 20. Special Education funds for Special Education staff and services provided at the local school site level by Gateway Middle School with the agreement of SFUSD shall be allocated to Gateway Middle School by SFUSD.
- 21. Gateway Middle School agrees to adhere to the policies and requirements of the Local Plan for Special Education and to SFUSD policies.
- 22. Special Education services will be offered at Gateway Middle School based upon each student's Individualized Education Program and based upon Gateway Middle School's educational methods and philosophy.
- 23. If needed due to limited Special Education staff, SFUSD may seek out contracts with other school districts, or companies, or organizations to serve Gateway Middle School students. Gateway Middle School shall assist SFUSD in providing such services.

A special education agreement has been developed between the District and Gateway Middle School which spells out in detail the responsibilities for provision of special education services by the School and the manner in which special education funding will flow through the District to the students of the School. The specifics of this arrangement will reside in the MOU between Gateway Middle School and SFUSD. As part of the MOU between the District and Gateway Middle School:

• The District shall receive and retain all State and Federal special education funds due to the Charter School.

- The District shall provide special education instruction and related services to Charter School students in the same manner as provided to other students of the District.
- The District Special Education staff serving students at Gateway Middle School will be under the supervision of San Francisco County SELPA or designee. Gateway reserves the right to jointly interview with the District prospective staff before they are assigned to Gateway. In the case of a vacancy, Gateway may bring qualified candidates to the District to fill the vacancy. Unless that candidate is not qualified in accordance with SFUSD standards, the District may hire that individual recommended by Gateway. Further details for Staff management are outlined in the MOU.
- The District shall provide funding to the Charter School for any special education instruction or related services provided by the Charter School in the same manner as is currently provided to other schools of the District.
- The Charter School shall pay its proportionate share of District-wide general fund contribution. This arrangement, or a reasonable alternative to this arrangement, will be codified in an annual memorandum of understanding between the District and the school.

Section 504/ADA

The School shall be solely responsible for its compliance with Section 504 and the ADA. All facilities of the School shall be accessible for all students with disabilities in accordance with the ADA.

Further, the School shall adopt and implement a policy which outlines the requirements for identifying and serving students with a 504 accommodation plan. The School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability, which substantially limits a major life activity such as learning, is eligible for accommodation by the School and shall be accommodated.

A 504 team will be assembled by a site administrator or designee and shall include qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options and the legal requirements for least restrictive environment. The 504 team will review the student's existing records, including academic, social and behavioral records and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team will consider the following information in its evaluation:

- a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- b. Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligent quotient.

c. Tests are selected and administered so as to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and noticed in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for special education assessment will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff. The parent or guardian shall be invited to participate in 504 team meetings where program modifications for the student will be determined and shall be given an opportunity to examine in advance all relevant records.

The 504 Plan shall describe the Section 504 disability and any program modification that may be necessary. In considering the 504 Plan, a student with a disability requiring program modification shall be placed in the regular program of the School along with those students who are not disabled to the extent appropriate to the individual needs of the student with a disability.

All 504 team participants, parents, and guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. A site administrator or designee will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, continued eligibility or readiness to discontinue the 504 Plan.

III. MEASURABLE STUDENT OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).

A. Student Outcome Goals: Expected School-Wide Learning Results (ESLRs)

For learner outcomes and standards to function as an effective impetus for enhancing learning and performance (rather than as a basis for failure), they must meet three criteria: first, they must be clearly and publicly articulated and understood by staff, students and families; second, they must apply to all students; and third, they must influence and inform curriculum, teaching practice, and school culture.

Gateway Middle School's student learning outcomes define what all our graduates will be expected to know and be able to do. In defining the School's learner outcomes and performance standards, emphasis is placed on the fundamental skills and knowledge that underlie readiness for higher education, workplace readiness, and readiness to assume an adult role in our society. However, it is important to note that our learner outcomes are both cognitive and affective. In other words, in addition to teaching students to be good learners and ensuring they master the Common Core State Standards, we want to teach them to be good people. Gateway Middle School's learner outcomes are central to our mission as a school and are integrated into each course's curriculum and assessments.

Gateway Middle School graduates will be (Gateway's ESLRs):

1) Self-aware, courageous, and responsible individuals who:

- a) are conscious of who they are, how they learn, what they want to achieve, and what they value as individuals;
- b) develop and practice self-respect and self-acceptance by exploring individual strengths;
- c) understand the impact of their choices on themselves, others, learning, and the environment; and
- d) demonstrate responsibility, empathy, resilience, and respect.

2) Positive, active, and responsive members of the community who:

- a) develop effective communication skills;
- b) collaborate effectively in groups;
- c) learn to understand and appreciate individual differences;
- d) actively support others' learning and learning styles; and,
- e) are aware of community issues, understand their role in the community, and create positive change in the community.

3) Readers, writers, researchers and problem-solvers who:

- a) approach learning with curiosity, enthusiasm, and determination;
- b) take pride in their work and strive to achieve individual academic potential;
- c) solve problems and ask for help when needed;
- d) monitor their individual progress, reflect on areas for improvement, and take advantage of opportunities for growth;
- e) develop their reading, writing, math and reasoning skills across classes; and,
- f) master new material in and make connections between their classes.

In addition to our outcome standards described above, we further articulate our specific content-based standards in each subject area through an extensive school-wide backwards-planning process. For each course, teachers define the essential content understandings, skills, and habits based on the Common Core State Standards and our ESLRs and then design curriculum and assessments to reach these essential learning goals. Teaching teams engage in this backwards design process annually and communicate the essential student learning outcomes for each course with staff, students and families through the GMS Curriculum Guide, which we update and share at the beginning of each school year. (See the Grade Level Curriculum Guides in Appendix C)

The creation of specific content and skill standards within each subject area also supports the articulation of a clear scope and sequence within each department. Then regular assessments, both formative and summative, allow teachers to identify student progress in meeting those standards. Because of our school's mission to teach all kinds of learners, these assessments are varied, from daily formative assessments (e.g. exit tickets and written work) to summative assessments and multi-part projects. Moreover, students present a portfolio of their learning across all subject areas during their Student-Led Conference each spring. These portfolio presentations are demonstrations of students' mastery of skills and content understanding in their subject areas, as well as students' progress towards meeting individual learning goals and students' mastery in their process of learning. (See Subject Area Content Standards, Subject Area Rubrics, and Student Led Conference Overview and Goal Setting in Appendix F)

Students are also assessed on their "process of learning" in each class throughout their time at Gateway. Students' process of learning grades reflect their progress in five "process of learning" domains. Gateway has created school-wide "process of learning" standards and a process of learning rubric and all Gateway teachers explicitly teach and assess students on the skills and habits that comprise "process of learning". Students' progress on process of learning skills are communicated on each report card and students reflect on their process of learning skills frequently in classes as well as through their annual portfolio and student-led conference process. (An example of the Schoolwide Process of Learning Rubric and a Math POL Rubric are attached in Appendix G.)

B. School-Wide Student Performance and School Goals

As a public charter school, Gateway Middle School is highly accountable to its students and parents/guardians, to SFUSD, to the State of California, and to the federal government as appropriate. Accountability focuses on the following questions:

- 1. Are students meeting the established learning outcomes?
- 2. Does the academic program support the learning outcomes?
- 3. Is the School a viable organization?
- 4. Is the School adhering to the terms of the charter?

Gateway Middle School undertakes ongoing internal review of these questions, including analysis of student achievement data, school culture, and school structure.

In addition to mastery of the State Standards, our ESLRs, and department and course outcomes, Gateway Middle School pursues the following on-going goals and standards of excellence. These outcomes are aligned with the Eight State Priorities, and goals and actions to achieve the Eight State Priorities as identified in Element III of this charter.

C. Outcomes Aligned to the State Priorities

Pursuant to Education Code Section 47605(b)(5)(B), following is a table describing Gateway Middle School's outcomes that align with the state priorities, and goals and actions to achieve the state priorities, as identified in Element II of this charter.

GATEWAY MIDDLE SCHOOL OUTCOMES ALIGNED TO THE STATE PRIORITIES

State Priority #1 (Basic Services). The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

GATEWAY MIDDLE SCHOOL OUTCOMES ALIGNED TO THE STATE PRIORITIES		
ANNUAL GOALS TO ACHIEVE PRIORITY #1	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
 Gateway Middle School will hire and maintain a highly qualified faculty that will be appropriately assigned. Gateway Middle School will obtain the most up-to-date standards aligned instructional materials that will prepare students for college and career. School facilities will be appropriately maintained and in good repair. 	 All candidates will undergo a rigorous hiring process, which will include paper screening, interviews, performance tasks, curriculum and teaching materials review, teaching demonstration, and reference checks. School leaders will ensure personnel provide appropriate evidence of credentials and applicable licenses and authorizations held. School leaders and faculty will research and obtain the most up-to-date standards aligned material and participate in an annual updating process. School leaders will provide resources for teachers to develop standards-aligned unit/lesson plans, and will monitor implementation of units/lessons through walkthroughs and conferences with teachers. School leaders will lead regular walkthroughs of school facilities. 	 100% of the teachers meet state requirements for credentialing and/or licenses/authorizations as demonstrated by personnel files and CALPADS. Annual assessment of materials confirms alignment to standards and areas for growth Walkthroughs and teacher conferences confirm standards-aligned lessons/units, as documented in individual teacher evaluation. 90% of monthly school walkthroughs rate school conditions as "excellent"
State Priority #2 (Implementation of CCSS). Implementation of Common Core State Standards, including		
how EL students will be enabled to ANNUAL GOALS TO ACHIEVE PRIORITY	o gain academic content knowledge	and English language proficiency MEASURABLE OUTCOMES AND
#2	ACTIONS TO ACHIEVE ANNUAL GOALS	METHODS OF MEASUREMENT
 All relevant curricula will be aligned to CCSS. All curricula will be designed to support ELs and other struggling subgroups. 	 School leaders will provide professional development to instructional staff on the implementation of CCSS. School leaders will use PLCs and other forms of professional development to allow teachers 	 Annual assessment of materials confirms alignment and areas for growth. Every child will receive instruction in CCSS, as evidenced by: unit/lesson plans developed by teachers, documentation of

- to collaborate, refine instructional practices, and develop CCSS-aligned units/lessons.
- School leaders will conduct regular walkthroughs to collect evidence of CCSS implementation and EL strategies employed during lessons.
- Teachers and learning specialists will collaborate on the creation unit/lesson plans that show alignment to CCSS, and adaptations, modifications made for ELs and students with exceptional needs.

- classroom walkthroughs, agendas for professional development showing CCSS-related support and resources.
- ELs will make measurable progress in language proficiency and have access to the content areas, as evidenced by CELDT scores or other applicable statemeasure relating to English Language Proficiency; reclassification rates of ELs; teacher-created formative and summative assessments.

<u>State Priority #3 (Parental Involvement)</u>. Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

ANNUAL GOALS TO ACHIEVE PRIORITY #3

- Parents view themselves as a key component of the school's and the students' success.
- Parents demonstrate high satisfaction with the school's program.

ACTIONS TO ACHIEVE ANNUAL GOALS

- Published list of differentiated opportunities for parental involvement, translated into Spanish and other languages as needed.
- Regular, designated times and vehicles for parents to give feedback related to school and student progress including parent association meetings, drop-in appointments, conferences, SchoolPages, etc.
- Regular opportunities for parents to participate in their students' academic program and progress
- Annual community survey.

MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT

- Gateway demonstrates high parent involvement, participation, and provide opportunities for input as evidenced by:
 - Attendance rates at school events, document by sign-in(s) whenever possible
 - Documentation of parents serving on school committees
 - Documentation of parent meetings with agenda(s) showing designated time for input
 - Participation in community survey

<u>State Priority #4 (Student Achievement)</u>. Pupil achievement, as measured by all of the following, as applicable:

- A. Statewide assessments (STAR, or any subsequent assessment as certified by SBE)
- B. The Academic Performance Index (API)
- C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
- D. Percentage of ELs who make progress toward English language proficiency as measured by the

CELDT

- E. EL reclassification rate
- F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
- G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 *et seq.*) or any subsequent assessment of college preparedness

ANNUAL GOALS TO ACHIEVE PRIORITY		ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND
	#4		METHODS OF MEASUREMENT
	tudents will become	School leaders will ensure that	 Gateway meets or exceeds
	icient in English, math,	Gateway Middle School meets	growth metrics of new state
scier	nce and social studies.	the participation rates for all	accountability system (TBD)
• Stud	ents will show growth	statewide assessments and	 ELs will show consistent gains in
on b	enchmark assessments.	implements testing according to	English proficiency as
• Stud	ents will show growth	state regulations.	evidenced by CELDT, including
on st	tandardized tests, TBD	School leaders will develop	reclassification
as ne	ew CA accountability	growth metrics to ensure	
syste	em is implemented.	Gateway meets or exceeds	
All st	tudents will be enrolled	growth requirements of new	
in co	llege preparatory	accountability system (TBD)	
class	ses that prepare them	School leaders and teachers will	
for s	uccess in UC A-G	monitor reclassification rate of	
requ	irements.	ELs.	
		Teachers will use formal and	
		informal assessments to	
		document students' proficiency	
		in language and math.	
		Standards-based and aligned	
		curriculum and regular	
		benchmark assessments	
		Extensive support systems	
		(advisory, tutoring program,	
		Learning Center, SSTs, math	
		remediation programs, etc.)	
		Rigorous graduation	
		requirements that prepare	
		students for success in UC A-G	
		requirements,	
		Curriculum designed to support	
		ELs and struggling students.	

<u>State Priority #5 (Student Engagement)</u>. Pupil engagement, as measured by all of the following, as applicable:

- A. School attendance rates
- B. Chronic absenteeism rates
- C. Middle school dropout rates (EC §52052.1(a)(3))
- D. Middle School dropout rates

GATEWAY MIDDLE SCHOOL OUTCOMES ALIGNED TO THE STATE PRIORITIES		
ANNUAL GOALS TO ACHIEVE PRIORITY #5	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
 Students attend school regularly, consistently, and on time. Students at Gateway Middle School will demonstrate positive engagement in learning. 	 Advisory system to support students academically, socially, and emotionally. Extensive community building via orientation, advisory, and assemblies. Extensive academic and social/emotional support structures, including early intervention plans. School leaders will regularly monitor school attendance rates and employ strategies to maintain a high attendance rate. Strategies may include but are not limited to parent education about the correlation between attendance and student achievement and attendance awards. School leaders will oversee additional efforts to be made with parents of students with chronic attendance issues, including but not limited to individual meetings or home visits. School leaders and staff will ensure a positive learning environment is in place during classroom and school walkthroughs. School leaders will facilitate trainings as needed to help teachers ensure students are engaged, feel safe, and respected. All Gateway employees will serve as models for positive interactions through their demeanor and daily interactions with the entire community. 	 95% Average Daily Attendance as evidenced through attendance records. Less than 3% per day (average) tardy as evidenced through attendance records. Less than 2% annual Chronic Absentee Rate. Less than 3% Middle School Dropout Rate. 95% Middle School Graduation Rate.
State Drierity #6 (School Climate)	School climate, as measured by all of	f the following as applicable:

State Priority #6 (School Climate). School climate, as measured by all of the following, as applicable:

A. Pupil suspension rates

- B. Pupil expulsion rates
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

ANNUAL GOALS TO ACHIEVE PRIORITY #6	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
 Students will be thoughtful, engaged citizens of a 21st century world. Students will exhibit Gateway's core values of responsibility, respect, community and excellence 	 Extensive community building via advisory, orientation, and assemblies, as well as other school events such as awards assemblies, exhibitions, etc. Advisory system and Learning Seminar Restorative practices throughout school Community surveys of students, staff and families School leaders will ensure a positive learning environment is in place during classroom and school walkthroughs. School leaders will facilitate or provide trainings as needed to help teachers ensure students are engaged, feel safe, and respected. All Gateway staff will serve as models for positive interactions through their demeanor and daily interactions with entire Gateway community. 	 Increased restorative conferences in lieu of suspension; less than 10% suspensions. Less than 1% expulsions. Gateway shows a positive school climate as evidenced by student, family, and staff surveys. 90% of students will pass advisory 80% of students will earn Outstanding or Excellent on their Process of Learning assessments

<u>State Priority #7 (Course Access)</u>. The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

"Broad course of study" includes the following, as applicable:

<u>Grades 1-6</u>: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

<u>Grades 7-12</u>: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

ANNUAL GOALS TO ACHIEVE PRIORITY #7		ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
-	• 100% of students are enrolled	Rigorous graduation	Annual review of offerings
	in a broad course of study,	requirements for all students	confirms broad course of study
	including graduation	that prepare students for A-G.	and areas for growth.

- requirements that prepare them for success in UC/CSU A-G and that integrates the content areas.
- Students with exceptional needs and ELs will receive accommodations and differentiated curriculum to meet their needs.
- Extensive support systems (advisory, tutoring program, Learning Center, SSTs, math remediation programs, etc.)
- School leaders will provide coaching, opportunities for collaboration, team teaching with learning specialists, and regular feedback to ensure all students receive a broad course of study with appropriate differentiation and accommodations.
- Annual review of course and curricular offerings to ensure broad course of study.
- All students, including those in numerically significant subgroups (students with exceptional needs, ELs, FRMP eligible, etc.), will participate in a broad course of study as described in Ed Code Section 51210.
- This will be measured by data from CALPADs and data relating to unit/lesson plans, evidence of accommodations/differentiation , classroom walkthroughs, etc.
- As CA re-defines our accountability system, we will also add new appropriate measures (TBD).

<u>State Priority #8 (Other Student Outcomes)</u>. Pupil outcomes, if available, in the subject areas described above in #7, as applicable.

ANNUAL GOALS TO ACHIEVE PRIORITY #8

Students at Gateway Middle School will demonstrate knowledge of a broad course of study (English, mathematics, social sciences, visual and performing arts, health, Spanish, physical education).

 Gateway Middle School students will demonstrate college and career readiness skills as outlined in the College and Career Readiness Framework and Common Core State Standards.

ACTIONS TO ACHIEVE ANNUAL GOALS

- Standards-based and aligned curriculum and regular benchmark assessments
- Extensive support systems (advisory, tutoring program, Learning Center, SSTs, math remediation programs, etc.)
- Rigorous graduation requirements that prepare students for success in UC A-G requirements
- Curriculum designed to support ELs and struggling students.
- Teachers will use formal and informal assessments to document students' proficiency.
- Extensive professional development, specifically to analyze results of and create action plans to support struggling students and subgroups.

MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT

 All students, including those in numerically significant subgroups will demonstrate knowledge of a broad course of study, as described in Ed Code Section 51010: English, mathematics, social sciences, science, Spanish, visual and performing arts, health, physical education, and other as prescribed by the governing body.

This will be measured by school wide data relating to:

- Reading Skills: Smarter Balanced Assessment or other applicable state tests, running records, performance assessments, benchmark assessments.
- Writing Skills: Smarter Balanced Assessment or applicable state tests, running records, performance assessments,

- School leaders will ensure implementation of the academic program as described in Element One.
- School leaders will ensure multiple measures are used to measure student knowledge and achievement, as described in Element Three.
- benchmark assessments
- Speaking Skills: Rubrics related to class presentations, teacher observations, performance assessments.
- Listening Skills: Teacher observations of students during lesson and interaction with peers.
- Mathematical Skills: Smarter Balanced Assessment or other applicable state tests, curriculum benchmark tests, performance assessments.
- Science Knowledge: Applicable state tests, curriculum benchmark tests, performance assessments.
- History/Social Sciences:
 Applicable state tests,
 curriculum benchmark test,
 performance assessments.
- Subgroup Reports: Data tracking performance of each numerically significant subgroup.

IV. METHODS TO ASSESS PROGRESS TOWARDS MEETING OUTCOMES

<u>Governing Law</u>: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C).

Gateway Middle School's outcome goals and content standards are part of a comprehensive evaluation process using both standardized tests and a variety of informal and formal authentic assessment tools. Assessment of student learning is integrated so that it becomes a part of the learning process.

Gateway Middle School shall meet all statewide standards and conduct the pupil assessments required pursuant to Education Code Section 60605, and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools. Gateway Middle School shall implement the new California Assessment of Student Performance and Progress (CAASPP) assessment system, including, but not limited to, the Smarter Balanced Assessment Consortium (SBAC) testing and California Standards Tests, the CELDT, and PFT.

A. Assessment Assumptions.

Our assessment methods are based on the following practices:

- 1) Assessments take a variety of forms so that the students can accurately demonstrate what they have learned and what they can do. Our assessments include:
 - Annual portfolios of student work and reflections
 - · Reading and math achievement assessments
 - Assessment of daily work and in-class writing assignments
 - Teacher observations
 - Student self-evaluations
 - Project-based assessments, including Exhibition projects
 - Oral presentations and exams
 - Written essays, tests and guizzes
 - Cooperative group assessments
 - Surveys, including the CA Healthy Kids' Survey
 - SBAC, CSTs, CELDT, and other CAASP mandated exams
 - Ongoing reviews of each student's "Process of Learning" progress and goals
 - Report cards with letter grades and essential content and skill standards
- 2) Multiple forms of assessment are necessary and important to ensure assessments best match and capture all standards and skills being measured.
- 3) Assessment procedures and content are designed to meet individual student needs. Some strategies to meet individual student needs include:
 - Identifying individual learning styles and designing assessments to elicit a variety of thinking and application skills
 - Using a variety of people (e.g. family, other professionals, etc.) in the assessment process
 - Utilizing technology for presentation of assessment and student response
 - Allowing flexibility in the time and scheduling of assessments
 - Allowing for a variety of assessment environments. We will consider the purpose of the assessment and the student's unique needs and choose the environment that fits best.
- 4) Assessments for individual students focus on a student's growth towards a proficiency standard. On-going reviews of each student's progress and Gateway's implementation of a Response to Instruction and Intervention model insures that progress is being made and goals are being met. Adjustments are made when evaluation demonstrates them necessary.
- 5) Assessments include reflection and self-evaluation by the student as well as teachers, advisors and parents/guardians. This is achieved only through a collaborative effort and mutual respect among students, teachers, advisors and families.
- 6) Assessments should help to inform effective instruction -- to build standards, examine teaching practices, raise curriculum issues and understand student learning. Assessment information is meaningful both to measure student progress toward outcomes and to inform instruction, guide programmatic growth, and ensure equity.
- 7) Gateway Middle School affirms that its methods for measuring pupil outcomes for Eight State Priorities, as described above, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(b)(5)(C).

B. Assessment Tools

Gateway Middle School's Assessments measure not only progress towards mastery of State student academic achievement standards (Common Core Standards), but also progress towards achievement of the ESLRs and what we refer to as "Process of Learning" skills. Gateway Middle uses the following assessment tools:

- 1) Report card with letter grades and standards grades: All Gateway Middle School students are assessed four times per year on our school-wide report card. The report card includes letter grades for each course, information about progress toward content learning standards, information about progress toward process of learning standards, and narrative comments. This grading system and report card are divided into the above sub-areas in order to allow us to measure students' progress toward multiple outcomes and provide a clear measure of students' growth and mastery of desired academic skills and habits. In this way, we also continuously give students and families information about student progress toward our own and state Common Core achievement standards.
- 2) Subject Area Common Assessments and Rubrics: Each subject area (Humanities, Math, Science, Learning Seminar) creates common subject area assessments and rubrics that assess grade level skills and performance indicators for students each year (e.g. argumentative writing rubric, common math assessments, etc.). Students are assessed on these rubrics consistently in order to measure their progress towards grade level skills and content.
- 3) Student-Led Conference Portfolios and Personal "Process of Learning" Goals: Each year, Gateway Middle School students create personal portfolios of their work which include work samples demonstrating students learning as well as written reflections on the work and the student's "process of learning" skills (e.g. organization and planning skills, use of academic strategies, self advocacy, etc.). In these portfolios, students reflect specifically on our Process of Learning Skills and Rubric and their growth toward personal reading, writing, math and reasoning goals. This provides teachers, advisors, students and family members with opportunities for ongoing dialogue and assessment of our goals for students. Students present their portfolios and personal goals to their family and teachers each year, evaluating their progress toward their goals and setting new ones.
- 4) Reading Assessments: Students at Gateway Middle School are assessed at least 2-3 times per year using NWEA's Measures of Academic Progress (MAP) Reading assessment, a nationally normed assessment, as well as Fountas and Pinell individual assessments. Students' performance on these assessments informs teachers' reading instruction; the assessment results allows teachers to identify individual learning goals in reading, to craft differentiated literacy instruction to reach these goals and to monitor student growth over time.
- 5) Math Assessment: Students at Gateway Middle School are assessed at least 2-3 times per year using NWEA's Measures of Academic Progress (MAP) Math assessment, a nationally normed assessment. Students' performance on these assessments informs teachers' math instruction; the assessment results allows teachers to identify individual learning goals in math, to craft math instruction to reach these goals and to monitor students' learning of skills over time.

- 6) State Standardized Tests: Students at GMS participate in all state-mandated standardized assessments within the California Assessment of Student Performance and Progress (CAASPP) assessment system, including, but not limited to, the Smarter Balanced Assessment Consortium (SBAC) testing for ELA and Math, California Standards Tests for Science, and the CELDT. These tests provide additional information about the extent to which students are mastering key subject-area concepts and skills as reflected in the state standards. In addition to offering information about students' progress, these tests will give us information about our School's effectiveness with our population as a whole and with numerically significant student subgroups. We analyze this data annually in order to review our success and make adjustments to our program.
- 7) **Annual Exhibition Projects**: Each year students have a project-based exhibition in each of their core subject areas. These exhibitions require students to demonstrate, in a variety of ways, their mastery of the skills and knowledge required for promotion AND their indepth expertise on a particular topic. Through the process of preparing for and presenting the content of these exhibitions, students show their progress toward all of our ESLRs and content-specific skill goals.

Gateway Middle School's Leadership Team analyzes school-wide performance data and progress towards school goals quarterly. In addition, we are developing tools to be able to assess Gateway Middle School students' ongoing academic success if they matriculate to Gateway High School.

In addition, over the course of any year, Gateway Middle School collects data on the following:

- Student demographics (including but not limited to: ethnicity, gender, home language, free/reduced lunch qualification, nationality, home zip code) (on-going)
- Student attendance (eight times each year)
- Student grades (4 times each year)
- Honor roll eligibility (4 times per year)
- Students earning less than 2.0 (quarterly)
- Student promotion (annually)
- Progress on school-wide Process of Learning standards (annually)
- Graduation rate (annually)
- Drop-out rate (annually)
- Retention rate (annually)
- Participation in extra-curricular activities, including sports, clubs, ambassador program, student government (annually)
- Participation in after school tutoring (2 times per year)
- Suspension rates (annually)
- Reasons for transferring out by Exit Survey (on-going)
- High school enrollment rates (annually)
- CELDT (annually)
- ❖ SBAC and CSTs (annually)
- Physical Fitness Test (annually)

Please see Appendix H for examples of the report card, and APPENDIX F for examples of rubrics and assessments.

C. Use and Reporting of Data

Gateway Middle School compiles and publishes a School Accountability Report Card ("SARC") annually, which is posted on the Gateway Middle School website and made available in hard copy form upon request. As noted in Element IV, Gateway Middle School shall also annually develop and submit an LCAP in accordance with Education Code Sections 47606.5 and 47604.33.

Gateway Middle School will provide reporting to the District as required by law and as requested by the District including but not limited to the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), and, as stated above, the SARC and LCAP.

Gateway Middle School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight responsibilities.

Pursuant to Education Code Section 47604.3, Gateway Middle School shall promptly respond to all reasonable inquiries including, but not limited to inquiries regarding its financial records from the District and the State Superintendent of Public Instruction.

V. GOVERNANCE STRUCTURE OF SCHOOL

<u>Governing Law</u>: The governance structure of the school, including, but not limited to, the process to be followed to ensure parental involvement. Education Code Section 47605(b)(5)(D).

Legal Status:

Gateway Middle School is a public school operated by a duly constituted California Nonprofit Public Benefit Corporation, Gateway Public Schools, which has 501(c)(3) tax-exempt status and is governed in accordance with applicable California law. This nonprofit corporation also governs Gateway Middle School, a California public charter school, serving students in grades 6-8 that opened in 2011. Gateway Public Schools will continue its existence notwithstanding any withdrawal of charter status.

Gateway Middle School operates autonomously from the District with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the School. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School operated by a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by Gateway Middle School as long as the District has complied with all oversight responsibilities required by law.

Attached, as an Appendix I, please find the Gateway Public Schools Articles of Incorporation, and Corporate Bylaws.

Gateway Middle School is non-sectarian in its programs, enrollment policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any students on the basis of any characteristic described in Education Code Section 220.

Gateway complies with all applicable federal, state and local laws. It retains its own legal counsel when necessary, and maintains a sufficient annual budget for legal services. It also purchases and maintains general liability, automotive liability, errors and omissions, property, workers compensation and unemployment insurance policies at its own expense and names the District as an additional insured.

The San Francisco Board of Education and Unified School District shall be responsible for implementing the Charter Schools Act of 1992 and any other applicable laws in a good faith manner and to cooperatively pursue any necessary waivers or approvals (e.g., any State Board of Education requirements or Gateway grant applications needing a Local Educational Agency signature) required to implement the charter or seek appropriate funding.

SFUSD shall serve as the granting authority for Gateway Middle School, and Gateway will report attendance, achievement, and financial information to the District. The legal, programmatic, and fiscal relationship between the school and the District will be further laid out in the annual Memorandum of Understanding ("MOU").

Board of Directors:

As provided for in the California Corporations Code, Gateway Middle School is governed by its Board of Directors, (hereafter referred to as "Gateway Middle School's Board of Trustees" or "Board") whose members have a legal and fiduciary responsibility for the wellbeing of the organization.

This Board of Trustees is composed of a broad cross-section of the school community and community-at-large, including parents, teachers, administrators, professionals and community leaders, and is reflective of the ethnic diversity of the community. Broad community involvement makes sense for democratic and educational reasons: it enables voices to be heard, provides invaluable opportunities for learning, and makes it more likely that decisions will be fair, wise and supported.

The Gateway bylaws allow for up to 30 trustees. Four (4) members of the Board of Trustees shall be Gateway faculty members, elected by the Gateway faculty and staff: two (2) faculty members will be elected from Gateway High School, and two will be elected from Gateway Middle School. In addition, the Executive Director, the President of the Gateway Middle School Parents' Association, and the President of the Gateway High School Parents' Association sit on the Board of Trustees. A list of our current Board of Trustees, including their background and experience, is available on the Gateway Public Schools website at: http://www.gatewaypublicschools.org/page.cfm?p=358.

Except as noted below, the term of office for members of the Board of Trustees shall be three years. Insofar as possible, trustees' terms shall be staggered so that each year approximately one-third of the trustees' terms shall expire. With the exception of founding trustees who may serve an unlimited number of terms, no trustee may serve more than two consecutive three year terms, provided, however, that a trustee who is serving as an officer may continue on the Board for so long as that trustee is an officer.

Faculty members shall serve on the Board for a term of two (2) years, and may be reelected; provided, however, that no faculty member shall serve more than three consecutive two-year terms.

The Board of Trustees is responsible for:

- The general policies of the School;
- Approving and monitoring of the School's annual budget;
- Receipt of funds for the operation of the School in accordance with the charter school laws;
- Solicitation and receipt of grants and donations consistent with the mission of the School;
- Hiring and evaluating the Executive Director of Gateway Public Schools;
- Approving the School's personnel policies and monitoring the implementation of these policies by the Principal and/or duly constituted committees; and
- Any other responsibilities provided for in the California Corporations Code, the Articles of Incorporation, Bylaws, or this charter necessary to ensure the proper operation of the School.

The Board of Trustees reserves the right at its sole discretion to establish subcommittees. As of the writing of this charter those committees are: Finance Committee, Audit Committee, Investment Committee, Faculty Affairs Committee, Facilities Committee, Committee on Trustees, and the Development Committee.

To the extent allowable by law, the Board of Trustees may delegate the implementation of its duties to the Executive Director, Principal, employees of the School or other responsible parties. Day-to-day administration of Gateway Middle School will be managed by the Principal (who will report to the Executive Director), and to the extent practical, teams of students, parents, teachers and administrators.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with the purposes for which schools are established. All Board meetings shall comply with the Brown Act.

School Administration:

The Principal of Gateway Middle School will lead the day-to-day operations of the school. Included in the leadership structure of Gateway Middle School are the Assistant Principal, and the Director of the Learning Center. The Principal of Gateway Middle School reports to the Executive Director of Gateway Public Schools, who in turn reports to the Board of Trustees regarding the functioning of both schools.

Parental Involvement:

In addition to the president of the Gateway Middle School Parent Association (GPA) sitting on the Board of Trustees, Gateway Middle School makes every effort to reach out to parents/guardians and involve them in their child's education. To this end, Gateway seeks to provide families with multiple opportunities to participate in their child's school as well as flexible opportunities for parents and guardians to volunteer. Research has shown that parental involvement is the single most important ingredient to student success after socioeconomic status (Mayberry, 1990). Therefore, Gateway utilizes established best practices to support involvement for families of diverse backgrounds (Agronick et al, 2009:

- 1) Parent/guardian voice is valued and encouraged through various means, including regular solicitation of feedback as well as a parent/guardian association, the Gateway Middle School Parent Association (GPA).
- Timely orientation, information-sharing events, outreach and materials to assist parents in accessing school resources, understanding school protocols and requirements, and finding ways to become involved in school.
- 3) Regular information exchange about individual students' progress (e.g. quarterly progress reports, Internet access to grades and attendance, and communication between families and students' teachers and advisors). We actively encourage parent participation in family-teacher-student conferences as well as student-led family conferences and outreach to families prior to these important family-school meetings to increase participation.
- 4) Regular information exchange about school events, news, and issues using multiple formats (email, mail, phone), along with regular solicitation of parent/guardian feedback and input on these areas. For example, we send a weekly newsletter to all families in Spanish and English.
- 5) Meaningful opportunities for parents/guardians and the school community at large to come together to celebrate student achievement, build relationships, and engage in community service. For example, this includes student exhibition nights and community events multiple times per year.

- 6) Specific strategies for school staff to reach out to, orient, and communicate with parents/guardians with limited English skills.
- 7) A centralized place for parents/guardians to gain access to information and volunteer opportunities, etc., along with designated staff who help to facilitate parent involvement.
- 8) College and academic readiness-related events, information-sessions and other learning opportunities to prepare parents/guardians to play an important role in their child's education.

VI. QUALIFICATIONS OF EMPLOYEES

<u>Governing Law</u>: The qualifications to be met by individuals to be employed by the school. Education Code Section 47605(b)(5)(E).

Gateway Middle school is committed to hiring and retaining highly qualified candidates that fit the needs of our diverse students and our unique program. As stated in Section VII under "Health and Safety," all employees shall meet the requirements of Education Code Section 44237 (fingerprinting and background clearance) prior to employment and tuberculosis testing in accordance with Education Code Section 49406.

A. Administrator Qualifications: Administrators at Gateway Middle school possess leadership abilities, a comprehensive educational vision that is consistent with the School's mission and educational program, a global frame of reference, skill in hiring and supervising excellent teachers, technological and data-analysis experience, and, if possible, business and legal experience. The criteria for administrative candidates include, but are not limited to:

- 1) Having a B.A. degree or its equivalent;
- Evidence of educational experience after college, if applicable (e.g. fellowships, graduate work, etc.);
- 3) Ideally, prior administrative experience;
- 4) Positive references from the most recent place of employment, college or graduate school;
- 5) A coherent, high quality response to our mission statement; and
- 6) Administrative certification is preferred.

B. Teacher Qualifications: Gateway Middle school hires the finest teachers available. The qualifications for teachers include, but are not limited to:

- 1) A stated commitment to the School's mission;
- 2) A deep and abiding caring about students;
- 3) Subject matter expertise;
- 4) A demonstrable effectiveness in teaching;
- 5) A willingness to be a generalist teacher when needed;
- A willingness to take responsibility and exercise leadership for the whole School;
- A willingness to individualize teaching methods and evaluation to meet the needs of students, and
- 8) A commitment to continuing professional development in teaching and learning.

Although we expect our teachers to have additional qualifications, the minimum criteria for consideration include:

1) B.A. degree or its equivalent, preferably in a school subject area (i.e. mathematics, literature, history, etc.);

- 2) a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold;
- 3) Evidence of successful classroom teaching experience, if applicable;
- 4) Positive references from the most recent place of employment, college or graduate school.
- 5) Documentation ensuring compliance with state fingerprinting and TB testing requirements as defined by the Education Code.
- 6) Compliance with the applicable "highly qualified" requirements of the No Child Left Behind Act or its successors.

As our administrators and teachers must fill many roles, our staff has a wide range of skills and qualities, teaching and administration experience, and cultural, racial and ethnic backgrounds and experiences. Other relevant qualifications include evidence of the exercise of leadership, an ability to work effectively as part of a team, familiarity with different instructional approaches, interest or expertise in technology, strong writing and verbal communication skills, experience in peer mediation and alternative dispute resolution techniques, administrative skills, and an interest in seeking out productive collegial interaction and professional growth opportunities for themselves.

As permitted by Education Code Section 47605(I), Gateway Middle School shall be given flexibility with regard to teacher certifications for noncore, noncollege preparatory courses. All teacher certification documents shall be maintained on file at the charter school and are subject to periodic inspection by the chartering authority.

Non-Instructional Staff

All Gateway non-instructional employees shall meet the following qualification requirements for hire:

- 1) Having a B.A. degree or its equivalent, a Master's degree is preferred for senior level positions;
- 2) Demonstrated work experience and/or expertise in related field or similar role;
- 3) Positive references from the most recent place of employment, college or graduate school;
- 4) A coherent, high quality response to our mission statement; and
- 5) Prior work experience for a School or a non-profit organization is preferred.

VII. HEALTH AND SAFETY PROCEDURES

<u>Governing Law</u>: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).

In order to provide safety for all students and staff, Gateway Public Schools maintains and implements full health and safety procedures and risk management policies at Gateway Middle School in consultation with its insurance carriers and risk management experts.

The following is a summary of the health and safety policies of Gateway Public Schools:

Procedures for Background Checks

Employees and contractors of Gateway Middle School are required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Principal of Gateway Middle School shall monitor compliance with this policy and report to the Gateway Public Schools Board of Trustees on a quarterly basis. The Board President shall monitor

the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff are mandated child abuse reporters and will follow all applicable reporting laws. Gateway Middle School faculty and staff acknowledge that they are "child care custodians" subject to, and will comply with, all of the legal requirements of the Child Abuse and Neglect Reporting Act, Education Code Section 49406. Gateway Middle School faculty and staff are trained about these requirements annually and must verify, in writing, that they will comply with the law.

TB Testing

Faculty and staff will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

Immunizations

All enrolled students and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

Gateway Middle School adheres to Education Code Section 49423 regarding administration of medication in school. Additionally, Gateway staff are trained in CPR and First Aid annually.

Vision, Hearing, and Scoliosis

Students are screened for vision, hearing and scoliosis. Gateway Middle School adheres to Education Code Section 49450, et seq., as applicable to the grade levels served by the school.

Diabetes

Gateway Middle School provides an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet includes, but is not be limited to, all of the following:

- 1) A description of type 2 diabetes.
- 2) A description of the risk factors and warning signs associated with type 2 diabetes.
- 3) A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.

- 4) A description of treatments and prevention of methods of type 2 diabetes.
- 5) A description of the different types of diabetes screening tests available.

Emergency Preparedness

Gateway maintains an up-to-date and comprehensive emergency plan that includes protocols for preparedness and reacting to all types of emergencies, including: earthquakes and other natural disasters, chemical and biological material emergencies, and violence and threats. All staff are briefed on emergency procedures at the beginning of the school year. Monthly school emergency drills are conducted throughout the year in conjunction with the SFFD fire safety officer. The building fire alarm system and other emergency equipment are serviced yearly, or as needed. Material safety data sheets are maintained on all chemicals used in the building, all electrical closets are kept empty, and major furniture/shelving are bolted in place.

Blood borne Pathogens

Gateway Middle School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board has established a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug Free/Alcohol Free/Smoke Free Environment

Gateway Middle School shall function as a drug-, alcohol-, and smoke-free environment.

Facility Safety

Gateway Middle School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. Gateway Middle School tests sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times, and conducts fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

Comprehensive Discrimination and Harassment Polices and Procedures

Gateway Middle School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Gateway Public Schools Board of Trustees has developed a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at Gateway Middle School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Board's discrimination and harassment policy.

Visitors to Campus

Gateway staff are charged with maintaining school security during the school day. All visitors are required to sign in at the school office, and no unauthorized visitor is allowed in the building. Gateway staff shall respond to any situation that threatens, or possibly threatens, the health and safety of its community members. Gateway Middle School practices close communication with parents, such as calling home when a student is late for school or calling to make sure a parent is available when a student is sick, to ensure the health and safety of each student.

Attached as Appendix J is the Gateway Emergency Plan.

VIII. MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

<u>Governing Law</u>: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

"Schools must work hard to attend to, acknowledge, honor and celebrate differences, because they believe that pronounced differences are often accompanied by pronounced learning. These schools should be committed to the question, 'How can we make conscious, deliberate use of differences in social class, gender, age, ability, race and interests as resources for learning?"

--Roland Barth

Gateway Middle School is committed to maintaining a diverse student body that reflects the racial and ethnic balance of the general population of the District. In order to attain our goal of a racially, economically and geographically diverse student population that includes a significant percentage of students with learning disabilities, our enrollment process reaches out to all neighborhoods in the City. Gateway's student body represents a wide ethnic, racial and cultural diversity due to our extensive recruitment efforts.

Gateway Public Schools employs an Enrollment Director whose job is to manage the enrollment process. This includes the following:

- Outreach to elementary school counselors and visits to elementary schools, often bringing former students and/or parents from those schools as ambassadors, especially targeting the Western Addition, Bay View/Hunters Point, and the Mission;
- Hosting three evening enrollment open houses in which families and students learn about our school; hosting one enrollment event that specifically targets and welcomes families, schools, and support providers from the Western Addition.
- Coordinating weekly daytime school tours for 5th graders and their families, enabling them to
 observe classes and ask questions of faculty as well as learn about our program from the
 principal. In addition, we seek to reserve some spots in our day-time school tour program for
 students from schools or programs serving historically underserved students;
- Collaborating with community-based organizations whose mission it is to help underrepresented and/or underserved students achieve educational success at the secondary and post-secondary level. We will work closely with Aim High, SummerBridge, Seven TeePees, First Graduate, Breakthrough Collaborative and other community based programs throughout the enrollment process;
- Participating in the Mo Magic consortium of youth support providers in the Western Addition
- Outreach at school fairs within SFUSD and other organizations;
- Distribution of marketing, application and enrollment materials in multiple languages;

Providing simultaneous interpretation at open houses and other enrollment events.

Our allocation of resources to our outreach effort underscores our commitment to serving students from neighborhoods that have a disproportionate percentage of underserved students.

IX. ENROLLMENT REQUIREMENTS

Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).

Gateway Middle School is a free public school that is open to all residents of the State of California. Gateway does not discriminate on the basis of race, religion, gender, national origin, disability of students, parents or guardians, or any of the characteristics listed in Education Code Section 220.

In an effort to make school choice options as transparent as possible to families, Gateway Middle School adheres to general enrollment timelines as established by SFUSD and other San Francisco schools to the extent possible. It is the policy of Gateway Middle School to admit all students who wish to attend the school. No test or assessment shall be administered to students prior to acceptance and enrollment into the school. Gateway complies with all laws establishing minimum and maximum age for public school attendance in charter schools. Gateway shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. Gateway shall not charge tuition.

Consistent with Education Code Section 47605(d), in the event that applications exceed capacity, a public random drawing will be held (existing students do not have to participate). During this public random drawing, enrollment preferences will be as follows:

- 1) Siblings of current Gateway students who reside within the District and children of Gateway employees who reside within the District
- 2) Students who are eligible for free and reduced price meals (FRPM) and reside within the District
- Students who are not eligible for FRPM and reside within the District
- 4) Siblings of current Gateway students who reside outside the District and children of Gateway employees who reside outside the District
- 5) Students who are eligible for FRPM and reside outside the District

If additional spaces remain in any grade after all such interested students have been enrolled, the balance will be filled by other interested students. If more such students apply than the number of available spaces remaining, a waiting pool will be kept for each grade in the event that additional spaces become available. This wait pool will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a waitlist carry over to the following school year.

X. FINANCE AND AUDIT

<u>Governing Law</u>: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).

State Apportionment

Gateway Middle School receives funding in accordance with Education Code Section 47600 et seq., the Charter Schools Act of 1992 and its successors. Gateway Public Schools and the District will develop and

annually review a mutually agreeable Memoranda of Understanding that provide for the apportionments due the School pursuant to Education Code Section 47600 et seq. and its successors.

Financial Oversight

Gateway Public Schools manages and operates the books of Gateway Middle School separately from those of Gateway High School. Gateway Middle School also has a unique annual independent fiscal audit. As such, Gateway Public Schools develops and implements sound budgetary monitoring and financial overview processes for Gateway Middle School, including:

- 1) It is required that the Gateway Public Schools Board of Trustees approve a balanced budget prior to each fiscal year.
- 2) Gateway Public Schools keeps a separate bank account with a balance equal to at least three months of operating cash available at all times.
- 3) The Finance Committee meets each month to monitor and analyze Gateway Public Schools's financial condition, and provides financial reporting to the Gateway Public Schools Board at each monthly board meeting.
- 4) Gateway Public Schools maintains Gateway Middle School long-term financial plans and cash utilization forecasts for fiscal planning and scenario analyses.

Additionally, Gateway Public Schools's overall financial position is very strong. Through private fundraising and sound fiscal management, Gateway Public Schools has been able to increase its net assets each year it has been in operation. The result is that Gateway Public Schools now has reserve funds of close to \$5 Million. These accounts are managed by Gateway Public Schools's Investment Committee, which includes four committee members who are professional money managers.

The ability for Gateway to annually grow its assets, in addition to a tight control of expenses, has been due to strong and consistent fundraising. In each of the 15 years of Gateway Public Schools, the fundraising program has met or exceeded the Board approved fundraising target. The support for Gateway comes from a broad and diversified network of foundations, individuals and corporations. For example, 10 different foundations donated to Gateway last year alone. Similarly, Gateway's individual donor base and annual fundraising events have provided consistent and growing levels of support. Looking towards the future, while Gateway appreciates its long-term donors, efforts are made each year to continue to grow the donor base, and we are confident that with a fifteen year proven track record of fundraising success, we will continue raise the necessary funds to support the model academic program at Gateway.

Reporting

Gateway Public Schools will annually prepare and submit to the District the following reports as required by Education Code Section 47604.33:

- On or before July 1st, a final budget.
- By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5
- On or before December 15th, an interim financial report which reflects changes to the final budget through October 31st. Additionally, on December 15, a copy of the Charter School's

annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.

- On or before March 15th, a second interim financial report which reflects changes to the final budget through January 31st.
- On or before September 15th, a final unaudited financial report for the prior full fiscal year.

Attendance Accounting

Gateway Public Schools has implemented an attendance recording and accounting system, to ensure contemporaneous record keeping, which complies with state law.

<u>Governing Law</u>: The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(I).

Annual Independent Financial Audit

An annual independent financial audit of the books and records of Gateway Middle School is conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of Gateway Middle School are kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit employs generally accepted accounting procedures. The audit is conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

Gateway Public Schools will, at its own expense, contract for the services of an independent certified public accountant on the approved list of educational auditor providers by the State Controller to conduct an annual financial audit of Gateway Middle School.

Gateway's annual audit consists of three major components:

- 1) Audit of financial policies and procedures and accounting practices.
- 2) Audit of reported Average Daily Attendance, and of attendance systems and procedures.
- 3) Audit of financial results and financial position, including: Analysis and testing of accounts payable, accounts receivable, journal entries, bank deposits, monthly bank reconciliations, fixed assets, accrued liabilities, general ledger, trial balances, etc.

The Board's Audit Committee reviews the services of the auditors annually and then makes a recommendation to the Board of Trustees to engage an auditing firm. The Gateway Audit Committee may solicit proposals from the current auditors and other firms at its sole discretion. The auditor will have, at a minimum, a CPA and educational institution audit experience and approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the State Controller, and to the CDE by the 15th of December of each year. The Principal, along with the Audit Committee, will review any

audit exceptions or deficiencies and report to the Board of Trustees with recommendations on how to resolve them. The Board of Trustees will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process included in this Charter.

The independent financial audit of Gateway Middle School is a public record to be provided to the public upon request.

Attached, as Appendix K, please find Gateway Middle School's five-year budget and cash-flow projections, as well as the most recent audited financials for Gateway Public Schools.

XI. PUPIL SUSPENSION AND EXPULSION

<u>Governing Law</u>: The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).

Gateway Middle School uses restorative practices as the foundation for our discipline. Restorative practices are a practice of discipline that seeks to repair harm done to relationships and people. Key values include respect, responsibility, inclusion, accountability, collaboration and empowerment. Key skills include active listening, facilitating dialogue, promoting problem-solving, listening to and expressing emotion, and empowering others to take ownership of problems. Restorative practices help students deal with the harm they have caused to individuals and to the school community. Through the use of responsive restorative conferences involving students, parents and/or teachers, we find that restorative practices significantly decrease the number incidents that require us to consider suspension or expulsion at GMS.

However, in addition to implementing restorative practices to resolve disciplinary issues, some student conduct does warrant the school to consider suspension or expulsion. Gateway Middle School's rules for student suspension and expulsion are consistent with applicable state and federal standards to ensure students are afforded due process. Grounds for suspension and expulsion and all rights afforded in that process will be included in the Gateway Public Schools "Suspension/Expulsion Policy" and in the Gateway Parent/Student Handbook and the Gateway Code of Conduct (Please see Appendix L).

Gateway Middle School's discipline procedures for Special Education students complies with all applicable federal and state regulations and procedures that are specific to Special Education students.

If a student commits an offense that has been predetermined by Gateway Middle School to necessitate a recommendation for expulsion from the School, Gateway Middle School uses the following suspension and expulsion procedures:

Gateway Suspension/Expulsion Policy

The Gateway Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students. In creating this policy, Gateway has reviewed Education Code Section 48900 *et seq.*, which describes the noncharter 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.* Gateway 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 Gateway'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.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students. This Policy and its Administrative Procedures is printed and distributed as part of the Gateway *Parent/Student Handbook* and clearly describes discipline expectations.

Disciplinary action 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, community service, 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 employee, students, staff or other persons or to prevent damage to School property.

The Principal or her/his designee 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 and Administrative Procedures are available on request at the Principal's 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 the School 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 the 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

Administrative Procedures For Pupil Suspension And Expulsion

A. Definitions (as used in this policy)

- 1) "Board" means governing body of Gateway Middle School.
- 2) "Expulsion" means disenrollment from Gateway Middle School.
- "Schoolday" means a day upon which Gateway Middle School is in session or weekdays during the summer recess.

- 4) "Suspension" means removal of a pupil from ongoing instruction for adjustment purposes. However, "suspension" does not mean the following:
 - a) Reassignment to another education program or class at the charter school where the pupil will receive continuing instruction for the length of day prescribed by the Gateway Board for pupils of the same grade level.
 - b) Referral to a certificated employee designated by the Principal to advise pupils.
 - c) Removal from the class but without reassignment to another class for the remainder of the class period without sending the pupil to the Principal or designee.
- 5) "Pupil" includes a pupil's parent or guardian or legal counsel or other representative.
- 6) "School" means the Charter School, Gateway Middle School.

B. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct as defined herein and in the *Parent/Student Handbook* if the act is related to school activity or school attendance occurring at the School or at any other school or a School-sponsored event or another location. A Pupil may be suspended or expelled for acts that are enumerated below and related to school activity or attendance that occur at any time including but not limited to: a) while on School grounds; b) while going to or coming from School; c) during the lunch period, whether on or off the School campus; d) during, going to, or coming from a School-sponsored activity.

C. Enumerated Offenses

- 1) Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco,

- snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- I) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, 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 apply to pupils in any of grades 4 to 12, inclusive.

- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - i. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - 2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - 3. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - 4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - ii. "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - 1. A message, text, sound, or image.
 - 2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible

- impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
- c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- 3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- 2) Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
 - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- 3) Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.

- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- I) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and

thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, 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 apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - i. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - 1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - 2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - 3. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - 4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - ii. "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - 1. A message, text, sound, or image.

- 2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- 3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- 4) Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
 - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than

four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

D. Suspension Procedure

Suspensions shall be initiated according to the following procedures.

1) Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or her/his designee with the student and his or her parent/guardian and, whenever practicable, the teacher, supervisor or school employee who referred the student to the Principal or her designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2) Notice to Parents/Guardians

At the time of the suspension, a School employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3) Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the Principal, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

E. Authority to Expel

A student may be expelled either by the Board following a hearing before it or by the Board upon the recommendation of an impartial Charter Schools Administrative Panel established by participating San Francisco charter schools. The Charter Schools Administrative Panel should consist of at least three certificated persons, none of whom is a member of the Gateway Board or a teacher of the pupil when it is a Gateway student facing expulsion. The Charter Schools Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

F. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense.

The expulsion hearing will be presided over by the Board President (if the hearing is held by the Board) or by the chair of the Charter Schools Administrative Panel (if the hearing is held by a Panel). In the event the Charter Schools Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing at least three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- 1) The date and place of the expulsion hearing;
- 2) A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- 3) A copy of the School's disciplinary rules which relate to the alleged violation;
- 4) Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- 5) The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or an advocate;
- 6) The right to inspect and obtain copies of all documents to be used at the hearing;

- 7) The opportunity to confront and question all witnesses who testify at the hearing;
- 8) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Charter Schools Administrative Panel or decision of the Board to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

It is the policy of the School not to issue subpoenas in the student expulsion process.

If, due to a written request by the pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

If the hearing is held by the Charter Schools Administrative Panel, the decision of the Charter Schools Administrative Panel shall be in the form of a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be in writing and shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Governing Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Principal or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall include the following:

- 1) Notice of the specific offense committed by the student.
- 2) Notice of the student's or parent/guardian's obligation to inform any new district or school in which the student seeks to enroll of the student's status with the School.

The Principal or designee shall send written notice of the decision to expel to the District. This notice shall include the following:

- 1) The student's name
- 2) The specific expellable offense(s) committed by the student.

J. Disciplinary Records

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available for the Chartering Agency's review upon request.

K. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including but not limited to programs within the County or their school district of residence. If a student is expelled from Gateway Middle School, Gateway will contact SFUSD Pupil Services to inform them of the expulsion, the reason for the expulsion, and to forward the student's records, including the documentation related to the expulsion from Gateway, within one week of the expulsion to ensure proper school placement for that student. If the student is subsequently enrolled at another SFUSD Charter School, Gateway will provide the receiving charter school with all appropriate student records as provided in the Education Code.

Once a student is expelled from Gateway Middle School, the District may place that student in accordance with its policies and procedures.

L. Rehabilitation Plans

Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the School for readmission.

M. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Principal and the pupil and parent/guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the Board following the meeting regarding her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission or admission.

N. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Governing Board decision to expel shall be final.

O. Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations, which shall be examined only by the Governing Board, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

- 1) The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- 2) The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- 3) At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- 4) The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- 5) The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
- 6) Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
- 7) If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
- 8) The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
- 9) Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to

have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

10) Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

P. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1) Notification of District

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District the discipline of any student with a disability or student who the Charter School or District would be deemed to have knowledge that the student had a disability

2) Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. Theses services may be provided in an interim alterative educational setting.

3) Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If the Charter School, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

- a) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4) Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter school, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5) Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6) Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP team.

7) Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

- 8) The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:
 - a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
 - b) The parent has requested an evaluation of the child.
 - c) The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible. Gateway may revise this student suspension/expulsion policy from time to time consistent with legal requirements, without the need to amend this charter.

XII. RETIREMENT PLANS

<u>Governing Law</u>: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).

Gateway Middle School participates in the federal Social Security system and provides State Teachers Retirement System (STRS) to eligible employees. SFUSD will cooperate as needed to facilitate participation in the STRS system in accordance with Education Code Section 47611.3. Additionally, all employees have access to a TIAA-CREF 403(b) retirement plan, which has a matching component for eligible employees who do not qualify for STRS.

Certificated, classified and other staff members at Gateway Middle School shall retain all previously vested rights in their respective retirement systems, including STRS, Social Security, and other school sponsored retirement plans. The Executive Director of Gateway Public Schools is responsible for ensuring that appropriate arrangements for retirement coverage for all employees has been made.

XIII. ATTENDANCE ALTERNATIVES

<u>Governing Law</u>: The public school attendance alternatives for pupils residing within the school district, who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).

No student may be required to attend Gateway Middle School. Students who reside within the District who choose not to attend Gateway Middle School may attend school within the District according to District policy or at another school district or school within the District through the District's intra and inter-district policies. Parents and guardians of each student enrolled in Gateway Middle School will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in Gateway Middle School, except to the extent that such a right is extended by the local education agency.

XIV. DESCRIPTION OF EMPLOYEE RIGHTS

<u>Governing Law</u>: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).

Gateway employees will have no automatic right to employment or reemployment in SFUSD. No public school district employee shall be required to work at Gateway Middle School. Employees of the District who choose to leave the employment of the District to work at Gateway Middle School will have no automatic rights of return to the District after employment at Gateway Middle School unless specifically granted through a leave or absence or other agreement. Vacation time/sick leave accrued at Gateway or SFUSD shall not transfer to the other entity unless otherwise agreed upon by the employer. Employment by Gateway Middle School provides no rights of employment at any other entity, including any rights in the case of closure of Gateway Middle School.

XV. DISPUTE RESOLUTION PROCESS

<u>Governing Law</u>: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter. Education Code Section 47605(b)(5)(N).

Any complaints/concerns (including, but not limited to, complaints filed with OCR, FEHA, and EEOC) received by the District about any aspect of the operation of Gateway Middle School or about Gateway shall be forwarded by the District to Gateway Public Schools. To the extent that such concerns/complaints may involve issues related to possible revocation or non-renewal of the charter, the District may request that Gateway Public Schools inform the District of how such concerns/complaints are being addressed. Gateway Public Schools agrees to provide such information. The parties recognize that Gateway Public Schools shall not be obligated to release information that is determined by law to be confidential in nature and not subject to public release.

Disputes Between Gateway Middle School and the District

Gateway Middle School and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between Gateway Middle School and the District, Gateway Middle School staff, employees and Board members and the District agree to first frame the issue in written format ("dispute statement") and to refer the issue to the District Superintendent and Executive Director of Gateway Public Schools. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, Gateway Middle School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Executive Director and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the Executive Director of Gateway Middle School and attempt to resolve the dispute within 15 business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and the Executive Director shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Executive Director. Mediation shall be held within 60 business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and Gateway Middle School. If mediation does not resolve the dispute either party may pursue

any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and Gateway Middle School.

Internal Disputes

All disputes between Gateway Middle School and a parent/guardian or employees will be handled internally in accordance with the bylaws, policies and procedures of Gateway Public Schools. The District will not be involved in such disputes unless it deems it necessary as relating to a cause for revocation under Education Code Section 47607.

XVI. EXCLUSIVE PUBLIC SCHOOL EMPLOYER DECLARATION

<u>Governing Law</u>: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). Education Code Section 47605(b)(5)(O).

In accordance with California Education Code Section 47611.5 (b), Gateway Public Schools shall be deemed the exclusive public school employer of the employees at Gateway Middle School for the purposes of the Educational Employment Relations Act ("EERA"). Gateway Public Schools recognizes the employees' rights under the EERA provisions to organize for collective bargaining.

XVII. CLOSING THE CHARTER SCHOOL

<u>Governing Law</u>: A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(P).

The following procedures shall apply in the event Gateway Middle School closes. The following procedures apply regardless of the reason for closure.

Closure of the Gateway Middle School will be documented by official action of the Board of Trustees. The action will identify the reason for closure. The official action will also identify an entity responsible for closure-related activities.

The Gateway Public Schools Board of Trustees will promptly notify parents and students of GMS, the District, the Charter School's SELPA, the retirement systems in which the School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of Gateway Middle School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close Gateway Middle School.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, Gateway Middle School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. Gateway Middle School will ask the District to store original records of Gateway Middle School students. All records of Gateway Middle School shall be transferred to the District upon closure.

All state assessment results, special education records, and personnel records will be transferred and maintained in accordance with applicable law.

As soon as reasonably practical, Gateway Public Schools will prepare final financial records. Gateway Public Schools will also have an independent audit completed within six months after closure. Gateway Public Schools will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by Gateway Public Schools and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to Gateway Middle School.

Gateway Public Schools will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of Gateway Middle School, all assets of Gateway Middle School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the School, remain the sole property of Gateway Public Schools and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of Gateway Public Schools to another public educational entity. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, Gateway Public Schools shall remain solely responsible for all liabilities arising from the operation of Gateway Middle School.

As Gateway Middle School is operated by a nonprofit public benefit corporation, should Gateway Public Schools dissolve with the closure of Gateway Middle School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

Gateway Middle School's reserve fund shall be utilized to pay for the closure procedures described herein.

XVIII. MISCELLANEOUS

A. POTENTIAL CIVIL LIABILITY EFFECTS

<u>Governing Law</u>: Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(q).

Gateway Middle School is operated by a California non-profit public benefit corporation, Gateway Public Schools. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. Gateway shall work diligently to assist the District in meeting any and all oversight obligations under the law, to ensure the District shall not be liable for the operation of the Charter School.

Gateway Middle School aims to enroll 312 students each year. Based on current estimates from Gateway High School's enrollment, close to 90% of these students will come from within San Francisco, hence the in-district enrollment is expected to be approximately 280 students.

The MOU regarding GMS between Gateway Public Schools and SFUSD lays out the process for policies between the two organizations, including but not limited to the process, activities and associated fees for oversight of the charter; content, processes, timeline, and evaluation criteria for annual review and site visits; regular, ongoing fiscal and programmatic performance monitoring and reporting; content, process, timelines and evaluation criteria for charter renewal; and a reasonable opportunity for Gateway to correct deficiencies in charter performance. As detailed in the MOU, Gateway pays 1% of the revenue of the Charter School to the District as an oversight fee in accordance with Education Code Section 47613(a). Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

In addition, through the SELPA, the District will provide Gateway with Special Education services and support in accordance with Education Code Section 47646. In return the school will pay its pro-rata share of the District-wide Special Education encroachment – for every student ADA at Gateway, regardless of SPED status, as detailed in the MOU.

The corporate bylaws of Gateway Public Schools provides for indemnification of the Gateway Public Schools Board, officers, agents, and employees, and it maintains general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks.

As stated below, insurance amounts and types of coverage are determined by recommendation of the District and Gateway Public Schools's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Gateway Board institutes appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

B. Insurance

The District shall not be required to provide coverage to Gateway Middle School under any of the District's self-insured programs or commercial insurance policies. Gateway Public Schools shall secure and maintain, as a minimum, general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance to protect Gateway Middle School from claims which may arise from its operations. Coverage amounts will be based on recommendations provided by the District and Gateway Middle School's insurer. The District Board of Education shall be named as an additional insured on all policies of Gateway Middle School.

Insurance Certificates

Gateway Public Schools shall keep on file certificates signed by an authorized representative of the insurance carrier. Certificates shall be endorsed as follows: The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District. Facsimile or reproduced signatures are not acceptable. The District reserves the right to require complete certified copies of the required insurance policies.

C. Administrative Services

<u>Governing Law</u>: The manner in which administrative services of the School are to be provided. Education Code Section 47605(g).

Gateway Middle School provides or procures its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development through its own staff or through an appropriately qualified third-party contractor.

D. Facilities

<u>Governing Law</u>: The facilities to be utilized by the school. The description of facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(g).

Gateway Middle School is located at 1512 Golden Gate Avenue, San Francisco, CA 94115, in accordance with a Facilties Use Agreement ("FUA") with the District. Gateway seeks to work in partnership with the District to secure this facility as a long-term solution to its facilities needs consistent with the terms of Proposition 39 and all other applicable state or federal laws and regulations.

- E. Term of Charter: The term of this charter shall be from July 1, 2015 to June 30, 2020.
- **F.** Material Revisions of Charter: Any material revisions to this charter must be approved by the Gateway Public Schools Board and the District Board of Education in accordance with Education Code Section 47607.
- **G.** Revocation of Charter: This charter may only be revoked in accordance with Education Code Section 47607 and its implementing regulations set forth in the California Code of Regulations, Title 5, Section 11965 *et seq*.

XXI. CONCLUSION

"The future belongs to those who believe in the beauty of their dreams."

Eleanor Roosevelt.

By approving this charter renewal, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for all pupils who are identified as academically low achieving; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. Gateway Middle School is eager to work independently, yet cooperatively with the District to raise the bar for what a charter school can and should be. To this end, Gateway Middle School pledges to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal for renewal requesting a five-year charter term to run from July 1, 2015 until June 30, 2020.





CHARTER RENEWAL PETITION 2015-2020

APPENDICES



Gateway Middle School: Community Agreements Student Agreement

[Name of student)
believe that I can and will learn. As a student at GMS, I commit to living by the school's four core values, staying true to my goals for college and the future, and contributing to the school community in the following ways:
RESPONSIBILITY
$\ \square$ I do the right thing at the right time.
□ I work before I play.
☐ I take responsibility for my actions.
☐ I am honest.
☐ I come to school each day on time.
□ I bring necessary supplies to each class.
COMMUNITY
$\ \square$ I lend a hand when someone needs help.
□ I am a good role model.
☐ I take action to improve the community.
☐ I stand up for what is right.
☐ I cooperate to get along with others.☐ I solve problems peacefully.
 I solve problems peacefully. I make things right when I have made a mistake.
- Thinke things right when thate made a mistake.
RESPECT
☐ I appreciate differences and accept others for who they are.
☐ I keep our school grounds and supplies in good order.
☐ I take care when using other people's things.
□ I talk respectfully to all peers and adults.
EXCELLENCE
\square I challenge myself to do my best.
☐ I keep trying when something is hard.
☐ I ask for help when I need it.
☐ I recognize and build on my strengths.
 I set goals and work towards accomplishing my goals. I complete all assignments on time and to the best of my ability.
☐ I take advantage of opportunities to grow and improve.
Trane deventage of opportunities to grow and improve.
My signature below represents my understanding and full commitment to the above pledges.



Gateway Middle School: Community Agreements Family Agreement

As the parent/guardian of a Gateway Middle School student, I/we

(Name(s) of Parent(s)/Guardian(s))

pledge to support my/our child's home and school success and contribute to the school community in the following ways:

Home Academic Support

- I will ensure that my child comes to school on time each day ready to learn, well-rested, and with required materials.
- I will monitor successful completion of homework and assignments.
- I will provide a quiet place for my child to work and read.
- I will follow through with actions that we agree upon to support my child.
- I will review this agreement with my child.

Support Student to Succeed at School

- I will send my child to school on time daily with a nutritious option for snacks and lunch.
- I will support and adhere to the School Discipline Policy.
- I will ensure that my child attends after-school tutoring or activities when necessary.
- I will communicate to the school any challenges my child is facing that the school needs to be made aware.

Participation in School Community

- I will attend fall and spring student conferences to support my child's learning.
- I will attend my child's exhibition of work each spring.
- I will actively collaborate and communicate with teachers to meet my child's learning goals.
- I will positively contribute to the Gateway community by giving in ways that draw upon my strengths and knowledge.

My signature below represents my understanding and full commitment to the above pledges.

Signature(s) of Parent(s)/Guardian(s)



Gateway Middle School: Community Agreements School Agreement

Gateway Middle School pledges to infuse the school values in each part of the school day and support each student's success in the following ways:

Home Academic Partnership

- GMS will inform parents and guardians of homework policies and assign appropriate homework.
- GMS will provide extended academic support opportunities for students, including after-school support when necessary.
- GMS will review this agreement and our core values with students.
- GMS will provide trainings and workshops for parents and guardians on student academic achievement, social-emotional support and college preparation.

School Support

- GMS will develop and implement programs that support academic student achievement.
- GMS will enforce the school's Discipline Policy of restorative practices to ensure a safe, nurturing learning environment.
- GMS will provide clear school communications to families regarding school policies and student academic progress and behavior.
- GMS will facilitate the participation of parents and guardians in the school.

Encouragement and Support of Parent/Guardian/Family Participation

- GMS will develop meaningful family activities and agendas focused on student achievement.
- GMS will provide flexible volunteer and participation opportunities.

Aaron Watson, Principal	
Chad Slife Assistant Principal	

Gateway Middle School's Mission and Vision

Gateway Middle School Mission Statement:

Gateway Middle School supports and challenges all students to discover their unique potential, actively participate in their community, and develop skills and habits to achieve excellence in high school and college.

Core Values: Respect Responsibility Community Excellence

Longer Mission and Vision from GMS Charter

Gateway Middle School is a model, college preparatory charter school committed to academic excellence through personalized, student-centered learning. Gateway Middle School combines a rigorous academic program with an approach where the individual talents and strengths of its students are identified and supported. Gateway Middle School seeks and supports students who have ambition, who are committed to working hard, and who are eager to share responsibility for their own learning. Working with teachers committed to our mission, Gateway Middle School students will acquire the skills, habits, and knowledge necessary for academic and personal success in a college preparatory high school, in college and in adult life.

Gateway Middle School's values of personal integrity, responsibility, and respect for others should inspire students to contribute to their communities however they can. By attending a school which fully embraces the diversity of the Bay Area, Gateway Middle School students will appreciate what they have in common with those who are different and value what they learn from one another.

Gateway's 10 Principles of Learning and Teaching

Students learn best when they	At Gateway we
1. understand how they learn and work to improve as learners	focus on both the "how" and "what" of learning by: 1. developing students' understanding of their process of learning. 2. developing students' understanding of how to become better readers, writers, historians, scientists and mathematicians. 3. helping students identify and work with their learning strengths. 4. coaching students' to understand themselves and how they can learn better. 5. explicitly teaching compensatory strategies for academic success, including assistive technology. 6. developing students' confidence and habits as active, independent learners.
2. know their individual learning styles supported and respected.	 differentiate learning opportunities throughout the curriculum. scaffold and develop students' skills and academic confidence at their level. use assistive technology to support their learning. use a variety of learning strategies, including multi-sensory approaches, to support student learning. value and celebrate diversity to support student learning.
3. have the opportunity to learn from others who are different from them.	 believe that understanding and appreciating differences is a prerequisite to learning. believe that individual student differences (e.g. class, gender, ability, race, interests) are resources for learning. value and celebrate diversity to support student learning. create collaborative, heterogeneous learning opportunities to foster student learning.

Gateway's 10 Principles of Learning and Teaching

Students learn best when they	At Gateway we
4. challenge themselves to learn at high levels in their preparation for college and beyond.	 believe that all students can learn at high levels and hold high expectations for all students. believe that learning opportunities can be authentically motivating. explicitly emphasize college preparation. focus on literacy & mathematics for high school preparation. offer a challenging curriculum in all subject areas. use technology to support, extend and demonstrate student learning. advise students in preparation for their next level of education. assess students' mastery through a variety of standards-based, authentic assessments. provide creative and integrated cocurricular activities. give students opportunities to learn beyond the classroom and regular school day.
5. learn content deeply and think critically about what they learn by spending extended time on core academic studies.	 emphasize depth over breadth, critical thinking over rote memorization. developing students' procedural & conceptual understanding of math and science. focus on literacy & mathematics for high school preparation. assess students' mastery through a variety of standards-based authentic assessments. structure learning experiences to explore essential questions and themes.
6. practice skills and learning strategies explicitly across the curriculum.	 explicitly teach literacy, numeracy, problem solving, critical thinking and study skills across the curriculum. assess students' mastery of skills across the curriculum. use technology across subject areas for students to extend and demonstrate their learning.

Gateway's 10 Principles of Learning and Teaching

Students learn best when they	At Gateway we
7. actively participate in the community and practice community values.	 create a strong school culture by: providing opportunities for students to shape and live by school values and rules. celebrating students who exemplify community values. emphasizing one's role within and service to both the school community and our larger community.
8. are known well and feel safe in their learning environment.	 know our students well, academically, socially and culturally. recognize and value the whole child by valuing difference and diversity, strengths and challenges. create a learning environment that is safe, both physically and emotionally. provide students consistent, solid and proactive advising and support.
9. have their families actively involved in their education.	 work with families as integral partners in students' learning and success. communicate with families regularly about students' academic progress. develop relationships with families to foster student success. create opportunities for families to participate in and celebrate student learning.
10. have teachers who are expert practitioners and are supported to continue growing as professionals to fulfill the school's mission.	 hire highly qualified, dedicated teachers. prioritize professional development to support student learning and achievement and the school's mission. systematically create opportunities for teacher collaboration. use assessments and data to inform our practice.



GATEWAY MIDDLE SCHOOL SIXTH GRADE CURRICULUM GUIDE 2014-15

INTRODUCTION

THIS CURRICULUM GUIDE IS DESIGNED TO MAKE CLEAR WHAT EACH CHILD SHOULD KNOW AND BE ABLE TO DO BY THE END OF SIXTH GRADE, IN ORDER TO HAVE A SOLID FOUNDATION FOR SUCCESS IN LATER GRADES. WE UNDERSTAND THAT NOT ALL CHILDREN ARE AT THE SAME LEVEL AT ANY GIVEN POINT IN TIME, BUT WE HOPE THAT HIGH EXPECTATIONS WILL BRING PARENTS AND TEACHERS TOGETHER TO SUPPORT SUCCESS FOR ALL STUDENTS. FINALLY, THIS GUIDE IS A WORK IN PROGRESS. EACH YEAR, WE CONTINUE TO EVALUATE AND IMPROVE THE GUIDE, AND WE APPRECIATE YOUR COMMENTS AND SUGGESTIONS.

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GATEWAY MIDDLE SCHOOL MISSION AND VISION

MISSION STATEMENT

GATEWAY MIDDLE SCHOOL SUPPORTS AND CHALLENGES ALL STUDENTS TO DISCOVER THEIR UNIQUE POTENTIAL, ACTIVELY PARTICIPATE IN THEIR COMMUNITY, AND DEVELOP SKILLS AND HABITS TO ACHIEVE EXCELLENCE IN HIGH SCHOOL AND COLLEGE.

VISION STATEMENT

GATEWAY MIDDLE SCHOOL IS A MODEL, COLLEGE PREPARATORY CHARTER SCHOOL COMMITTED TO ACADEMIC EXCELLENCE THROUGH PERSONALIZED, STUDENT-CENTERED LEARNING. GATEWAY MIDDLE SCHOOL COMBINES A RIGOROUS ACADEMIC PROGRAM WITH AN APPROACH WHERE THE INDIVIDUAL TALENTS AND STRENGTHS OF ITS STUDENTS ARE IDENTIFIED AND SUPPORTED. WORKING WITH TEACHERS COMMITTED TO OUR MISSION, GATEWAY MIDDLE SCHOOL STUDENTS WILL ACQUIRE THE SKILLS, HABITS, AND KNOWLEDGE NECESSARY FOR ACADEMIC AND PERSONAL SUCCESS IN A COLLEGE PREPARATORY HIGH SCHOOL, IN COLLEGE AND IN ADULT LIFE.

GATEWAY MIDDLE SCHOOL'S VALUES OF PERSONAL INTEGRITY, RESPONSIBILITY, AND RESPECT FOR OTHERS SHOULD INSPIRE STUDENTS TO CONTRIBUTE TO THEIR COMMUNITIES HOWEVER THEY CAN. BY ATTENDING A SCHOOL WHICH FULLY EMBRACES THE DIVERSITY OF THE BAY AREA, GATEWAY MIDDLE SCHOOL STUDENTS WILL APPRECIATE WHAT THEY HAVE IN COMMON WITH THOSE WHO ARE DIFFERENT AND VALUE WHAT THEY LEARN FROM ONE ANOTHER.

A COMMITMENT TO PARTNERSHIP WITH FAMILIES

AT GATEWAY, WE BELIEVE THAT PARENTS AND GUARDIANS PLAY A VITAL ROLE IN THE EDUCATION OF THEIR CHILDREN. WHILE THE MIDDLE YEARS TEND TO BE A TIME WHEN STUDENTS YEARN FOR GREATER INDEPENDENCE FROM THEIR FAMILIES, IT IS ALSO A TIME WHEN FAMILY INVOLVEMENT REMAINS ESSENTIAL TO STUDENTS' ACADEMIC SUCCESS. GATEWAY IS COMMITTED TO WORKING WITH PARENTS TO REACH THE ACADEMIC AND SOCIAL GOALS NECESSARY FOR STUDENT SUCCESS IN MIDDLE SCHOOL AND BEYOND. THIS GUIDE IS ONE WAY IN WHICH WE SEEK TO BRING PARENTS AND TEACHERS TOGETHER TO SUPPORT SUCCESS FOR ALL STUDENTS.

TO ENCOURAGE CONTINUED FAMILY INVOLVEMENT DURING THIS CRITICAL TRANSITION FROM ELEMENTARY SCHOOL TO MIDDLE SCHOOL, GATEWAY MIDDLE SCHOOL ALSO PROVIDES MANY OTHER OPPORTUNITIES FOR MEANINGFUL FAMILY PARTICIPATION, INCLUDING:

- FAMILY INFORMATION NIGHTS
- Parent-Teacher and Student-Led Conferences
- STUDENT EXHIBITION NIGHTS
- GATEWAY PARENTS ASSOCIATION (GPA)
- FLEXIBLE VOLUNTEER OPPORTUNITIES AT SCHOOL

GRADE 6 YEAR-END LEARNING GOALS AND EXPECTATIONS FOR HUMANITIES

BY THE END OF THE SCHOOL YEAR, ALL SIXTH GRADE STUDENTS SHOULD BE ABLE TO ...

- ☑ IDENTIFY THE FEATURES OF A CIVILIZATION AND DISTINGUISH KEY CHARACTERISTICS THAT MAKE EACH ANCIENT CIVILIZATION UNIQUE.
- ☑ IDENTIFY AND WRITE IN DIFFERENT GENRES, INCLUDING NARRATIVE WRITING, INFORMATIVE/EXPLANATORY WRITING, ARGUMENTATIVE WRITING AND RESEARCH REPORTS.
- ☑ INDEPENDENTLY RESEARCH A TOPIC, GATHER INFORMATION AND PUBLISH THEIR RESEARCH ORALLY AND IN WRITING
- ☑ WRITE AN ORGANIZED, LOGICAL, WELL-EDITED 5 PARAGRAPH ESSAY USING EVIDENCE.
- ✓ USE THE WRITING PROCESS TO ORGANIZE IDEAS AND EVIDENCE, WRITE, REVISE, EDIT AND PUBLISH THEIR WORK.
- ☑ PREPARE AND PRESENT ORAL PRESENTATIONS IN DIFFERENT STYLES AND FOR DIFFERENT PURPOSES.
- ☑ USE READING STRATEGIES TO DECODE, READ, COMPREHEND AND ANALYZE A VARIETY OF GENRES AND
 TEXTS.

UNITS OF STUDY

- 1. WHAT IS HUMANITIES?
 - ELA FOCUS: INFORMATIVE WRITING
- 2. What are civilizations and why did they come to be?
 - ELA FOCUS: ARGUMENTATIVE WRITING
- 3. ANCIENT EGYPT
 - ELA FOCUS: INFORMATIVE & ARGUMENTATIVE WRITING
- 4. ANCIENT INDIA
 - ELA FOCUS: ARGUMENTATIVE WRITING
- 5. ANCIENT CHINA
 - ELA FOCUS: NARRATIVE & ARGUMENTATIVE WRITING
- 6. ANCIENT GREECE
 - ELA FOCUS: INFORMATIVE & ARGUMENTATIVE WRITING
- 7. ANCIENT ROME:
 - ELA FOCUS: RESEARCH REPORT

ASSESSMENTS / SOURCES FOR GRADES:

- Unit tests and projects
- WRITING ASSIGNMENTS (PARAGRAPHS, ESSAYS, NARRATIVES & REPORTS)
- WEEKLY QUIZZES
- PROCESS OF LEARNING ASSESSMENTS
- WRITERS' NOTEBOOKS
- IN-CLASS ASSIGNMENTS (INDEPENDENT & GROUP WORK)
- Homework
- BINDERS
- STUDENT PARTICIPATION (INDEPENDENT & GROUP WORK, FIELD TRIP PARTICIPATION)
- ORAL PRESENTATIONS

CURRICULUM TEXTS AND APPROACHES USED

- TCI HISTORY ALIVE! THE ANCIENT WORLD
- STEP UP TO WRITING
- TRADE BOOKS, NOVELS AND MYTHS

GRADE 6 YEAR-END LEARNING GOALS AND EXPECTATIONS FOR MATHEMATICS

BY THE END OF THE SCHOOL YEAR, ALL SIXTH GRADE STUDENTS SHOULD BE ABLE TO ...

- ☑ COMMUNICATE MATHEMATICAL IDEAS THROUGH WRITTEN, ORAL, AND/OR VISUAL MEANS
- DEVELOP THEIR CONFIDENCE AND IDENTIFY AS MATHEMATICIANS
- ☑ RECOGNIZE THAT THERE IS MORE THAN ONE WAY TO APPROACH A MATHEMATICAL PROBLEM
- KNOW THE RELATIONSHIP AMONG FACTORS & MULTIPLES, DIVISORS & PRODUCTS, PRIMES & COMPOSITES AND BE ABLE TO APPLY THEM WHEN SOLVING MATH PROBLEMS (I.E. FINDING THE LEAST COMMON MULTIPLES AND GREATEST COMMON DIVISOR WHEN WORKING WITH FRACTIONS)
- ☑ BUILD AN UNDERSTANDING OF FRACTIONS, DECIMALS AND PERCENTS AND THE RELATIONSHIP BETWEEN AND AMONG THESE NUMBERS
- INCREASE THEIR COMPUTATIONAL FLUENCY WHEN WORKING WITH FRACTIONS AND DECIMALS
- ☑ WRITE AN ALGEBRAIC EXPRESSION BASED ON A PATTERN
- ☑ UNDERSTAND AND SOLVE EQUATIONS
- ANALYZE WHAT IT MEANS TO MEASURE AREA, SURFACE AREA, AND VOLUME AND DISTINGUISH WHETHER AREA, SURFACE AREA OR VOLUME IS THE REQUIRED MEASUREMENT FOR A GIVEN SITUATION
- ☑ CHOOSE AN APPROPRIATE METHOD TO COMPARE QUANTITIES USING RATIOS, RATES, AND PERCENTS.
- ☑ USE PROPORTIONAL REASONING TO SOLVE PROBLEMS
- ☑ COLLECT, ORGANIZE, ANALYZE AND INTERPRET DATA IN ORDER TO MAKE DECISION AND/OR PREDICTIONS
- ☑ READ, CREATE, AND ANALYZE GRAPHS TO UNDERSTAND MATHEMATICAL RELATIONSHIPS

UNITS OF STUDY

- Number Sense and Building Class Norms
- FACTORS AND MULTIPLES
- RATIONAL NUMBERS AND ABSOLUTE VALUE
- FRACTIONS AND DECIMALS
- RATIO
- EXPRESSIONS
- EQUATIONS AND INEQUALITIES
- RATE
- DATA DISTRIBUTION AND VARIABILITY
- AREA, SURFACE AREA, AND VOLUME

ASSESSMENTS / SOURCES FOR GRADES:

- MATH JOURNALS
- HOMEWORK
- REFLECTIONS
- INDIVIDUAL AND GROUP PARTICIPATION
- TESTS/ QUIZZES
- PERFORMANCE TASKS/ PROJECTS

CURRICULUM APPROACH USED

STUDENTS WILL ENGAGE IN UNDERSTANDING HOW MATH WORKS AND WHAT MATH HAS TO DO WITH THEIR LIVES. THROUGH COLLABORATIVE LEARNING, STUDENTS WILL DEVELOP AND EXTEND THEIR KNOWLEDGE, SKILLS AND IDENTITY AS MATHEMATICIANS. A VARIETY OF RESOURCES SUCH AS CONNECTED MATHEMATICS PROGRAM (AN INVESTIGATIVE APPROACH CURRICULUM) AND TEACHER CREATED UNITS BASED ON THE WORK OF MARILYN BURNS AND THE NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS (NCTM) WILL BE USED. STUDENTS WILL DEVELOP CONCEPTUAL UNDERSTANDING AND PROCEDURAL FLUENCY THROUGH HANDS-ON ACTIVITIES, SMALL AND WHOLE GROUP MATH TASKS, AND INDIVIDUAL PRACTICE.

GRADE 6 YEAR-END LEARNING GOALS AND EXPECTATIONS FOR SCIENCE

BY THE END OF THE SCHOOL YEAR, ALL SIXTH GRADE STUDENTS SHOULD BE ABLE TO ...

- ☑ KNOW AND APPLY THE PROCESSES OF SCIENTIFIC INQUIRY
- ☑ OBSERVE AND RECORD DATA TO CREATE AND USE SCIENTIFIC MODELS TO EXPLAIN WHAT IS HAPPENING
- ☑ UNDERSTAND HOW ENERGY FLOWS BETWEEN NON-LIVING AND LIVING ORGANISMS
- ☑ EXPLAIN HOW WEATHER IS CREATED AND USE STUDENT-CREATED MODELS TO PREDICT WEATHER EVENTS
- ☑ EXPLAIN WHAT IS HEAT, HOW IT MOVES FROM ONE PLACE TO ANOTHER, AND ITS INFLUENCE ON EARTH
- UNDERSTAND THAT PLATE TECTONIC MOVEMENT IS RESPONSIBLE FOR GENERATING EARTHQUAKES, LANDFORMS AND TOPOGRAPHICAL FEATURES LIKE VOLCANOES, MOUNTAINS, VALLEYS, AND MID-OCEAN RIDGES
- ☑ IDENTIFY SOME CA GEOLOGIC FEATURES AND TELL HOW THEY WERE FORMED

UNITS OF STUDY

- 1. How Science Works?
- 2. WEATHER
- 3. EARTH'S STRUCTURE
- 4. PLATE TECTONICS
- 5. ECOLOGY

ASSESSMENTS / SOURCES FOR GRADES:

- SCIENCE JOURNALS
- HOMEWORK
- QUICK WRITES / REFLECTIONS
- PERFORMANCE TASKS / PROJECTS
- QUIZZES / TESTS
- PARTICIPATION (INDIVIDUAL AND GROUP)

CURRICULUM APPROACH USED

THROUGH "HANDS ON" AND "MINDS ON" WORK, STUDENTS WILL BE IMMERSED IN A VARIETY OF INDEPENDENT, SMALL GROUP, AND WHOLE CLASS ACTIVITIES THAT DEVELOP STUDENTS' UNDERSTANDING OF HOW SCIENCE WORKS AND WHAT SCIENCE THINKING IS. USING AN INQUIRY BASED EARTH SCIENCE PROGRAM, INVESTIGATING EARTH SYSTEMS, AND TEACHER/STUDENT CREATED UNITS OF STUDY, WE WILL EXPLORE THE INNER WORKINGS OF THE EARTH AND HOW THIS SCIENCE KNOWLEDGE RELATES TO OUR LIVES. SCIENCE JOURNALS WILL BE USED TO DEVELOP SCIENTIFIC HABITS OF MIND AS WELL AS STRENGTHEN READING AND WRITING IN THE CONTENT AREAS.

GRADE 6 YEAR-END LEARNING GOALS AND EXPECTATIONS FOR LEARNING SEMINAR

BY THE END OF THE SCHOOL YEAR, ALL SIXTH GRADE STUDENTS SHOULD BE ABLE TO ...

LEARNING STRATEGIES

☑ IDENTIFY VARIOUS LEARNING STYLES AND DEVELOP SELF-AWARENESS OF THEIR OWN LEARNING AND THINKING PROCESSES.

- ☑ LEARN AND APPLY STRATEGIES IN ORDER TO IMPROVE THEIR ACADEMIC SKILLS AND HABITS. (E.G. SELF-ASSESSMENTS, GRAPHIC ORGANIZERS, TECHNOLOGY, HOMEWORK PLANNER, BINDER ORGANIZATION)
- ☑ DEMONSTRATE THE ABILITY TO SET GOALS, PLAN TO REACH GOALS, MONITOR PROGRESS, AND COMPLETE GOALS.
- ☑ INTEGRATE TECHNOLOGY, BOTH HI-TECH AND LO-TECH, TO SUPPORT AND EXTEND THEIR LEARNING, (E.G. USING GOOGLE CLASSROOM, GOOGLE DOCS, GOOGLE PRESENTATION, GMAIL AND TYPING PAL).

READING STRATEGIES

- READ A TEXT CLOSELY TO COMPREHEND BOTH WHAT IT SAYS AND WHAT IT IMPLIES.
- ☑ USE SPECIFIC EVIDENCE FROM A TEXT TO SUPPORT CONCLUSIONS FROM THE READING.
- ☑ DETERMINE CENTRAL IDEAS OR THEMES OF A TEXT AND ANALYZE THEIR DEVELOPMENT.
- ☑ SUMMARIZE THE KEY IDEA AND IDENTIFY SUPPORTING DETAILS AND IDEAS IN A TEXT.
- ☑ INTERPRET WORDS AND PHRASES IN A TEXT AND ANALYZE HOW SPECIFIC WORD CHOICES CHANGE MEANING OR TONE OF THAT TEXT.
- ANALYZE THE STRUCTURE OF TEXTS, INCLUDING HOW SPECIFIC SENTENCES, PARAGRAPHS, AND LARGER PORTIONS OF THE TEXT RELATE TO EACH OTHER AND THE WHOLE TEXT.
- READ AND COMPREHEND COMPLEX LITERARY AND INFORMATIONAL TEXTS INDEPENDENTLY AND PROFICIENTLY.

UNITS OF STUDY:

- ORGANIZATION AND PLANNING
- TECHNOLOGY FOR SCHOOL SUCCESS
- READING STRATEGIES FOR SCHOOL SUCCESS
- ACADEMIC STRATEGIES
- LEARNING STYLES AND THE HUMAN BRAIN
- SELF-AWARENESS
- SELF-ADVOCACY
- COLLABORATION

ASSESSMENTS / SOURCES FOR GRADES:

- READER'S RESPONSE NOTEBOOKS
- GUIDED READING NOTEBOOKS
- TESTS & QUIZZES
- PERFORMANCE ON TYPING PAL
- PROJECTS AND PRESENTATIONS (BOTH ORAL & WRITTEN)
- RUBRICS

CURRICULUM APPROACH USED:

- SIM STRATEGIES, UNIVERSITY OF KANSAS, CENTER OF LEARNING
- FENDER, G. LEARNING TO LEARN, REVISED EDITION, 2004
- AUMAN, M., STEP UP TO WRITING, SOPRIS WEST, 2008
- COMMITTEE FOR CHILDREN, SECOND STEP

GRADE 6 LEARNING GOALS AND EXPECTATIONS FOR ADVISORY

ADVISORY GOALS AND OBJECTIVES:

- ☑ TO FOSTER A POSITIVE SCHOOL CLIMATE AS STUDENTS DEVELOP POSITIVE RELATIONSHIPS.
- ☑ TO KNOW EVERY STUDENT IN THE SCHOOL WELL. THIS WILL HELP STUDENTS' NEED TO BELONG TO A GROUP, AND TO HELP STUDENTS FEEL ACCEPTED AND VALUED BY TEACHERS AND PEERS.
- ☑ FOR EACH STUDENT TO HAVE A MEANINGFUL CONNECTION WITH AN ADULT. THIS INSURES THAT EVERY STUDENT IS KNOWN WELL BY AT LEAST ONE ADULT IN THE MIDDLE SCHOOL. THIS ADULT IS ABLE TO SUPPORT THE STUDENT IN TIMES OF DIFFICULTY, TO RECOGNIZE THE WARNING SIGNS OF TEEN PROBLEMS, AS WELL AS TO CELEBRATE THE STUDENT'S SUCCESSES.

- ☑ PERSONALIZE THE SCHOOL CURRICULUM BY PROVIDING A FORUM TO ADDRESS TOPICS OF CONCERN FOR YOUNG ADOLESCENTS AND ALSO ADDRESSING SIGNIFICANT AND UNEXPECTED EVENTS IN AN ARENA WITH A HIGHER LEVEL OF TRUST AND CONCERN THAN IS FOUND IN THE AVERAGE CLASSROOM.
- ☑ FORM CONSISTENT PARTNERSHIPS WITH FAMILIES AND KEEP COMMUNICATION FLOWING BETWEEN HOME AND SCHOOL.

WHAT IS ADVISORY?

ADVISORY IS A VITAL COMPONENT OF THE MIDDLE SCHOOL CONCEPT AND IS DESIGNED TO OFFER STUDENTS A SAFE ENVIRONMENT IN WHICH THEY CAN DEVELOP AND STRENGTHEN THEIR SOCIAL-EMOTIONAL SKILLS AND BUILD A SENSE OF COMMUNITY WITHIN OUR SCHOOL. THE CLASS INCORPORATES COMMUNITY CIRCLE, THE SECOND STEP CURRICULUM FOR SOCIAL-EMOTIONAL SKILLS, TRIBES ACTIVITIES, INTEREST-BASED CLUBS, AND ACADEMIC ADVISING. ADVISORY PROVIDES STUDENTS WITH AN ADVISOR WHO THEY CAN SEEK WHEN NEEDING ACADEMIC AND SOCIAL ADVISING. EACH OF THE CORE VALUES OF COMMUNITY, RESPECT, RESPONSIBILITY, AND EXCELLENCE WILL BE THE FOCUS OF THE COURSE WHILE STUDENTS LEARN AND PRACTICE SOCIAL-EMOTIONAL SKILLS AND MAKE ADVISORY A PLACE TO CELEBRATE EACH OTHER. IT IS A TIME OF CAMARADERIE, SUPPORT, AND LEARNING.

ADVISOR ROLE

THE ADVISOR ACTS AS A MENTOR TO THE STUDENTS IN HIS OR HER GROUP, GUIDING THEIR ACADEMIC EDUCATION AND SUPPORTING THEIR SOCIAL AND EMOTIONAL DEVELOPMENT. IDEALLY, ADVISORS ALSO ACT AS THE CENTRAL CONTACT PERSON BETWEEN THE SCHOOL AND THEIR ADVISES' FAMILIES. ADVISORS WILL HELP GUIDE CONVERSATION AROUND CHANGES COMMON TO MIDDLE SCHOOL STUDENTS, PEER RELATIONSHIPS, STUDY SKILLS, SCHOOL VALUES, GOAL SETTING, COLLEGE AND CAREER EXPLORATION, PROBLEM SOLVING, DECISION-MAKING, AND COMMUNITY SERVICE.

ADVISORY STRUCTURE

- EACH ADVISORY IS MADE UP OF 15-18 STUDENTS IN THE SAME GRADE LEVEL.
- ADVISORIES MEET FIVE DAYS A WEEK UNLESS THERE IS A SCHEDULED ASSEMBLY.

CURRICULAR CONTENT OF ADVISORY 6:

- Focus: Community-building within the sixth grade
- PROJECT: SCHOOL-WIDE PROGRAMS FOCUSED UPON ON CULTURAL AWARENESS
- SECOND STEP: EMPATHY AND COMMUNICATION, BULLYING PREVENTION, EMOTION MANAGEMENT, PROBLEM SOLVING, SUBSTANCE ABUSE PREVENTION
- COLLEGE AWARENESS WITH COLLEGE VISIT IN THE SPRING

GRADE 6 LEARNING GOALS AND EXPECTATIONS FOR EXPLORATORY ARTS

BY THE END OF A SEMESTER OF EXPLORATORY ARTS, ALL 6TH GRADE STUDENTS SHOULD BE ABLE TO ...

- DISCUSS WORKS OF ART (E.G. THEME, GENRE, STYLE, IDEA, AND DIFFERENCES IN MEDIA)
- ☑ DESCRIBE HOW BALANCE IS EFFECTIVELY USED IN A WORK OF ART
- CREATE A DRAWING, USING VARYING TINTS, SHADES, AND INTENSITIES.
- CREATE INCREASINGLY COMPLEX ORIGINAL WORKS OF ART REFLECTING PERSONAL CHOICES AND INCREASED TECHNICAL SKILL
- ☑ SELECT SPECIFIC MEDIA AND PROCESSES TO EXPRESS MOODS, FEELINGS, THEMES, OR IDEAS.
- ☑ USE TECHNOLOGY TO CREATE ORIGINAL WORKS OF ART.
- ☑ PRESENT ON A PIECE OF MUSIC USING ACTIVE LISTENING METHODS OF ANALYSIS
- ☑ IDENTIFY AND REFERENCE SPECIFIC QUALITIES OF A PIECE OF MUSIC (VOCAL TONE, RHYTHM, INSTRUMENTATION, DYNAMIC) WHICH CONTRIBUTE TO THE COMPELLING ASPECTS OF THE MUSIC
- Develop specific criteria as individuals or in groups to assess and critique works of art.
- CHANGE, EDIT, OR REVISE THEIR WORKS OF ART AFTER A CRITIQUE, ARTICULATING REASONS FOR THEIR CHANGES.
- ☑ CREATE ARTWORK CONTAINING IMAGERY AND TEXT IN "ARTISTIC NONSENSE" FASHION- COMPILING UNTIL MEANING IS PRODUCED
- ☑ ESTABLISH CRITERIA TO USE IN SELECTING WORKS OF ART FOR A SPECIFIC TYPE OF ART EXHIBITION.

UNITS OF STUDY

- 1. FUNDAMENTALS OF DRAWING & PERFORMING
- 2. VOICE AND VISION: GRAFFITI, COMIC BOOKS, SPOKEN WORD
- 3. SYMBOLISM AND PATTERNS: MASK MAKING
- 4. STOMP: MAKING MUSIC USING EVERYDAY OBJECTS
- 5. Mosaic Grid Portraiture
- 6. DIGITAL MEDIA FOR DOCUMENTATION

ASSESSMENTS / SOURCES FOR GRADES:

- SKETCHBOOK/JOURNAL
- PARTICIPATION
- COLLABORATION
- IN-CLASS TASKS/LARGER PROJECTS
- Homework
- SMALL WRITING/RESEARCH ASSIGNMENTS

CURRICULUM APPROACH USED

THROUGH "HANDS ON" AND "MINDS ON" WORK, STUDENTS WILL BE IMMERSED IN A VARIETY OF INDEPENDENT, SMALL GROUP, AND WHOLE CLASS ACTIVITIES THAT DEVELOP STUDENTS' UNDERSTANDING OF HISTORICAL AND CONTEMPORARY ART PRACTICES. STUDENTS WILL GAIN EXPERIENCE AND SKILLS IN DRAWING FROM OBSERVATION AND IMAGINATION AS WELL AS TOOLS FOR ENHANCING PERFORMANCE ART (SINGING, COLLABORATION, COMPOSITION, PUBLIC SPEAKING AND PERFORMANCE, ETC.).

GRADE 6 LEARNING GOALS AND EXPECTATIONS FOR EXPLORATORY SPANISH

BY THE END OF A SEMESTER OF EXPLORATORY SPANISH, ALL 6TH GRADE STUDENTS SHOULD BE ABLE TO ...

- ☑ PRONOUNCE SPANISH WORDS USING THE SOUNDS OF THE SPANISH ALPHABET.
- ☑ FOLLOW ALONG WITH SONGS AND READ ALOUDS IN SPANISH.
- ☐ ASK ROUTINE CLASSROOM QUESTIONS IN SPANISH.
- ☑ USE FORMULAIC LANGUAGE (LEARNED WORDS AND PHRASES).
- ☑ MAKE SHORT SENTENCES IN SPANISH.

UNITS OF STUDY

CULTURAL CONTEXT:

HOLIDAYS
SPANISH SPEAKING COUNTRIES

LANGUAGE FOCUS:

CLASSROOM OBJECTS
MONTHS & DAYS
COGNATES
ALPHABET / GREETINGS / NUMBERS (1-30)
GEOGRAPHIC CHARACTERISTICS
NOUNS, ARTICLES, AND ADJECTIVES

THE VERB "SER / TO BE

ASSESSMENTS / SOURCES FOR GRADES

- CLASS PARTICIPATION
- Note-Taking Efforts
- ASSIGNMENT COMPLETION
- REFLECTIVE CULTURAL DIARY ENTRIES
- GROUP PARTICIPATION AND PRESENTATIONS

- SPOKEN LANGUAGE TASKS TO PRACTICE VOCABULARY & LANGUAGE SKILLS
- Maintenance of a Spanish Folder
- PERFORMANCE BASED ASSESSMENTS
- PROJECTS

CURRICULUM APPROACH USED

- TEACHING PROFICIENCY THROUGH READING AND STORYTELLING, TPRS
- EXCERPTS FROM OTHER LANGUAGE MATERIALS
- QUIA AND OTHER ONLINE PRACTICE AND PLAY SITES
- CONSTRUCTIVIST AND EXPERIENTIAL LEARNING USING REALIA AND CREATING ARTIFICIAL REALITIES
- Language games
- CREATIVE PROJECTS

GRADE 6 LEARNING GOALS AND EXPECTATIONS FOR PHYSICAL EDUCATION

BY THE END OF THE SCHOOL YEAR, ALL SIXTH GRADE STUDENTS SHOULD BE ABLE TO ...

- ☑ EXPLAIN HOW NUTRITION, EXERCISE AND HEALTHY HABITS WORK TOGETHER TO CREATE WELLNESS
- ☑ EVALUATE AND MAKE HEALTHY MEAL CHOICES
- ☑ DEMONSTRATE SPORTSMANSHIP, TEAMWORK AND COMMUNICATION DURING ACTIVITIES
- ☑ UNDERSTAND THE IMPORTANCE OF CARDIO, FLEXIBILITY, STRENGTH, BALANCE, AGILITY AND COORDINATION
- ☑ TAKE SKILLS LEARNED IN PE AND APPLY TO AN ACTIVE LIFESTYLE OUTSIDE OF PE SETTING

UNITS OF STUDY

- 1. FITNESS
- 2. NUTRITION
- 3. Sports (E.G. Soccer, Disc Sports, Basketball, VolleyBall, Football, Badminton, softball/kickball)
- 4. DODGEBALL (THE NEW, NON-THREATENING VERSION)

ASSESSMENTS / SOURCES FOR GRADES:

- PARTICIPATION AND EFFORT (INCLUDING PROPER DRESS)
- Homework, projects and fitness/nutrition journals
- Tests (celebrations of knowledge)

GRADE 6 YEAR-END LEARNING GOALS AND EXPECTATIONS FOR MATH SEMINAR

LEARNING GOALS:

BY THE END OF THE SCHOOL YEAR, ALL STUDENTS SHOULD BE ABLE TO DEMONSTRATE SKILL PROFICIENCIES IN THE AREAS OF MATH FACTS FLUENCY, ADDITION/SUBTRACTION/MULTIPLICATION/DIVISION CONCEPTS, MENTAL MATH, AND NUMBER MANIPULATION. STUDENTS WILL BE TAUGHT BASED ON THEIR INDIVIDUAL NEEDS.

MATH INTERVENTION GOALS:

- STUDENTS WILL BE ABLE TO INCREASE THEIR MATH FLUENCY AS MEASURED BY CURRICULUM BASED MEASURES AND END OF UNIT TESTS.
- STUDENTS WILL INCREASE THEIR AWARENESS OF MATH COMPUTATION STRATEGIES.
- STUDENTS WILL INCREASE THEIR ABILITY TO DO MATH MENTALLY AND MANIPULATE NUMBERS TO DO COMPLEX PROBLEMS.

INCLUSIONARY AND EXIT CRITERIA

- STUDENTS WHO HAVE A COMPOSITE SCORE OF TWO GRADE LEVELS BELOW THEIR CURRENT ENROLLMENT GRADE WILL BE TARGETED FOR IN-CLASS MATH INTERVENTION AND/OR MATH SEMINAR CLASS.
- 2. STUDENT ELIGIBILITY WILL BE BASED ON THE FOLLOWING ASSESSMENT DATA:
 - A. DIAGNOSTIC RESULTS FROM DO THE MATH NOW INTERVIEW
 - B. TEACHER DIAGNOSTICS
 - C. PREVIOUS YEAR GRADES
 - D. END OF PREVIOUS SCHOOL YEAR MAP MATH SCORES
 - E. TEACHER RECOMMENDATION
- 3. STUDENTS SHOWING PROFICIENCY IN THE LEARNING GOALS AND MEETING THE EXIT CRITERIA AS DETERMINED BY THE MATH INTERVENTION TEACHER WILL BE CONSIDERED ON A QUARTERLY BASIS FOR ENROLLMENT.

UNITS OF STUDY

- Number Sense with Addition and Subtraction
- Multiplication Strategies
- DIVISION STRATEGIES
- FRACTIONS AND FACTORING

CURRICULUM PROGRAM

- DO THE MATH NOW! MARILYN BURNS
- TRANSMATH: DEVELOPING NUMBER SENSE, WOODWARD AND STROH
- IXL MATH PROGRAM

INSTRUCTIONAL STRATEGIES

- SMALL GROUP MATH INTERVENTION CLASS, 60-MINUTE BLOCKS, 2 ½ TIMES A WEEK
- SMALL GROUP LOW TEACHER-STUDENT RATIO
- STRATEGIES INTERVENTION AND INSTRUCTION
- REPETITION AND SPIRALING & MASTERY OF CRITERIA APPROACHES
- COMPUTER ADAPTIVE PROGRAM

ASSESSMENTS

- UNIT TESTS IN DO THE MATH NOW PROGRAM AND TRANSMATH PROGRAM
- TEACHER CREATED ASSESSMENTS



Process of Learning Student Self-Assessment

Mark the box that describes how you would respond to the statements below.

1	2	3	4
I still need a lot of help with	I usually need my teacher's	I sometimes need help with	I can do this by myself.
this task/skill.	help with this task.	this task.	

	Academic Strategies	1	2	3	4
Effort	I put in my best effort in my work.				
Presentation	My work is free of doodles and wrinkles.				
Using Strategies	I use the strategies and tools I learned in class to better understand the subject.				
Quality	My work is fully and accurately completed according to the directions.				

	Organization and Planning	1	2	3	4
Timeliness	I turn in my homework in on time.				
Planner	I use my planner to write down all of my homework assignments and due dates.				
Binder / Notebook	I keep all of my current assignments and homework in the correct folder or section of my binder. I keep my notebook up to date. I bring all my materials to class.				
Attendance	I am on time for every class. If I am absent from school I make sure to collect and complete all of my missing work.				

	Self-Awareness Self-Awareness	1	2	3	4
Risk-Taking	I participate in all class activities, even if the activity involves a skill I find challenging.				
Self-Awareness	I know what talents and strengths I bring as a learner and use them in my learning.				
Openness to Growth	I accept my areas of challenge as opportunities to become a better learner. I try new strategies that may help me to become a better learner.				

	Collaboration Skills	1	2	3	4
Pair/Group Interactions	I listen attentively when working with others. I contribute and share the workload with my partners.				
Relationships	I help other members if they don't understand or are having trouble completing the work. I accept help from others when I am stuck on a topic.				
Acceptance/Openness (of others, difference)	I could be paired with anybody in the class and I would work productively together with that person to get the work done.				

	Self-Advocacy	1	2	3	4
Reaching out	I ask for what I need when I know I need help (ex: schoolwork or social-emotional)				
Diligence/Ownership	I take responsibility for my own learning by checking my grades regularly and getting all missing work when I miss class.				
Persistence	If I don't get my needs met the first time, I follow up with the teacher until I get my needs met.				



GATEWAY MIDDLE SCHOOL SEVENTH GRADE CURRICULUM GUIDE 2014-15

INTRODUCTION

THIS CURRICULUM GUIDE IS DESIGNED TO MAKE CLEAR WHAT EACH CHILD SHOULD KNOW AND BE ABLE TO DO BY THE END OF SEVENTH GRADE, IN ORDER TO HAVE A SOLID FOUNDATION FOR SUCCESS IN LATER GRADES. WE UNDERSTAND THAT NOT ALL CHILDREN ARE AT THE SAME LEVEL AT ANY GIVEN POINT IN TIME, BUT WE HOPE THAT HIGH EXPECTATIONS WILL BRING PARENTS AND TEACHERS TOGETHER TO SUPPORT SUCCESS FOR ALL STUDENTS. FINALLY, THIS GUIDE IS A WORK IN PROGRESS. EACH YEAR, WE CONTINUE TO EVALUATE AND IMPROVE THE GUIDE, AND WE APPRECIATE YOUR COMMENTS AND SUGGESTIONS.

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GATEWAY MIDDLE SCHOOL MISSION AND VISION

MISSION STATEMENT

GATEWAY MIDDLE SCHOOL SUPPORTS AND CHALLENGES ALL STUDENTS TO DISCOVER THEIR UNIQUE POTENTIAL, ACTIVELY PARTICIPATE IN THEIR COMMUNITY, AND DEVELOP SKILLS AND HABITS TO ACHIEVE EXCELLENCE IN HIGH SCHOOL AND COLLEGE.

VISION STATEMENT

GATEWAY MIDDLE SCHOOL IS A MODEL, COLLEGE PREPARATORY CHARTER SCHOOL COMMITTED TO ACADEMIC EXCELLENCE THROUGH PERSONALIZED, STUDENT-CENTERED LEARNING. GATEWAY MIDDLE SCHOOL COMBINES A RIGOROUS ACADEMIC PROGRAM WITH AN APPROACH WHERE THE INDIVIDUAL TALENTS AND STRENGTHS OF ITS STUDENTS ARE IDENTIFIED AND SUPPORTED. WORKING WITH TEACHERS COMMITTED TO OUR MISSION, GATEWAY MIDDLE SCHOOL STUDENTS WILL ACQUIRE THE SKILLS, HABITS, AND KNOWLEDGE NECESSARY FOR ACADEMIC AND PERSONAL SUCCESS IN A COLLEGE PREPARATORY HIGH SCHOOL, IN COLLEGE AND IN ADULT LIFE.

GATEWAY MIDDLE SCHOOL'S VALUES OF PERSONAL INTEGRITY, RESPONSIBILITY, AND RESPECT FOR OTHERS SHOULD INSPIRE STUDENTS TO CONTRIBUTE TO THEIR COMMUNITIES HOWEVER THEY CAN. BY ATTENDING A SCHOOL WHICH FULLY EMBRACES THE DIVERSITY OF THE BAY AREA, GATEWAY MIDDLE SCHOOL STUDENTS WILL APPRECIATE WHAT THEY HAVE IN COMMON WITH THOSE WHO ARE DIFFERENT AND VALUE WHAT THEY LEARN FROM ONE ANOTHER.

A COMMITMENT TO PARTNERSHIP WITH FAMILIES

AT GATEWAY, WE BELIEVE THAT PARENTS AND GUARDIANS PLAY A VITAL ROLE IN THE EDUCATION OF THEIR CHILDREN. WHILE THE MIDDLE YEARS TEND TO BE A TIME WHEN STUDENTS YEARN FOR GREATER INDEPENDENCE FROM THEIR FAMILIES, IT IS ALSO A TIME WHEN FAMILY INVOLVEMENT REMAINS ESSENTIAL TO STUDENTS' ACADEMIC SUCCESS. GATEWAY IS COMMITTED TO WORKING WITH PARENTS TO REACH THE ACADEMIC AND SOCIAL GOALS NECESSARY FOR STUDENT SUCCESS IN MIDDLE SCHOOL AND BEYOND. THIS GUIDE IS ONE WAY IN WHICH WE SEEK TO BRING PARENTS AND TEACHERS TOGETHER TO SUPPORT SUCCESS FOR ALL STUDENTS.

TO ENCOURAGE CONTINUED FAMILY INVOLVEMENT DURING THIS CRITICAL TRANSITION FROM ELEMENTARY SCHOOL TO MIDDLE SCHOOL, GATEWAY MIDDLE SCHOOL ALSO PROVIDES MANY OTHER OPPORTUNITIES FOR MEANINGFUL FAMILY PARTICIPATION, INCLUDING:

- FAMILY INFORMATION NIGHTS
- Parent-Teacher and Student-Led Conferences
- STUDENT EXHIBITION NIGHTS
- GATEWAY PARENTS ASSOCIATION (GPA)
- FLEXIBLE VOLUNTEER OPPORTUNITIES AT SCHOOL

GRADE 7 YEAR-END LEARNING GOALS AND EXPECTATIONS FOR HUMANITIES

BY THE END OF THE SCHOOL YEAR, ALL SEVENTH GRADE STUDENTS SHOULD BE ABLE TO ...

- ☑ EFFECTIVELY TAKE PART IN COLLABORATIVE DISCUSSIONS ON GRADE 7 TOPICS, TEXTS, AND ISSUES
- ☑ IDENTIFY CAUSE-AND-EFFECT RELATIONSHIPS, BIAS, STEREOTYPING, AND AUTHOR'S POINT OF VIEW IN HISTORY
- ☑ UNDERSTAND KEY CHARACTERISTICS THAT MAKE EACH MEDIEVAL CIVILIZATION AND RELIGION UNIQUE
- ☑ USE READING STRATEGIES TO DECODE, READ, COMPREHEND AND ANALYZE A VARIETY OF GENRES AND
 TEXTS
- ☑ IDENTIFY AND WRITE IN DIFFERENT GENRES: INCLUDING NARRATIVE WRITING,
 INFORMATIVE/EXPLANATORY WRITING ARGUMENTATIVE WRITING AND RESEARCH BASED WRITING.
- ☑ USE THE WRITING PROCESS TO ORGANIZE IDEAS, WRITE, REVISE, EDIT AND PUBLISH THEIR WORK
- ☑ USE PRIMARY SOURCE DOCUMENTS TO BUILD A BROAD UNDERSTANDING OF HISTORICAL EVENTS

UNITS OF STUDY

- 1. BEGINNING OF MEDIEVAL TIMES
 - ESSENTIAL QUESTION: ARE ALL PEOPLE EQUAL?
 - WRITING: NARRATIVE
 - READING: CHARACTERIZATION AND PLOT STRUCTURE
- 2. THE RISE AND SPREAD OF ISLAM
 - ESSENTIAL QUESTION: HOW DO IDEAS SPREAD?
 - WRITING: ARGUMENTATIVE
 - READING: CHARACTERIZATION AND RECURRING THEMES
- 3. From Medieval Times to the Renaissance
 - ESSENTIAL QUESTION: ARE THE NEEDS OF THE COMMUNITY OR THE INDIVIDUAL MORE IMPORTANT?
 - WRITING: WRITING HISTORICAL ARGUMENT FROM PRIMARY SOURCES
 - READING: EVALUATING SOURCES, ANALYZE SYMBOLISM, ALLUSION AND FIGURATIVE LANGUAGE
- 4. EUROPE ENTERS THE MODERN AGE
 - ESSENTIAL QUESTION: WHAT IS THE BEST WAY TO FIND TRUTH?
 - WRITING: RESEARCH/INFORMATIVE
 - READING: EVALUATING SOURCES, ANALYZE THEME, SYMBOLISM, ALLUSION AND FIGURATIVE LANGUAGE

<u>ASSESSMENTS / SOURCES FOR GRADES:</u> DO NOWS & EXIT TICKETS; UNIT TESTS AND QUIZZES; LEARNING PROCESS ASSESSMENTS; STUDENT CLASS PARTICIPATION AND COLLABORATION; WRITING RUBRICS AND CHECKLISTS; WRITERS' NOTEBOOKS; BINDERS; ESSAYS AND PROJECTS; HOMEWORK.

CURRICULUM APPROACH USED

- TCI HISTORY ALIVE! THE MEDIEVAL WORLD AND BEYOND
- Novels, plays, poetry
- Nonfiction articles and primary source documents
- FLOCABULARY
- ACADEMIC CONVERSATION (JEFF ZWIERS)

GRADE 7 YEAR-END LEARNING GOALS AND EXPECTATIONS FOR MATHEMATICS

BY THE END OF THE SCHOOL YEAR, ALL SEVENTH GRADE STUDENTS SHOULD BE ABLE TO ...

- ☑ COMMUNICATE AND COLLABORATE EFFECTIVELY WITH THEIR PEERS TO SOLVE COMPLEX, REAL-WORLD PROBLEMS
- ☑ CLEARLY ARTICULATE DIFFERENT MATHEMATICAL STRATEGIES AND IDEAS ORALLY, VISUALLY, AND IN WRITING
- ☑ DEEPEN THEIR NUMBER SENSE (MATHEMATICAL PROCEDURES) & CONFIDENCE IN THEIR MATH ABILITIES
- ☑ JUSTIFY SOLUTIONS TO REAL-WORLD MATH PROBLEMS INVOLVING MARKET MATH, RATIOS, &
 COMPARISONS
- ☑ INTERPRET AND CREATE TABLES, GRAPHS AND THEIR EQUATIONS
- ☑ MANIPULATE INTEGERS USING ALL FOUR OPERATIONS AND MAJOR PROPERTIES
- ☑ APPLY CONCEPTUAL KNOWLEDGE OF LINEAR PATTERNS TO WRITE, SOLVE, AND JUSTIFY SOLUTIONS TO COMPLEX EQUATIONS AND INEQUALITIES
- ☐ USE FACTS ABOUT SUPPLEMENTARY, COMPLEMENTARY, VERTICAL, AND ADJACENT ANGLES IN A MULTI-STEP PROBLEM
- ☑ DEEPEN UNDERSTANDING OF, AND TWO/THREE-DIMENSIONAL FIGURES, AND THREE-DIMENSIONAL FIGURES (E.G. CALCULATE SURFACE AREA & VOLUME OF A VARIETY OF NON RECTANGULAR PRISMS).
- ☑ MAKE PREDICTIONS BASED ON EITHER THEORETICAL OR EXPERIMENTAL PROBABILITIES (E.G. USE RANDOM SAMPLING AND COMPARE POPULATIONS)
- ☑ UNDERSTAND THAT STATISTICS CAN BE USED TO GAIN INFORMATION ABOUT A POPULATION BY EXAMINING A SAMPLE OF THE POPULATION

UNITS OF STUDY

- 1. NUMBER SENSE AND BUILDING CLASSROOM COMMUNITY
- 2. COMPARING AND SCALING
- 3. VARIABLES AND PATTERNS
- 4. ACCENTUATE THE NEGATIVE
- 5. GEOMETRY
- 6. SAMPLES AND POPULATIONS
- 7. WHAT DO YOU EXPECT?

ASSESSMENTS / SOURCES FOR GRADES:

- MATH JOURNALS
- HOMEWORK
- SHOWING MATHEMATICAL REASONING ORALLY AND IN WRITING
- INDIVIDUAL AND COLLABORATIVE PARTICIPATION
- TESTS/ QUIZZES
- PERFORMANCE TASKS/ PROJECTS

CURRICULUM APPROACH USED

WE WILL USE CONNECTED MATHEMATICS PROGRAM, AN INVESTIGATIVE APPROACH CURRICULUM, ALONG WITH TEACHER CREATED UNITS TO ENGAGE STUDENTS IN UNDERSTANDING HOW MATH WORKS AND WHAT IT HAS TO DO WITH OUR LIVES. THROUGH HANDS-ON ACTIVITIES, SMALL AND WHOLE-GROUP MATH TALKS, AND PROCEDURAL PRACTICE, STUDENTS WILL DEVELOP CONCEPTUAL AND PROCEDURAL UNDERSTANDINGS.

GRADE 7 YEAR-END LEARNING GOALS AND EXPECTATIONS FOR SCIENCE

BY THE END OF THE SCHOOL YEAR, ALL SEVENTH GRADE STUDENTS SHOULD BE ABLE TO ...

- ☑ USE TOOLS AND TECHNOLOGY APPROPRIATELY TO PERFORM TESTS, COLLECT DATA, & DISPLAY DATA.
- ☑ DESIGN QUESTIONS, CREATE INVESTIGATIONS, & RECORD/COMMUNICATE FINDINGS EFFECTIVELY.
- ☑ UNDERSTAND RELATIONSHIPS BETWEEN THE STRUCTURES AND FUNCTIONS OF THE HUMAN BODY.
- ☑ KNOW THE LEVELS OF ORGANIZATION OF LIVING THINGS AND DETERMINE WHAT MAKES SOMETHING
 LIVING.
- ☑ UNDERSTAND THAT THE HUMAN ORGANISM IS COMPRISED OF SYSTEMS THAT ALLOW US TO LIVE AND PROTECT US FROM DISEASE.
- ☑ UNDERSTAND THAT ALL ORGANISMS ARE COMPOSED OF CELLS AND THAT CELLS CARRY ON THE MANY FUNCTIONS NEEDED TO SUSTAIN LIFE.
- ☑ UNDERSTAND THAT EVERY ORGANISM REQUIRES A SET OF INSTRUCTIONS FOR SPECIFYING ITS TRAITS, WHICH ARE PASSED ON TO ITS OFFSPRING.
- ☑ DESCRIBE HOW EVOLUTION ACCOUNTS FOR THE DIVERSITY OF SPECIES, DEVELOPED OVER TIME.
- ☑ ARTICULATE THE IMPORTANCE OF BALANCE AND FLUX IN AN ECOSYSTEM

UNITS OF STUDY

- 1. NATURE OF SCIENCE
- 2. BODY WORKS
- 3. CELL BIOLOGY AND DISEASE
- 4. GENETICS
- 5. EVOLUTION
- 6. EXHIBITION

ASSESSMENTS / SOURCES FOR GRADES:

- SCIENCE JOURNALS
- HOMEWORK
- QUICK WRITES AND REFLECTIONS
- PERFORMANCE TASKS / PROJECTS
- QUIZZES AND TESTS
- PARTICIPATION (INDIVIDUAL AND GROUP)

CURRICULUM APPROACH USED

THROUGH "HANDS ON" AND "MINDS ON" WORK, STUDENTS WILL BE IMMERSED IN A VARIETY OF INDEPENDENT, SMALL GROUP, AND WHOLE CLASS ACTIVITIES THAT DEVELOP STUDENTS' UNDERSTANDING OF HOW SCIENCE WORKS AND WHAT SCIENCE THINKING IS. USING AN INQUIRY BASED LIFE SCIENCE PROGRAM CALLED ISSUES AND LIFE SCIENCE AND TEACHER- AND STUDENT-CREATED UNITS OF STUDY, WE WILL EXPLORE BOTH THE MICRO AND MACRO INNER WORKINGS OF THE HUMAN BODY, AND THEIR EFFECT ON EVERYDAY LIFE. SCIENCE JOURNALS WILL BE USED TO DEVELOP SCIENTIFIC HABITS OF MIND AS WELL AS STRENGTHEN READING AND WRITING IN THE CONTENT AREAS.

GRADE 7 YEAR-END LEARNING GOALS AND EXPECTATIONS FOR LEARNING SEMINAR

BY THE END OF THE SCHOOL YEAR, ALL SEVENTH GRADE STUDENTS SHOULD BE ABLE TO ...

READING STRATEGY:

- ☑ USE SPECIFIC READING STRATEGIES TO MAKE MEANING OF A COMPLEX TEXT
- ☑ IDENTIFY THE STRUCTURE AND DEVELOPMENT OF AN ARGUMENT WITHIN A TEXT
- ☑ IDENTIFY AUTHOR'S PURPOSE FOR WRITING

PROCESS OF LEARNING STRATEGIES:

- ☑ ORGANIZE THEIR RESOURCES FOR ACADEMIC SUCCESS
- ☑ UTILIZE ACADEMIC STRATEGIES SPECIFIC TO THEIR NEEDS AND LEARNING STYLES
- ☐ COLLABORATE EFFECTIVELY TO LEARN MORE DEEPLY
- ☑ RECOGNIZE AND ADVOCATE FOR THEIR EVOLVING LEARNING NEEDS

TECHNOLOGY STRATEGIES:

- ☑ USE VARIOUS ACADEMIC TECHNOLOGICAL TOOLS IN THE CLASSROOM SETTING
- ☑ USE CURRENT TECHNOLOGY TO PRESENT THEIR KNOWLEDGE
- ☑ USE THE INTERNET APPROPRIATELY AND SAFELY
- ☑ CONDUCT RESEARCH ONLINE

BRAIN AND LEARNING STRATEGIES:

- ☑ IDENTIFY THEIR LEARNING PROFILES AND MODALITY PREFERENCES
- ☑ APPLY VARIOUS STUDY AND TEST TAKING SKILLS APPROPRIATE TO THEIR LEARNING NEEDS
- ☑ USE BRAIN SCIENCE AND GROWTH MINDSET TO DEVELOP SUCCESSFUL ACADEMIC HABITS

AREAS OF STUDY:

- 1. READING STRATEGIES
- 2. Process of Learning Strategies
- 3. TECHNOLOGY STRATEGIES
- 4. Brain and Learning Strategies

ASSESSMENTS / SOURCES FOR GRADES:

- READER RESPONSE NOTEBOOKS
- Guided Reading Journals
- TECHNOLOGICAL PRESENTATIONS
- STUDENT CLASS PARTICIPATION AND COLLABORATION
- Homework
- PROCESS OF LEARNING RUBRIC

CURRICULUM APPROACH USED:

- GUIDED READING
- BRAINOLOGY BY MINDSET WORKS
- TYPING PAL
- ACADEMIC CONVERSATIONS BY JEFF ZWIERS

GRADE 7 LEARNING GOALS AND EXPECTATIONS FOR ADVISORY

ADVISORY GOALS AND OBJECTIVES:

- $\ensuremath{\square}$ To foster a positive school climate as students develop positive relationships.
- ☑ TO KNOW EVERY STUDENT IN THE SCHOOL WELL. THIS WILL HELP STUDENTS' NEED TO BELONG TO A GROUP, AND TO HELP STUDENTS FEEL ACCEPTED AND VALUED BY TEACHERS AND PEERS.
- ☑ FOR EACH STUDENT TO HAVE A MEANINGFUL CONNECTION WITH AN ADULT. THIS INSURES THAT EVERY STUDENT IS KNOWN WELL BY AT LEAST ONE ADULT IN THE MIDDLE SCHOOL. THIS ADULT IS

- ABLE TO SUPPORT THE STUDENT IN TIMES OF DIFFICULTY, TO RECOGNIZE THE WARNING SIGNS OF TEEN PROBLEMS, AS WELL AS TO CELEBRATE THE STUDENT'S SUCCESSES.
- ☑ PERSONALIZE THE SCHOOL CURRICULUM BY PROVIDING A FORUM TO ADDRESS TOPICS OF CONCERN FOR YOUNG ADOLESCENTS AND ALSO ADDRESSING SIGNIFICANT AND UNEXPECTED EVENTS IN AN ARENA WITH A HIGHER LEVEL OF TRUST AND CONCERN THAN IS FOUND IN THE AVERAGE CLASSROOM.
- ☑ FORM CONSISTENT PARTNERSHIPS WITH FAMILIES AND KEEP COMMUNICATION FLOWING BETWEEN HOME AND SCHOOL.

WHAT IS ADVISORY?

ADVISORY IS A VITAL COMPONENT OF THE MIDDLE SCHOOL CONCEPT AND IS DESIGNED TO OFFER STUDENTS A SAFE ENVIRONMENT IN WHICH THEY CAN DEVELOP AND STRENGTHEN THEIR SOCIAL-EMOTIONAL SKILLS AND BUILD A SENSE OF COMMUNITY WITHIN OUR SCHOOL. THE CLASS INCORPORATES COMMUNITY CIRCLE, THE SECOND STEP CURRICULUM FOR SOCIAL-EMOTIONAL SKILLS, TRIBES ACTIVITIES, INTEREST-BASED CLUBS, AND ACADEMIC ADVISING. ADVISORY PROVIDES STUDENTS WITH AN ADVISOR WHO THEY CAN SEEK WHEN NEEDING ACADEMIC AND SOCIAL ADVISING. EACH OF THE CORE VALUES OF COMMUNITY, RESPECT, RESPONSIBILITY, AND EXCELLENCE WILL BE THE FOCUS OF THE COURSE WHILE STUDENTS LEARN AND PRACTICE SOCIAL-EMOTIONAL SKILLS AND MAKE ADVISORY A PLACE TO CELEBRATE EACH OTHER. IT IS A TIME OF CAMARADERIE, SUPPORT, AND LEARNING.

ADVISOR ROLE

THE ADVISOR ACTS AS A MENTOR TO THE STUDENTS IN HIS OR HER GROUP, GUIDING THEIR ACADEMIC EDUCATION AND SUPPORTING THEIR SOCIAL AND EMOTIONAL DEVELOPMENT. IDEALLY, ADVISORS ALSO ACT AS THE CENTRAL CONTACT PERSON BETWEEN THE SCHOOL AND THEIR ADVISEES' FAMILIES. ADVISORS WILL HELP GUIDE CONVERSATION AROUND CHANGES COMMON TO MIDDLE SCHOOL STUDENTS, PEER RELATIONSHIPS, STUDY SKILLS, SCHOOL VALUES, GOAL SETTING, COLLEGE AND CAREER EXPLORATION, PROBLEM SOLVING, DECISION-MAKING, AND COMMUNITY SERVICE.

ADVISORY STRUCTURE

- EACH ADVISORY IS MADE UP OF 15-18 STUDENTS IN THE SAME GRADE LEVEL.
- ADVISORIES MEET FIVE DAYS A WEEK UNLESS THERE IS A SCHEDULED ASSEMBLY.

CURRICULAR CONTENT OF ADVISORY 7:

- Focus: Community-Building within entire school
- PROJECT: SCHOOL-WIDE ANTI-BULLYING PROGRAMS
- SECOND STEP: EMPATHY AND COMMUNICATION, BULLYING PREVENTION, EMOTION MANAGEMENT, SUBSTANCE ABUSE PREVENTION
- COLLEGE AWARENESS WITH COLLEGE VISIT IN THE SPRING
- HIGH SCHOOL DECISION-MAKING IN THE SPRING

GRADE 7 LEARNING GOALS AND EXPECTATIONS FOR EXPLORATORY SPANISH

BY THE END OF THE SCHOOL YEAR, ALL EXPLORATORY SPANISH STUDENTS SHOULD BE ABLE TO ...

- ☑ PRONOUNCE SPANISH WORDS USING THE SOUNDS OF THE SPANISH ALPHABET.
- $\ensuremath{\square}$ FOLLOW ALONG WITH SONGS AND READ ALOUDS IN SPANISH.
- ☑ COMPREHEND SIMPLE QUESTIONS ASKED IN SPANISH.☑ ASK ROUTINE CLASSROOM QUESTIONS IN SPANISH.
- ☑ USE FORMULAIC LANGUAGE (LEARNED WORDS AND PHRASES).
- ☑ ATTEMPT TO SPEAK OR ANSWER A QUESTION USING SPANISH.
- ☑ MAKES SENTENCES IN SPANISH.

UNITS OF STUDY

CULTURAL CONTEXT: LANGUAGE FOCUS:

MÉXICO ALPHABET / GREETINGS / NUMBERS (1-30) / "HAY"

GUATEMALA BASIC GEOGRAPHY TERMS / THE CLASSROOM / NOUNS

DEFINITE & INDEFINITE ARTICLES. PLURAL FORMS

EL SALVADOR THE FAMILY / SUBJECT PRONOUNS / "SER - TO BE" & "ESTAR - TO BE"

POSSESSIVE PRONOUNS / "TENER - TO HAVE" / TELLING TIME / QUESTION WORDS"

HONDURAS CLOTHING / COLORS / SHOPPING / NUMBERS (31+) / ADJECTIVES

PRESENT TENSE -AR VERBS

NICARAGUA WEATHER / SEASONS / DATES & HOLIDAYS / PRESENT TENSE -ER / -IR VERBS

ASSESSMENTS / SOURCES FOR GRADES

CLASS PARTICIPATION

Note-Taking Efforts

ASSIGNMENT COMPLETION

• REFLECTIVE CULTURAL DIARY ENTRIES

GROUP PARTICIPATION AND

PRESENTATIONS

 SPOKEN LANGUAGE TASKS TO PRACTICE VOCABULARY & LANGUAGE SKILLS

Maintenance of a Spanish Folder

PERFORMANCE BASED ASSESSMENTS

PROJECTS

CURRICULUM APPROACH USED

- TEACHING PROFICIENCY THROUGH READING AND STORYTELLING, TPRS
- iBIENVENIDOS! AN INTRODUCTION TO SPANISH LANGUAGE STUDIES, VOCES 1ST YEAR SPANISH BY TEACHER'S DISCOVERY, AND EXCERPTS FROM OTHER LANGUAGE MATERIALS
- QUIA AND OTHER ONLINE PRACTICE AND PLAY SITES
- CONSTRUCTIVIST AND EXPERIENTIAL LEARNING USING REALIA AND CREATING ARTIFICIAL REALITIES
- LANGUAGE GAMES

GRADE 7 LEARNING GOALS AND EXPECTATIONS FOR HERITAGE SPANISH

BY THE END OF THE SCHOOL YEAR, ALL HERITAGE SPANISH 1 STUDENTS SHOULD BE ABLE TO ...

- ☑ USE THE SOUNDS OF THE SPANISH ALPHABET TO IMPROVE SPELLING.
- ☑ READ ALOUD IN SPANISH.
- ☑ FEEL MORE COMFORTABLE SPEAKING SPANISH IN FRONT OF A GROUP.
- ☑ RECOGNIZE HOW ACCENT MARKS CHANGE THE SOUND OF WORDS.
- PUNCTUATE SPANISH STYLE.
- ☑ APPLY NEW GRAMMAR AND VOCABULARY TO IMPROVE WRITTEN EXPRESSION IN SPANISH.

E. SPANISH / ENGLISH GRAMMAR COMPARISONS

- 1. TÚ Y YO A. VENEZUELA B. SIMÓN BOLÍVAR & SOUTH AMERICAN INDEPENDENCE
 - C. NARRATIVE POETRY D. DESCRIBING HUMAN TRAITS & CHARACTERISTICS
 - E. SINGULAR FORMS OF "TO BE" VERB(S), NOUNS, ADJECTIVES, ARTICLES
- 2. NOSOTROS

 A. SPAIN B. THE DIVERSE ETHNIC HERITAGE OF SPAIN & LATIN AMERICA

 C. NON-FICTION D. PERSONAL REFLECTION ESSAY E. PLURAL FORMS OF "TO BE" VERB(S), NOUNS, ADJECTIVES, ARTICLES / CONTRACTIONS / "BARBARISMOS Y VICIOS"
- 3. MITOS Y
 LEYENDAS

 C. MYTHS & LEGENDS
 D. PARAPHRASING & SUMMARIZING
 E. "SER" VS. "ESTAR" / OBJECT PRONOUNS / SPOKEN & WRITTEN ACCENTS

ASSESSMENTS / SOURCES FOR GRADES

- ACTIVE CLASS PARTICIPATION
 NOTE-TAKING EFFORTS
 ASSIGNMENT COMPLETION & REVISION
 GROUP PARTICIPATION AND
 SPOKEN LANGUAGE TASKS TO PRACTICE SPEAKING IN FRONT OF GROUPS
 MAINTENANCE OF A SPANISH FOLDER
 PERFORMANCE BASED ASSESSMENTS
 - PRESENTATIONS PROJECTS

CURRICULUM APPROACH USED

- EL ESPAÑOL PARA NOSOTROS (NIVEL 1) BY GLENCOE / MCGRAW-HILL PUBLISHERS
- HERITAGE SPANISH SPEAKERS' LANGUAGE LEARNING STRATEGIES BY ZENNIA HANCOCK, AND EXCERPTS FROM OTHER LANGUAGE MATERIALS.
- QUIA AND OTHER ONLINE PRACTICE AND PLAY SITES
- TEACHING PROFICIENCY THROUGH READING AND STORYTELLING, TPRS
- CONSTRUCTIVIST AND EXPERIENTIAL LEARNING USING REALIA AND CREATING ARTIFICIAL REALITIES
- LANGUAGE GAMES

GRADE 7 LEARNING GOALS AND EXPECTATIONS FOR VISUAL & PERFORMING ARTS BY THE END OF THE SCHOOL YEAR, ALL SEVENTH GRADE ARTS STUDENTS SHOULD BE ABLE TO

☑ USE IMPROV TO DISCOVER THE ROLE OF INTERVALS IN CREATING COMPELLING MUSIC SPECIFIC TO VARIOUS MUSICAL GENRES

- ☑ DESIGN AND CREATE MASKS USING SYMBOLISM AND PATTERNS LOOKING AT VARIOUS CULTURES'
 HISTORY OF MASK MAKING
- ☑ CREATE AND PERFORM MUSIC WHICH EXHIBIT "EMOTIONAL COHERENCY"
- ☑ COMPARE AND CONTRAST VARIOUS STYLES OF MUSIC AND THEIR COMMON THEMES
- EXPLAIN HOW CULTURAL INFLUENCES AFFECT THE CONTENT OR MEANING OF WORKS OF MUSIC
- USE THEATRICAL/ MUSICAL SKILLS TO EXPRESS AND COMMUNICATE CONCEPTS LEARNED IN OTHER CURRICULUM AREAS
- ☑ DEMONSTRATE PROJECTION, VOCAL VARIETY, DICTION, GESTURE, AND CONFIDENCE IN AN ORAL PRESENTATION
- ☑ CREATE AN ORIGINAL WORK OF ART, USING FILM, PHOTOGRAPHY, COMPUTER GRAPHICS, OR VIDEO
- ☑ STUDY THE MUSIC AND ART OF A PARTICULAR HISTORICAL ERA AND CREATE A MULTIMEDIA PRESENTATION THAT REFLECTS THAT CULTURE AND TIME PERIOD
- ☑ DEPICT A SELECTED MUSICAL PIECE THROUGH DANCE AND/ OR ORIGINAL VISUAL ART WITH AN ARTIST STATEMENT DESCRIBING ARTISTIC THOUGHT PROCESS

UNITS OF STUDY

- 1. FUNDAMENTALS OF DRAWING & PERFORMING
- 2. VOICE AND VISION: SPOKEN WORD, POSTER DESIGN
- 3. SYMBOLISM AND PATTERNS: MASK MAKING, SKULL DRAWINGS, CALL AND RESPONSE IN MUSIC
- 4. WATERCOLOR: ATLAS ART
- 5. STOMP: MAKING MUSIC USING EVERYDAY OBJECTS
- 6. COLLAGE ART: DRAFTING, PAPER AND FABRIC FOR COLLAGE
- 7. DIGITAL MEDIA FOR DOCUMENTATION

ASSESSMENTS / SOURCES FOR GRADES:

- SKETCHBOOKS/JOURNALS
- IN-CLASS TASKS/LARGER PROJECTS
- COLLABORATION
- PARTICIPATION
- SMALL WRITING/RESEARCH ASSIGNMENTS

CURRICULUM APPROACH USED

THROUGH "HANDS ON" AND "MINDS ON" WORK, STUDENTS WILL BE IMMERSED IN A VARIETY OF INDEPENDENT, SMALL GROUP, AND WHOLE CLASS ACTIVITIES THAT DEVELOP STUDENTS' UNDERSTANDING OF PROCESS, VISION AND HISTORICAL CONTEXT VISUAL AND PERFORMANCE ART PRACTICES. STUDENTS WILL GAIN EXPERIENCE AND SKILLS IN DRAWING FROM OBSERVATION/IMAGINATION AND USING LIVE PERFORMANCE AND DIGITAL MEDIA TO COMMUNICATE ARTISTIC PROCESS.

GRADE 7 LEARNING GOALS AND EXPECTATIONS FOR PHYSICAL EDUCATION

BY THE END OF THE SCHOOL YEAR, ALL SEVENTH GRADE STUDENTS SHOULD BE ABLE TO ...

- ☑ EXPLAIN HOW NUTRITION, EXERCISE AND HEALTHY HABITS WORK TOGETHER TO CREATE WELLNESS
- ☑ EVALUATE AND MAKE HEALTHY MEAL CHOICES
- ☑ DEMONSTRATE SPORTSMANSHIP, TEAMWORK AND COMMUNICATION DURING ACTIVITIES
- $\ensuremath{\square}$ Understand the importance of Cardio, Flexibility, Strength, Balance, agility and Coordination
- ☑ USE SKILLS LEARNED IN CLASS AND APPLY TO AN ACTIVE LIFESTYLE OUTSIDE OF PE

UNITS OF STUDY

- 1. FITNESS
- 2. NUTRITION
- 3. SPORTS (E.G. SOCCER, DISC SPORTS, BASKETBALL, VOLLEYBALL)
- 4. DODGEBALL (THE NEW, NON-THREATENING VERSION)

ASSESSMENTS / SOURCES FOR GRADES:

- PARTICIPATION AND EFFORT (INCLUDING PROPER DRESS)
- HOMEWORK, PROJECTS, FITNESS/NUTRITION JOURNALS
- TESTS (CELEBRATIONS OF KNOWLEDGE)



		Proc	ess of Learning St	udent Self-Asses	ssment					
SR#:	Name	:			Date:					
Mark the	box that de	scribes how	<i>ı</i> you would respond	to the statements	below.					
	1		2	3			4			
	lot of help w task/skill.		ally need my teacher's nelp with this task.	I sometimes need I this task.	nelp with	I can do	this	by m	ıysel	f.
		Academic Str	ategies				1	2	3	4
Effort			est effort in my work.							
Presentation			ee of doodles and wrinkle	es.						
Using Strategi	ies	I use the stra	tegies and tools I learned	in class to better unde	erstand the	subject.				
Quality			Illy and accurately comple							
<u> </u>							<u> </u>	<u> </u>		
		Organizatio	n and Planning				1	2	3	4
Timeliness		I turn in my h	omework in on time.							
Planner		I use my plan	ner to write down all of r	ny homework assignm	ents and du	e dates.				
Binder / Note	book	-	ny current assignments a							
		class.	,		,,,					
Attendance			for every class. If I am about the state of my missing work.	osent from school I ma	ke sure to c	ollect and				
		Calf Assaura							2	4
Diele Teleine		Self-Awarene		if the continuity invalues	النام		1	2	3	4
Risk-Taking		challenging.	n all class activities, even	if the activity involves	a skili i find					
Self-Awarene	SS	I know what the learning.	talents and strengths I br	ing as a learner and us	e them in m	ıy				
Openness to 0	Growth	I accept my a	reas of challenge as oppo			ner. I try				
		new strategic	s that may help me to be	seeme a better rearrier	•		<u> </u>	<u> </u>		
		Collaboration	n Skills				1	2	3	4
Pair/Group In	teractions		ively when working with	others. I contribute a	nd share the	workload				
		with my parti					<u> </u>		<u> </u>	
Relationships		•	nembers if they don't und cept help from others wh	_		npleting				
Acceptance/C)penness		red with anybody in the			lv				
(of others, dif	-	-	that person to get the w		. p. oddo	- 7				
		0.15.0-1						2	2	
December :		Self-Advocac		and land to the state of	de an anti-	4: 1)	1	2	3	4
Reaching out	n o wok !:-		I need when I know I ne				<u> </u>			
Diligence/Ow	nersnip	-	sibility for my own learnii ssing work when I miss cl		ues regularl	y and				
Persistence			my needs met the first tir		e teacher ur	ntil I get				
		my needs me	-	·		=	ĺ			

Name:	DATE:

MARK THE BOX THAT DESCRIBES HOW YOU WOULD RESPOND TO THE STATEMENTS BELOW.

1	2	3	4
I STILL NEED A LOT OF	I USUALLY NEED MY	I SOMETIMES NEED HELP	I CAN DO THIS BY
HELP WITH THIS	TEACHER'S HELP WITH	WITH THIS TASK.	MYSELF.
TASK/SKILL.	THIS TASK.		

	ACADEMIC STRATEGIES	1	2	3	4
TIMELINESS	I TURN IN MY HOMEWORK IN ON TIME.				
EFFORT / PRESENTATION	I PUT IN MY BEST EFFORT IN MY WORK. MY WORK IS FREE OF DOODLES AND WRINKLES.				
USING STRATEGIES	I USE THE STRATEGIES AND TOOLS I LEARNED IN CLASS TO BETTER UNDERSTAND THE SUBJECT.				
QUALITY	MY WORK IS FULLY AND ACCURATELY COMPLETED ACCORDING TO THE DIRECTIONS.				

	ORGANIZATION AND PLANNING	1	2	3	4
PLANNER	I USE MY PLANNER TO WRITE DOWN ALL OF MY HOMEWORK				
	ASSIGNMENTS AND DUE DATES.				
BINDER /	I KEEP ALL OF MY CURRENT ASSIGNMENTS AND HOMEWORK IN THE				
NOTEBOOK	CORRECT FOLDER OR SECTION OF MY BINDER. I KEEP MY				
	NOTEBOOK UP TO DATE. I BRING ALL MY MATERIALS TO CLASS.				
ATTENDANCE	I AM ON TIME FOR EVERY CLASS. IF I AM ABSENT FROM SCHOOL I				
	MAKE SURE TO COLLECT AND COMPLETE ALL OF MY MISSING WORK.				

	SELF-AWARENESS	1	2	3	4	
RISK-TAKING	I PARTICIPATE IN ALL CLASS ACTIVITIES, EVEN IF THE ACTIVITY INVOLVES A SKILL I FIND CHALLENGING.					
AWARENESS	I KNOW WHAT TALENTS AND STRENGTHS I BRING AS A LEARNER AND USE THEM IN MY LEARNING.					
OPENNESS TO GROWTH	I ACCEPT MY AREAS OF CHALLENGE AS OPPORTUNITIES TO BECOME A BETTER LEARNER. I TRY NEW STRATEGIES THAT MAY HELP ME TO BECOME A BETTER LEARNER.					

	COLLABORATION SKILLS	1	2	3	4	
Pair/Group	I LISTEN ATTENTIVELY WHEN WORKING WITH OTHERS. I					П
INTERACTIONS	CONTRIBUTE AND SHARE THE WORKLOAD WITH MY PARTNERS.					
RELATIONSHIPS	I HELP OTHER MEMBERS IF THEY DON'T UNDERSTAND OR ARE					
	HAVING TROUBLE COMPLETING THE WORK.					
	I ACCEPT HELP FROM OTHERS WHEN I AM STUCK ON A TOPIC.					
ACCEPTANCE/OPEN	I COULD BE PAIRED WITH ANYBODY IN THE CLASS AND I WOULD					
NESS (OF OTHERS,	WORK PRODUCTIVELY TOGETHER WITH THAT PERSON TO GET THE					
DIFFERENCE)	WORK DONE.					

	SELF-ADVOCACY	1	2	3	4
REACHING OUT	I ASK FOR WHAT I NEED WHEN I KNOW I NEED HELP (EX:				
	SCHOOLWORK OR SOCIAL-EMOTIONAL)				
DILIGENCE/OWNER	I TAKE RESPONSIBILITY FOR MY OWN LEARNING BY CHECKING MY				
SHIP	GRADES REGULARLY AND GETTING ALL MISSING WORK WHEN I				
	MISS CLASS.				
PERSISTENCE	IF I DON'T GET MY NEEDS MET THE FIRST TIME, I FOLLOW UP WITH				
	THE TEACHER UNTIL I GET MY NEEDS MET.				



GATEWAY MIDDLE SCHOOL EIGHTH GRADE CURRICULUM GUIDE 2014-15

INTRODUCTION

THIS CURRICULUM GUIDE IS DESIGNED TO MAKE CLEAR WHAT EACH CHILD SHOULD KNOW AND BE ABLE TO DO BY THE END OF EIGHTH GRADE, IN ORDER TO HAVE A SOLID FOUNDATION FOR SUCCESS IN A COLLEGE PREP HIGH SCHOOL. WE UNDERSTAND THAT NOT ALL CHILDREN ARE AT THE SAME LEVEL AT ANY GIVEN POINT IN TIME, BUT WE HOPE THAT HIGH EXPECTATIONS WILL BRING PARENTS AND TEACHERS TOGETHER TO SUPPORT SUCCESS FOR ALL STUDENTS. FINALLY, THIS GUIDE IS A WORK IN PROGRESS. EACH YEAR, WE CONTINUE TO EVALUATE AND IMPROVE THE GUIDE, AND WE APPRECIATE YOUR COMMENTS AND SUGGESTIONS.

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GATEWAY MIDDLE SCHOOL MISSION AND VISION

MISSION STATEMENT

GATEWAY MIDDLE SCHOOL SUPPORTS AND CHALLENGES ALL STUDENTS TO DISCOVER THEIR UNIQUE POTENTIAL, ACTIVELY PARTICIPATE IN THEIR COMMUNITY, AND DEVELOP SKILLS AND HABITS TO ACHIEVE EXCELLENCE IN HIGH SCHOOL AND COLLEGE.

VISION STATEMENT

GATEWAY MIDDLE SCHOOL IS A MODEL, COLLEGE PREPARATORY CHARTER SCHOOL COMMITTED TO ACADEMIC EXCELLENCE THROUGH PERSONALIZED, STUDENT-CENTERED LEARNING. GATEWAY MIDDLE SCHOOL COMBINES A RIGOROUS ACADEMIC PROGRAM WITH AN APPROACH WHERE THE INDIVIDUAL TALENTS AND STRENGTHS OF ITS STUDENTS ARE IDENTIFIED AND SUPPORTED. WORKING WITH TEACHERS COMMITTED TO OUR MISSION, GATEWAY MIDDLE SCHOOL STUDENTS WILL ACQUIRE THE SKILLS, HABITS, AND KNOWLEDGE NECESSARY FOR ACADEMIC AND PERSONAL SUCCESS IN A COLLEGE PREPARATORY HIGH SCHOOL, IN COLLEGE AND IN ADULT LIFE.

GATEWAY MIDDLE SCHOOL'S VALUES OF PERSONAL INTEGRITY, RESPONSIBILITY, AND RESPECT FOR OTHERS SHOULD INSPIRE STUDENTS TO CONTRIBUTE TO THEIR COMMUNITIES HOWEVER THEY CAN. BY ATTENDING A SCHOOL WHICH FULLY EMBRACES THE DIVERSITY OF THE BAY AREA, GATEWAY MIDDLE SCHOOL STUDENTS WILL APPRECIATE WHAT THEY HAVE IN COMMON WITH THOSE WHO ARE DIFFERENT AND VALUE WHAT THEY LEARN FROM ONE ANOTHER.

A COMMITMENT TO PARTNERSHIP WITH FAMILIES

AT GATEWAY, WE BELIEVE THAT PARENTS AND GUARDIANS PLAY A VITAL ROLE IN THE EDUCATION OF THEIR CHILDREN. WHILE THE MIDDLE YEARS TEND TO BE A TIME WHEN STUDENTS YEARN FOR GREATER INDEPENDENCE FROM THEIR FAMILIES, IT IS ALSO A TIME WHEN FAMILY INVOLVEMENT REMAINS ESSENTIAL TO STUDENTS' ACADEMIC SUCCESS. GATEWAY IS COMMITTED TO WORKING WITH PARENTS TO REACH THE ACADEMIC AND SOCIAL GOALS NECESSARY FOR STUDENT SUCCESS IN MIDDLE SCHOOL AND BEYOND. THIS GUIDE IS ONE WAY IN WHICH WE SEEK TO BRING PARENTS AND TEACHERS TOGETHER TO SUPPORT SUCCESS FOR ALL STUDENTS.

TO ENCOURAGE CONTINUED FAMILY INVOLVEMENT DURING THIS CRITICAL TRANSITION FROM ELEMENTARY SCHOOL TO MIDDLE SCHOOL AND ON TO HIGH SCHOOL, GATEWAY MIDDLE SCHOOL ALSO PROVIDES MANY OTHER OPPORTUNITIES FOR MEANINGFUL FAMILY PARTICIPATION, INCLUDING:

- FAMILY INFORMATION NIGHTS
- Parent-Teacher and Student-Led Conferences
- STUDENT EXHIBITION NIGHTS
- GATEWAY PARENTS ASSOCIATION (GPA)
- FLEXIBLE VOLUNTEER OPPORTUNITIES AT SCHOOL

GRADE 8 YEAR-END LEARNING GOALS AND EXPECTATIONS FOR HUMANITIES

BY THE END OF THE SCHOOL YEAR, ALL EIGHTH GRADE STUDENTS SHOULD BE ABLE TO ...

- ☑ WRITE NARRATIVES, INFORMATIONAL AND ARGUMENTATIVE ESSAYS THAT CLEARLY CONVEY EXPERIENCES, OPINIONS AND IDEAS USING PRIMARY AND SECONDARY SOURCES AS SOLID EVIDENCE
- ☑ USE A MULTI-DRAFT WRITING PROCESS TO BRAINSTORM, WRITE, REVISE AND EDIT WORKS OF FICTION AND NONFICTION
- ☑ COMPARE, CONTRAST, AND ANALYZE TEXTS, IDEAS AND CONFLICTING PIECES OF INFORMATION
- ☑ IDENTIFY AND COMPREHEND LITERARY ELEMENTS WITHIN A NARRATIVE
- ☑ DEVELOP AND USE ACADEMIC VOCABULARY IN WRITING AND CLASS DISCUSSIONS
- ☑ UNDERSTAND HOW THE UNITED STATES OF AMERICA BECAME A FORMAL NATION AND THE CHALLENGES THAT SURROUNDED ITS DEVELOPMENT
- ☑ ANALYZE THE GEOGRAPHICAL, PHYSICAL AND POLITICAL CHANGES OF THE UNITED STATES
- ☑ UNDERSTAND HOW PERSONAL, FAMILIAL, CULTURAL AND NATIONAL IDENTITIES ARE FORMED AND INTERACT WITH EACH OTHER

UNITS OF STUDY

1. THE COLONIES DEMAND INDEPENDENCE

ESSENTIAL QUESTION: HOW DOES IDENTITY INFLUENCE BEHAVIOR AND DECISION-MAKING?

READING: DETERMINE THEME AND ANALYZE CONNECTIONS; THE ABSOLUTELY TRUE DIARY OF A PART TIME INDIAN WRITING: PERSONAL NARRATIVE AND EXPLANATORY WRITING

2. FOUNDING AND EXPANDING A NATION

ESSENTIAL QUESTION: HOW IS A "FREE" NATION ESTABLISHED AND "NATIONHOOD" CREATED WHILE MANY LACK ESSENTIAL FREEDOMS? HOW IS "WE" VERSUS "THEY" CREATED?

READING: ANALYZE DIALOGUE, AUTHOR WORD CHOICE, AND ELEMENTS OF PLOT; CHAINS BY LAURIE HALSE ANDERSON

WRITING: ARGUMENTATIVE WRITING

3. A CHANGING NATION

ESSENTIAL QUESTION: WHO ESTABLISHES THE RIGHTS OF A NATION AND WHAT HAPPENS WHEN THOSE RIGHT ARE CHALLENGED OR TAKEN AWAY?

Reading: Compare and contrast text structures, cite evidence and evaluate argument; $\underline{Warriors}$ Don't Cry

WRITING: ARGUMENTATIVE AND EXPLANATORY WRITING

4. REBUILDING THE NATION TO BECOME A WORLD POWER

ESSENTIAL QUESTION: HOW DOES ONE PERSON OR GROUP CREATE SOCIAL CHANGE?

READING: ANALYZE VIEWPOINTS, IDENTIFY LITERARY ELEMENTS; FAHRENHEIT 415 BY RAY BRADBURY WRITING: ARGUMENTATIVE AND NARRATIVE WRITING

ASSESSMENTS / SOURCES FOR GRADES: INDEPENDENT AND GROUP WORK; WARM-UPS & EXIT TICKETS; UNIT TESTS AND QUIZZES; PROCESS OF LEARNING ASSESSMENTS; STUDENT CLASS PARTICIPATION AND COLLABORATION; WRITING RUBRICS AND CHECKLISTS; WRITERS' NOTEBOOKS; ESSAYS AND PROJECTS; HOMEWORK

CURRICULUM APPROACH USED

- TCI HISTORY ALIVE! THE UNITED STATES THROUGH MODERN TIMES
- Novels and Poetry
- Nonfiction Articles and Primary Source Documents

GRADE 8 YEAR-END LEARNING GOALS AND EXPECTATIONS FOR MATHEMATICS

BY THE END OF THE SCHOOL YEAR, ALL EIGHTH GRADE STUDENTS SHOULD BE ABLE TO ...

- ☑ RECOGNIZE AND MODEL LINEAR AND NONLINEAR RELATIONSHIPS IN BIVARIATE DATA
- ☑ IDENTIFY AND DESCRIBE EXPONENTIAL RELATIONSHIPS BETWEEN TWO OR MORE VARIABLES
- $oxdit{oxdit}$ Explore symmetry and methods for identifying and creating symmetric plane figures.
- ☑ Understand the necessary conditions for establishing congruence or similarity of triangles
- ☐ IDENTIFY SPECIFIC FUNCTIONS AS LINEAR, EXPONENTIAL AND QUADRATIC FUNCTIONS

DEVELOP UNDERSTANDING OF EQUIVALENT EXPRESSIONS AND EQUATIONS

- ☑ USE GRAPHIC AND ALGEBRAIC METHODS TO MODEL AND SOLVE SYSTEMS OF EQUATIONS AND INEQUALITIES
- ☑ INTERPRET SQUARE ROOTS AND CUBE ROOTS OF NUMBERS BY MAKING USE OF GEOMETRIC REPRESENTATIONS
- ☑ UNDERSTAND AND APPLY THE PYTHAGOREAN THEOREM
- IDENTIFY AND DIFFERENTIATE BETWEEN RATIONAL AND IRRATIONAL NUMBERS

UNITS OF STUDY

1. LINEAR AND INVERSE VARIATIONS

ESSENTIAL QUESTIONS: HOW CAN FUNCTIONS MODEL DATA PATTERNS? WHAT IS THE PROCESS AND METHODS TO REPRESENT COLLECTED DATA TO ANALYZE THE RELATIONSHIPS BETWEEN VARIABLES?

2. EXPONENTIAL FUNCTIONS

ESSENTIAL QUESTION: HOW CAN TABLES AND GRAPHS PROVIDE MORE INFORMATION ABOUT A FUNCTION AND HELP SOLVE PROBLEMS?

3. SYMMETRY AND TRANSFORMATIONS

ESSENTIAL QUESTIONS: HOW CAN TRANSFORMATION EFFECTS HELP YOU COMPARE FIGURES? HOW CAN PROPERTIES OF TRANSFORMATIONS, CONGRUENCE, AND SIMILARITY BE USED TO SOLVE PROBLEMS ABOUT SHAPES AND MEASUREMENTS?

4. MAKING SENSE OF SYMBOLS

ESSENTIAL QUESTIONS: HOW DO PROPERTIES OF OPERATIONS HELP GENERATE EQUIVALENT EXPRESSIONS AND REVEAL NEW INFORMATION ABOUT THE CONTEXT OF A PROBLEM? WHY CAN EQUATIONS HAVE ONE SOLUTION, NO SOLUTION OR INFINITE NUMBER OF SOLUTIONS AND HOW CAN THESE BE REPRESENTED VISUALLY?

5. SYSTEMS OF LINEAR EQUATIONS AND INEQUALITIES

ESSENTIAL QUESTIONS: HOW CAN YOU DETERMINE THE APPROACH TO SOLVING A SYSTEM OF EQUATIONS (OR INEQUALITIES)? HOW DO THE STRATEGIES APPLIED TO SYSTEMS OF EQUATIONS COMPARE TO THE STRATEGIES APPLIED TO SYSTEMS OF INEQUALITIES?

6. THE PYTHAGOREAN THEOREM

ESSENTIAL QUESTION: HOW CAN YOU CONSTRUCT AN ARGUMENT THAT PROVES THE RELATIONSHIP OF THE LEGS TO THE HYPOTENUSE OF A RIGHT TRIANGLE? HOW CAN THE CONVERSE OF THE PYTHAGOREAN THEOREM DETERMINE WHETHER IT IS A RIGHT TRIANGLE?

ASSESSMENTS / SOURCES FOR GRADES:

- CLASSWORK/TEAMWORK/PARTICIPATION
- Homework
- PROCESS OF LEARNING ASSESSMENTS
- Tests/Quizzes and Projects

CURRICULUM APPROACH USED

STUDENTS WILL GAIN BOTH PROCEDURAL AND CONCEPTUAL UNDERSTANDING OF ALGEBRAIC AND GEOMETRIC TOPICS THIS YEAR. THE PRIMARY CURRICULUM, CONNECTED MATHEMATICS PROGRAM, WILL EMPHASIZE A COLLABORATIVE, SMALL GROUP APPROACH TO MATHEMATICAL PROBLEM-SOLVING AS WELL AS PHYSICAL MODELING AND REVISION PROCESS. IN ADDITION, OUR STUDENTS WILL BUILD UPON AND PRACTICE BASIC MATHEMATICAL SKILLS AND MULTIPLE APPROACHES TO PROBLEM-SOLVING THROUGH COMPLEX INSTRUCTION TASKS, PROJECTS, REGULAR NUMBER TALKS AND SILENT MATH EXERCISES.

GRADE 8 YEAR-END LEARNING GOALS AND EXPECTATIONS FOR SCIENCE

BY THE END OF THE SCHOOL YEAR, ALL EIGHTH GRADE STUDENTS SHOULD BE ABLE TO ...

- ☑ PLAN, CARRY OUT AND EVALUATE INVESTIGATIONS USING APPROPRIATE TOOLS
- ☑ CONSTRUCT AND PRESENT ARGUMENTS USING EVIDENCE AND REASONING TO SUPPORT CLAIMS
- ☑ DEVELOP, USE AND REVISE MODELS TO MAKE SCIENTIFIC PROCESSES VISIBLE
- ☑ IDENTIFY AND DESCRIBE THE FORCES ACTING ON A SINGLE OBJECT
- oxdots Demonstrate that the change in an object's motion depends on the sum of the forces on the object and the mass of the object
- ☑ EXPLAIN HOW PARTICLES INTERACT TO CREATE THE PROPERTIES OF MATTER, INCLUDING A SUBSTANCE'S DENSITY
- ☑ ANALYZE AND INTERPRET DATA TO DESCRIBE THE UNIVERSE, INCLUDING THE MOTION OF OBJECTS

UNITS OF STUDY

1. NATURE OF SCIENCE

ESSENTIAL QUESTIONS: WHAT ARE SCIENCE AND ENGINEERING? HOW DO SCIENCE AND ENGINEERING WORK? HOW DO SCIENTISTS AND ENGINEERS WORK TOGETHER TO SOLVE PROBLEMS?

2. MEASUREMENT

ESSENTIAL QUESTIONS: HOW DO WE COMMUNICATE CLEARLY ABOUT WHAT WE ARE OBSERVING? HOW DOES WHAT WE MEASURE INFLUENCE HOW WE MEASURE?

3. FORCES

ESSENTIAL QUESTIONS: WHAT FORCES ARE AT PLAY ON EARTH? HOW DO FORCES AFFECT THE OBJECTS THEY ACT ON?

4. MOTION

ESSENTIAL QUESTIONS: HOW DO OBJECTS MOVE? WHAT AFFECTS OBJECTS' MOTION?

5. CHEMISTRY

ESSENTIAL QUESTIONS: WHAT ARE WE MADE OF? WHAT MAKES A SUBSTANCE UNIQUE? HOW DO SUBSTANCES CHANGE?

6. DENSITY (AND BUOYANCY)

ESSENTIAL QUESTIONS: WHAT FACTORS AFFECT AN OBJECT'S DENSITY? WHAT MAKES OBJECTS FLOAT AND SINK?

7. PLANETARY SCIENCE

ESSENTIAL QUESTIONS: WHAT MAKES UP THE UNIVERSE? HOW DO OBJECTS IN THE UNIVERSE AFFECT EACH OTHER, AS WELL AS LIFE ON EARTH?

ASSESSMENTS / SOURCES FOR GRADES:

- CLASS WORK/GROUP WORK/PARTICIPATION
- PROCESS OF LEARNING ASSESSMENTS
- SCIENCE NOTEBOOKS
- Homework
- TESTS/QUIZZES
- PROJECTS

CURRICULUM APPROACH USED

WE WILL BE USING A VARIETY OF CURRICULA IN PHYSICAL SCIENCE THIS YEAR, INCLUDING THE PROJECT-BASED *IT'S ABOUT TIME* (IAT) CURRICULUM, THE FULL OPTION SCIENCE SYSTEM (FOSS), AND LESSONS CREATED FROM VARIOUS ONLINE SOURCES. OUR STUDENT SCIENTISTS WILL DEVELOP THEIR SCIENTIFIC AND ENGINEERING DESIGN SKILLS IN EACH UNIT BY DOCUMENTING THEIR LEARNING IN THEIR SCIENCE NOTEBOOKS.

GRADE 8 YEAR-END LEARNING GOALS AND EXPECTATIONS FOR LEARNING SEMINAR

BY THE END OF THE SCHOOL YEAR, ALL EIGHTH GRADE STUDENTS SHOULD BE ABLE TO ...

- Use literacy strategies such as inferencing, decoding, connecting, summarizing, and using context clues to comprehend higher complexity texts
- ☑ CITE TEXTUAL EVIDENCE TO ANALYZE AND EVALUATE CENTRAL IDEA, AUTHOR'S PURPOSE, ARGUMENTS AND CONFLICTING INFORMATION WITHIN A TEXT
- ☑ INCORPORATE ACADEMIC STRATEGIES SUCH AS ORGANIZATION, COLLABORATION, SELF-AWARENESS AND SELF-ADVOCACY TO HELP WITH ACADEMIC SUCCESS
- ☑ IDENTIFY AND PRACTICE HABITS OF GROWTH MINDSET VS. FIXED MINDSET STUDENTS
- ☑ DEMONSTRATE ABILITY TO SET GOALS, REFLECT, MONITOR, AND REVISE AS NEEDED
- ☑ IDENTIFY AND UNDERSTAND DIFFERENT PARTS OF THE BRAIN, THEIR FUNCTION, AND THE NEURON
- EXPLAIN THE DIFFERENT BRANCHES OF PSYCHOLOGY AND IDENTIFY EXAMPLES OF THE PSYCHOLOGISTS' THEORIES IN EVERYDAY LIFE

UNITS OF STUDY

- 1. **READING IS THINKING:** Understanding who we are as readers and learners and developing strategies to grow in both these areas

 Essential Question: How do I set myself up for success as a reader and thinker?
- 2. EXPANDING OUR SKILLS: DEEPENING OUR ANALYSIS OF TEXTS AND BRAIN SCIENCE ESSENTIAL QUESTION: HOW DO WE USE COLLABORATION TO INTERACT WITH AND BETTER UNDERSTAND INFORMATION? HOW DID THE FIELD OF PSYCHOLOGY DEVELOP AND HOW CAN IT HELP US UNDERSTAND OURSELVES AND INTERACTIONS WITH OTHERS?
- 3. EVALUATING ARGUMENTS AND MULTIPLE POINTS OF VIEW: INTRODUCTION TO PSYCHOLOGY AND EVALUATING CONFLICTING IDEAS

 ESSENTIAL QUESTION: HOW DO INDIVIDUAL PSYCHOLOGISTS HELP US UNDERSTAND OURSELVES AND THE WORLD AROUND US AS WELL AS OUR INTERACTIONS WITH OTHERS? WHY IS IT IMPORTANT TO QUESTION INFORMATION?
- 4. Transferring our knowledge to others: Pursuing information independently and teaching it to others

 Essential Question: How do I pursue additional knowledge on a subject independently? How do I present what I know in a way that is engaging and logical?

ASSESSMENTS / SOURCES FOR GRADES:

• INDEPENDENT AND GROUP WORK; WARM-UPS & EXIT TICKETS; UNIT TESTS AND QUIZZES; PROCESS OF LEARNING ASSESSMENTS; STUDENT CLASS PARTICIPATION AND COLLABORATION; READERS RESPONSE NOTEBOOKS; PROJECTS; HOMEWORK

CURRICULUM APPROACH USED

- STEP-IT-UP 2 THRIVE, THRIVE FOUNDATION
- BALANCED LITERACY INCLUDING GUIDED READING, LITERATURE CIRCLES, READER'S RESPONSE
 NOTEBOOKS AND VOCABULARY STUDY

GRADE 8 LEARNING GOALS AND EXPECTATIONS FOR ADVISORY

ADVISORY GOALS AND OBJECTIVES:

- ☑ TO FOSTER A POSITIVE SCHOOL CLIMATE AS STUDENTS DEVELOP POSITIVE RELATIONSHIPS.
- ☑ TO KNOW EVERY STUDENT IN THE SCHOOL WELL. THIS WILL HELP STUDENTS' NEED TO BELONG TO A GROUP, AND TO HELP STUDENTS FEEL ACCEPTED AND VALUED BY TEACHERS AND PEERS.
- ☑ FOR EACH STUDENT TO HAVE A MEANINGFUL CONNECTION WITH AN ADULT. THIS INSURES THAT EVERY STUDENT IS KNOWN WELL BY AT LEAST ONE ADULT IN THE MIDDLE SCHOOL. THIS ADULT IS

- ABLE TO SUPPORT THE STUDENT IN TIMES OF DIFFICULTY, TO RECOGNIZE THE WARNING SIGNS OF TEEN PROBLEMS, AS WELL AS TO CELEBRATE THE STUDENT'S SUCCESSES.
- ☑ PERSONALIZE THE SCHOOL CURRICULUM BY PROVIDING A FORUM TO ADDRESS TOPICS OF CONCERN FOR YOUNG ADOLESCENTS AND ALSO ADDRESSING SIGNIFICANT AND UNEXPECTED EVENTS IN AN ARENA WITH A HIGHER LEVEL OF TRUST AND CONCERN THAN IS FOUND IN THE AVERAGE CLASSROOM.
- ☑ FORM CONSISTENT PARTNERSHIPS WITH FAMILIES AND KEEP COMMUNICATION FLOWING BETWEEN HOME AND SCHOOL.

WHAT IS ADVISORY?

ADVISORY IS A VITAL COMPONENT OF THE MIDDLE SCHOOL CONCEPT AND IS DESIGNED TO OFFER STUDENTS A SAFE ENVIRONMENT IN WHICH THEY CAN DEVELOP AND STRENGTHEN THEIR SOCIAL-EMOTIONAL SKILLS AND BUILD A SENSE OF COMMUNITY WITHIN OUR SCHOOL. THE CLASS INCORPORATES COMMUNITY CIRCLE, THE SECOND STEP CURRICULUM FOR SOCIAL-EMOTIONAL SKILLS, TRIBES ACTIVITIES, INTEREST-BASED CLUBS, AND ACADEMIC ADVISING. ADVISORY PROVIDES STUDENTS WITH AN ADVISOR WHO THEY CAN SEEK WHEN NEEDING ACADEMIC AND SOCIAL ADVISING. EACH OF THE CORE VALUES OF COMMUNITY, RESPECT, RESPONSIBILITY, AND EXCELLENCE WILL BE THE FOCUS OF THE COURSE WHILE STUDENTS LEARN AND PRACTICE SOCIAL-EMOTIONAL SKILLS AND MAKE ADVISORY A PLACE TO CELEBRATE EACH OTHER. IT IS A TIME OF CAMARADERIE, SUPPORT, AND LEARNING.

ADVISOR ROLE

THE ADVISOR ACTS AS A MENTOR TO THE STUDENTS IN HIS OR HER GROUP, GUIDING THEIR ACADEMIC EDUCATION AND SUPPORTING THEIR SOCIAL AND EMOTIONAL DEVELOPMENT. IDEALLY, ADVISORS ALSO ACT AS THE CENTRAL CONTACT PERSON BETWEEN THE SCHOOL AND THEIR ADVISEES' FAMILIES. ADVISORS WILL HELP GUIDE CONVERSATION AROUND CHANGES COMMON TO MIDDLE SCHOOL STUDENTS, PEER RELATIONSHIPS, STUDY SKILLS, SCHOOL VALUES, GOAL SETTING, COLLEGE AND CAREER EXPLORATION, PROBLEM SOLVING, DECISION-MAKING, AND COMMUNITY SERVICE.

ADVISORY STRUCTURE

- EACH ADVISORY IS MADE UP OF 15-18 STUDENTS IN THE SAME GRADE LEVEL.
- ADVISORIES MEET FIVE DAYS A WEEK UNLESS THERE IS A SCHEDULED ASSEMBLY.

CURRICULAR CONTENT OF ADVISORY 8:

- FOCUS: LEADERSHIP AND GOAL SETTING
- PROJECT: COMMUNITY SERVICE PROJECT DAYS IN BOTH SEMESTERS
- SECOND STEP: EMPATHY AND COMMUNICATION, BULLYING PREVENTION, EMOTION MANAGEMENT, GOAL SETTING, SUBSTANCE ABUSE PREVENTION
- COLLEGE AWARENESS WITH COLLEGE VISIT IN THE SPRING
- HIGH SCHOOL DECISION-MAKING AND APPLICATION PROCESS IN THE FALL

GRADE 8 LEARNING GOALS AND EXPECTATIONS FOR EXPLORATORY SPANISH

BY THE END OF THE YEAR, ALL 8TH GRADE EXPLORATORY SPANISH STUDENTS SHOULD BE ABLE TO ...

- PRONOUNCE SPANISH WORDS USING THE SOUNDS OF THE SPANISH ALPHABET.
- FOLLOW ALONG WITH SONGS AND READ ALOUDS IN SPANISH.
- ☐ COMPREHEND SIMPLE QUESTIONS ASKED IN SPANISH.
- ☑ ASK ROUTINE CLASSROOM QUESTIONS IN SPANISH. ☑ USE FORMULAIC LANGUAGE (LEARNED WORDS AND PHRASES).
- ☑ ATTEMPT TO SPEAK OR ANSWER A QUESTION USING SPANISH EVEN IF IT IS ONLY ONE WORD BEFORE SWITCHING TO ENGLISH.
- ☑ WRITE SIMPLE SENTENCES IN SPANISH.

UNITS OF STUDY

CULTURAL CONTEXT: LANGUAGE FOCUS:

COSTA RICA FOOD & DRINK / AT THE RESTAURANT / INDIRECT OBJECT PRONOUNS / EXPRESSING

PREFERENCES ("GUSTAR") WANTS, AND NEEDS / E-I STEM-CHANGING VERBS

PANAMÁ DIET & NUTRITION / THE SUPERLATIVE

COLOMBIA SPORTS & PASTIMES / -UE STEM-CHANGING VERBS

VENEZUELA THE BODY / PHYSICAL & EMOTIONAL CONDITIONS / -IE STEM-CHANGING VERBS

PERÚ PARTS OF A HOUSE / CHORES AT HOME

ASSESSMENTS / SOURCES FOR GRADES

CLASS PARTICIPATION

Note-Taking Efforts

ASSIGNMENT COMPLETION

• REFLECTIVE CULTURAL DIARY ENTRIES

GROUP PARTICIPATION AND

PRESENTATIONS

- SPOKEN LANGUAGE TASKS TO PRACTICE
 VOCABULARY & LANGUAGE SKILLS
- Maintenance of a Spanish Folder
- PERFORMANCE BASED ASSESSMENTS
- PROJECTS

CURRICULUM APPROACH USED

- TEACHING PROFICIENCY THROUGH READING AND STORYTELLING, TPRS
- iBIENVENIDOS! AN INTRODUCTION TO SPANISH LANGUAGE STUDIES, VOCES 1ST YEAR SPANISH BY TEACHER'S DISCOVERY, AND EXCERPTS FROM OTHER LANGUAGE MATERIALS
- QUIA AND OTHER ONLINE PRACTICE AND PLAY SITES
- CONSTRUCTIVIST AND EXPERIENTIAL LEARNING USING REALIA AND CREATING ARTIFICIAL REALITIES
- LANGUAGE GAMES

GRADE 8 LEARNING GOALS AND EXPECTATIONS FOR HERITAGE SPANISH

By the end of the year, all 8th grade Heritage Spanish students should be able to ...

- ☑ USE THE SOUNDS OF THE SPANISH ALPHABET TO IMPROVE SPELLING.
- ☑ READ ALOUD IN SPANISH.
- ☑ FEEL MORE COMFORTABLE SPEAKING SPANISH IN FRONT OF A GROUP.
- ☑ USE ACCENT MARKS TO MAINTAIN THE ORIGINAL PRONUNCIATION OF WORD STEMS.
- PUNCTUATE SPANISH STYLE.
- ☑ APPLY NEW GRAMMAR AND VOCABULARY TO IMPROVE WRITTEN EXPRESSION IN SPANISH.

UNITS OF STUDY CONTENT CODES: A. GEOGRAPHICAL FOCUS B. HISTORICAL / C. LITERARY EXPOSURE D.

WRITTEN EXPRESSION TASK

E. SPANISH / ENGLISH GRAMMAR COMPARISONS

- 1. CUENTOS

 A. DOMINICAN REPUBLIC
 B. OSCAR DE LA RENTA FROM FASHION ICON TO
 PHILANTHROPIC HERO
 C. THE SHORT STORY & PARTS OF A STORY
 D. WRITING
 AN ORIGINAL SHORT STORY
 E. ANALYZING SENTENCES / CAPITALIZATION / PREFIXES
- 2. POESÍA

 A. CHILE B. HISPANIC CELEBRATIONS & HOLIDAYS C. DEFINING POETRY & THE MAJOR LITERARY GENRES D. CREATING A SHORT POEM USING SENSORY LANGUAGE E. PRESENT TENSE -AR, -ER, & -IR VERBS / "VOSOTROS" VS. "VOSEO" / PREPOSITIONS "A" & "EN" / NOUNS THAT BEGIN WITH "A" / COMPOUND NOUNS
- 3. LA NOVELA

 A. COLOMBIA
 B. HISPANIC FAMILY TIES: TRADITIONS & CHANGES
 C. THE NOVEL
 D. DESCRIBING PHYSICAL SPACES / LOCATIONS IN A NARRATIVE
 E. "TO HAVE" VERB(S) / PUNCTUATION / PRONOUNCING & SPELLING "B" VS. "V" /
 HOMOPHONES / NOUNS WITH BOTH GRAMMATICAL GENDERS

ASSESSMENTS / SOURCES FOR GRADES

ACTIVE CLASS PARTICIPATION
 NOTE-TAKING EFFORTS
 ASSIGNMENT COMPLETION & REVISION
 GROUP PARTICIPATION AND PRESENTATIONS
 SPOKEN LANGUAGE TASKS TO PRACTICE SPEAKING IN FRONT OF GROUPS
 MAINTENANCE OF A SPANISH FOLDER
 PERFORMANCE BASED ASSESSMENTS
 PROJECTS

CURRICULUM APPROACH USED

- EL ESPAÑOL PARA NOSOTROS (NIVEL 1) BY GLENCOE / MCGRAW-HILL PUBLISHERS
- HERITAGE SPANISH SPEAKERS' LANGUAGE LEARNING STRATEGIES BY ZENNIA HANCOCK, AND EXCERPTS FROM OTHER LANGUAGE MATERIALS.
- QUIA AND OTHER ONLINE PRACTICE AND PLAY SITES
- TEACHING PROFICIENCY THROUGH READING AND STORYTELLING, TPRS
- CONSTRUCTIVIST AND EXPERIENTIAL LEARNING USING REALIA AND CREATING ARTIFICIAL REALITIES
- LANGUAGE GAMES

GRADE 8 LEARNING GOALS AND EXPECTATIONS FOR VISUAL AND PERFORMING ARTS

By the end of the school year, all eighth grade ${f A}$ rts students should be able to ...

- ☑ ANALYZE THE USE OF THE ELEMENTS OF ART AND DESIGN AS THEY APPLY TO SELECTED VISUAL AND PERFORMANCE ART PIECES IN THE MEDIUMS OF DRAWING, PAINTING AND LIVE/ RECORDED PERFORMANCE
- CREATE AN ORIGINAL WORK OF ART USING DIGITAL MEDIA
- ☑ EXAMINE AND DESCRIBE THE ROLE OF A WORK OF ART AS SOCIAL COMMENTARY OR PROTEST TO SOCIAL CONDITIONS.
- ☑ COMPARE, CONTRAST, AND ANALYZE STYLES OF ART FROM A VARIETY OF WESTERN AND NON-WESTERN CULTURES
- ☑ DISCUSS THE CONTRIBUTIONS OF IMMIGRANT CULTURES TO THE ART OF A PARTICULAR SOCIETY
- DEVELOP A THEORY ABOUT AN ARTIST'S INTENT IN A SELECTED COLLECTION OF MUSIC
- ☑ DEVELOP AND APPLY A LIST OF CRITERIA AS INDIVIDUALS OR IN GROUPS TO ASSESS AND CRITIQUE WORKS OF ART
- ☑ CREATE A VISUAL OR PERFORMANCE ART PIECE TO EXPRESS PERSONAL OPINIONS ABOUT CURRENT SOCIAL OR POLITICAL ISSUES
- ☑ WORK COLLABORATIVELY WITH A COMMUNITY ARTIST TO CREATE A WORK OF ART AND WRITE ABOUT THE SKILLS REQUIRED TO BECOME A PROFESSIONAL ARTIST

UNITS OF STUDY

- 1. FUNDAMENTALS OF ART & OBSERVATION
- 2. VOICE AND VISION: SPOKEN WORD/ RAP, SOCIAL/ POLITICAL ISSUE POSTER DESIGN
- 3. SYMBOLISM AND PATTERNS: MASK MAKING, ACRYLIC SKULL PAINTINGS, CALL AND RESPONSE TO A SOCIAL ISSUE
 - 4. WATERCOLOR: ATLAS ART
 - 5. STOMP: MAKING MUSIC USING EVERYDAY OBJECTS
 - 6. COLLAGE ART: DRAFTING, COLOR THEORY, MIXED MEDIA ART
 - 7. DRAWN PORTRAITS USING A GRID
 - 8. DIGITAL MEDIA FOR DOCUMENTATION

ASSESSMENTS / SOURCES FOR GRADES:

- SKETCHBOOK/JOURNAL
- PARTICIPATION
- COLLABORATION
- IN-CLASS TASKS/LARGER PROJECTS
- WRITING/RESEARCH ASSIGNMENTS

CURRICULUM APPROACH USED

THROUGH "HANDS ON" AND "MINDS ON" WORK, STUDENTS WILL BE IMMERSED IN A VARIETY OF INDEPENDENT, SMALL GROUP, AND WHOLE CLASS ACTIVITIES THAT DEVELOP STUDENTS' UNDERSTANDING OF CONTEMPORARY ELECTRONIC MEDIA, VISUAL AND PERFORMANCE ART PRACTICES. STUDENTS WILL GAIN EXPERIENCE AND SKILLS IN DRAWING AND PERFORMANCE ART THROUGH CONCEPT DEVELOPMENT, FINE ART, AND DOCUMENTATION OF PERFORMANCE.

GRADE 8 LEARNING GOALS AND EXPECTATIONS FOR PHYSICAL EDUCATION

BY THE END OF THE SCHOOL YEAR, ALL EIGHTH GRADE STUDENTS SHOULD BE ABLE TO ...

- ☑ EXPLAIN HOW NUTRITION, EXERCISE AND HEALTHY HABITS WORK TOGETHER TO CREATE WELLNESS
- ☑ EVALUATE AND MAKE HEALTHY MEAL CHOICES
- ☑ DEMONSTRATE SPORTSMANSHIP, TEAMWORK AND COMMUNICATION DURING ACTIVITIES
- ☑ UNDERSTAND THE IMPORTANCE OF CARDIO, FLEXIBILITY, STRENGTH, BALANCE, AGILITY AND COORDINATION
- ☑ TAKE SKILLS LEARNED IN CLASS AND APPLY TO AN ACTIVE LIFESTYLE OUTSIDE OF SCHOOL

UNITS OF STUDY

- 1. FITNESS
- 2. NUTRITION
- 3. SPORTS (E.G. SOCCER, DISC SPORTS, BASKETBALL, VOLLEYBALL)
- 4. DODGEBALL (THE NEW, NON-THREATENING VERSION)

ASSESSMENTS / SOURCES FOR GRADES:

- PARTICIPATION AND EFFORT (INCLUDING PROPER DRESS)
- Homework, projects and journals
- TESTS (CELEBRATIONS OF KNOWLEDGE)



Process of Learning Student Self-Assessment

Mark the box that describes how you would respond to the statements below.

1	2	3	4
I still need a lot of help with	I usually need my teacher's	I sometimes need help with	I can do this by myself.
this task/skill.	help with this task.	this task.	

	Academic Strategies	1	2	3	4
Effort	I put in my best effort in my work.				
Presentation	My work is free of doodles and wrinkles.				
Using Strategies	I use the strategies and tools I learned in class to better understand the subject.				
Quality	My work is fully and accurately completed according to the directions.				

	Organization and Planning	1	2	3	4
Timeliness	I turn in my homework in on time.				
Planner	I use my planner to write down all of my homework assignments and due dates.				
Binder / Notebook	I keep all of my current assignments and homework in the correct folder or section of my binder. I keep my notebook up to date. I bring all my materials to class.				
Attendance	I am on time for every class. If I am absent from school I make sure to collect and				
	complete all of my missing work.				

	Self-Awareness	1	2	3	4
Risk-Taking	I participate in all class activities, even if the activity involves a skill I find challenging.				
Self-Awareness	I know what talents and strengths I bring as a learner and use them in my learning.				
Openness to Growth	I accept my areas of challenge as opportunities to become a better learner. I try new strategies that may help me to become a better learner.				

	Collaboration Skills	1	2	3	4
Pair/Group Interactions	I listen attentively when working with others. I contribute and share the workload				
	with my partners.				
Relationships	I help other members if they don't understand or are having trouble completing				
	the work. I accept help from others when I am stuck on a topic.				
Acceptance/Openness	I could be paired with anybody in the class and I would work productively				
(of others, difference)	together with that person to get the work done.				

	Self-Advocacy Self-Advocacy	1	2	3	4
Reaching out	I ask for what I need when I know I need help (ex: schoolwork or social-emotional)				
Diligence/Ownership	I take responsibility for my own learning by checking my grades regularly and getting all missing work when I miss class.				
Persistence	If I don't get my needs met the first time, I follow up with the teacher until I get my needs met.				



Gateway Public Schools News About Math for Grades 6-8 and 9-12

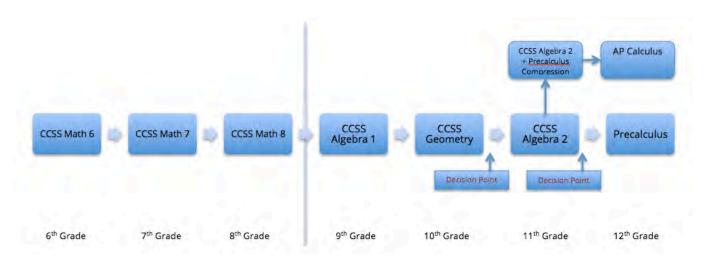
Overview of the Common Core Changes for Math:

Beginning in the 2014-2015 school year, Gateway Middle School and Gateway High School, along with all other schools in SFUSD and in districts across the nation, have started using a new set of standards called the Common Core State Standards.

The Common Core State Standards in Math (CCSS-M) create an even more rigorous curriculum than we already have in California; math requirements across the state have been raised at every grade level. In addition, the Common Core State Standards in Math (CCSS-M) require a change in the course sequence for mathematics in grades 6-12 for all schools:

- In middle school, all students will take math classes that include algebra in every grade level, with increased depth as the grades progress. The courses are called CCSS Math 6, 7, and 8 and will be taken by all students at Gateway Middle School.
- In high school, all students will take Common Core Algebra in 9th grade—a different and more rigorous course than Algebra 1. Students will have an opportunity, if desired and prepared, to take Calculus at Gateway High School. The decision point to accelerate into higher level Math course will be at a different point than in the past, as students choose to accelerate after 10th grade.

This is the course sequence for Gateway Public Schools which is very similar to the course sequence adopted by the SFUSD Board of Education for all SFUSD middle and high schools.



Please read our Frequently Asked Questions below for more details on all of these changes.



Common Core Math at Gateway: Frequently Asked Questions

WHAT ARE THE COMMON CORE STATE STANDARDS?

The Common Core State Standards (CCSS) are world-class standards that reflect the kind of rigor demonstrated in academically high-achieving nations. The CCSS were designed with college and career readiness in mind so that our students will be able to successfully compete in a global economy. Currently, 43 states have adopted the Common Core Standards.

HOW WILL SUPPORT FOR COLLEGE AND CAREER READINESS BE DIFFERENT?

The new standards ask students to deeply understand math and its processes — including problem solving, reasoning, and explaining your thinking. At Gateway, we are excited about these changes because they are aligned with our approach to teaching and learning. What's important to know is that teachers will be focusing on fewer concepts to allow students to gain a deeper, more meaningful understanding of each concept and to apply that understanding in real world situations---preparing our students to be college and career ready.

WHY IS THE GRADE 6-12 MATH COURSE SEQUENCE CHANGING?

All students should have learning experiences that make sense as they move from course to course to ensure that they will be college-ready by the end of high school. The new course sequence in mathematics does this by focusing deeply on fewer concepts, allowing students to gain a strong foundational understanding in each course. At Gateway, similar to all schools within SFUSD, we will offer a new course sequence (that is, the order in which students are taking their math classes) so that students can build upon their conceptual understanding from year to year. Rather than taking a different approach each year, each new standard that is introduced will come as an extension of the previous years' learning.

WHAT WILL THE NEW COURSE SEQUENCE LOOK LIKE IN MIDDLE SCHOOL?

In middle school all students will take math classes that include algebra in every grade level, with increased depth as the grades progress. The courses are called CCSS Math 6, 7, and 8. This new course sequence ensures a solid foundation that prepares students for college mathematics.

The content in the old Algebra 1 course under the previous California standards is now divided between the CCSSMath 8 course and the CCSS Algebra 1 course. Beginning in 2014-15, all 8th graders at Gateway Middle School will take CCSS Math 8, and the following year (2015-16) all 9th graders at Gateway High School will take CCSS Algebra 1 in 9th grade. Both CCSS Math 8 and CCSS Algebra 1 are more rigorous than the previous Algebra 1 course. These courses also include content previously taught in more advanced high school courses, as well as content not previously taught in middle and high school math, such as statistics.

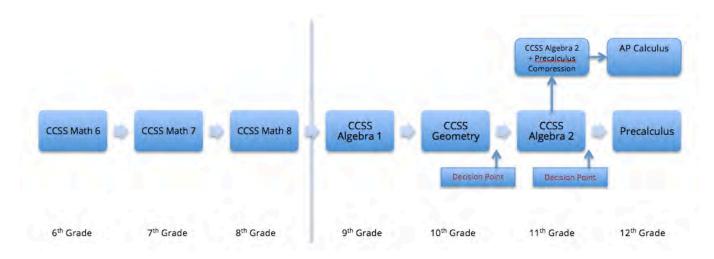
WHAT WILL THE NEW COURSE SEQUENCE LOOK LIKE IN HIGH SCHOOL?

With a solid foundation from CCSS-M in grades 6–8, all students will be more prepared for college mathematics, including successfully meeting the University of California "c" requirement and Gateway's graduation requirements. Beginning in 2014-15, all students will take CCSS Algebra 1 in 9th grade and CCSS Geometry in 10th grade. In 11th grade students (with assistance from their families) will be able to choose from two course offerings: Algebra 2 or a compressed Algebra 2 and Precalculus course. The compressed course option would allow students to take AP Calculus in their senior year.



WHAT WILL THE NEW COURSE SEQUENCE AND CHOICES LOOK LIKE FOR MIDDLE AMD HIGH SCHOOL?

This is the course sequence for Gateway Public Schools which is very similar to the course sequence adopted by the SFUSD Board of Education for all SFUSD middle and high schools.



This course sequence ensures a solid middle-grades foundation that not only supports all students to successfully meet the UC "c" requirement, but also prepares them for college mathematics. One core sequence provides focus and coherence as schools and teachers implement the CCSS-M and supports equity by creating a path for all students to experience rigorous mathematics.

WHAT IF MY CHILD IS READY FOR MORE ADVANCED MATH THAN WHAT IS OFFERED?

Being advanced no longer means skipping a course or jumping ahead. All of the courses in the CCSS are necessary and are designed to build over a student's math career. Students will have the opportunity to compress two courses into one year after 10th grade, which will give them access to AP Calculus. The California Math Framework, adopted by the State of California in November 2013, states very clearly that CCSS Math 8 is more rigorous than the old Algebra 1 course. All students in the new sequence will be challenged with more advanced mathematics content and higher expectations around conceptual thinking and communicating.

HOW ARE WE PREPARING TEACHERS FOR THIS CHANGE?

The transition to the Common Core State Standards in Math (CCSS-M) began at Gateway Middle and Gateway High a few years ago. Gateway's instructional leaders and Math teachers have been collaborating at each school as well as across schools to plan curriculum, to identify resources to align with CCSS-M and to implement changes to math instruction.

FOR MORE INFORMATION:

For more information on how the 8th and 9th grade Common Core Math Course are different, please see Gateway's "Common Core 8th and 9th Grade Math Course FAQ."

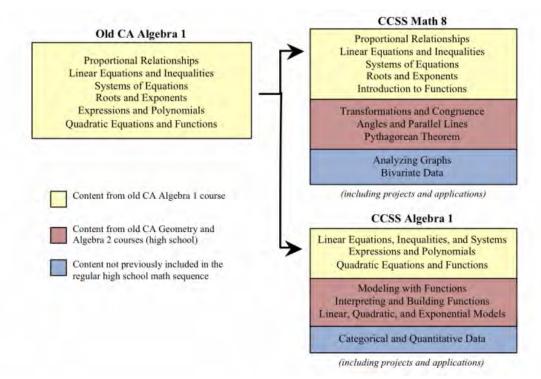
For information on Common Core Math in SFUSD, please see http://www.sfusdmath.org



Frequently Asked Questions about the new Common Core 8th and 9th Grade Math Courses:

How do the CCSS Math 8 and CCSS Algebra 1 courses compare to the old Algebra 1 course?

The standards that defined an Algebra 1 course under the old California standards are now divided between the CCSS Math 8 course and the CCSS Algebra 1 course, as shown below. CCSS Math 8 and CCSS Algebra 1 courses also include content from more advanced high school courses and concepts not previously taught in high school math, especially statistics.



Is CCSS Math 8 the same as the old 8th grade Pre-Algebra course?

No. CCSS Math 8 is much more rigorous than the 8th grade math courses of the past, and covers many standards that used to be part of Algebra 1. The old Pre-Algebra course primarily reviewed standards taught in earlier grades—fractions, decimals, and percents, ratios and proportions, equations, and geometric measurement—which remain the focus of Common Core courses in earlier grades. The content of CCSS Math 8 is based on standards from three main domains: Algebra and Functions (about 65%), Geometry (about 25%), and Statistics (about 10%).

Proportional Relationships Linear Equations and Inequalities Systems of Equations Roots and Exponents Introduction to Functions Modeling with Functions Geometry (about 25%) Transformations and Congruence Angles and Parallel Lines Pythagorean Theorem

Algebra and Functions (about 65%)

Statistics (about 10%) Analyzing Graphs Bivariate Data



Can students skip CCSS Math 8 and go straight into CCSS Algebra 1?

No. CCSS Math 8 introduces extensive new mathematics content and is not a course that can be skipped. The content of the middle grades course sequence (CCSS Math 6, CCSS Math 7, and CCSS Math 8) is essential for preparing students for both CCSS Algebra 1 and CCSS Geometry in high school. The authors of the Common Core developed an intentional vertical connection of algebraic and geometric topics from grades K-8 through high school. CCSS Algebra 1 builds on the content students learn in CCSS Math 8 and does not repeat content from CCSS Math 8.

CCSS Algebra 1 is also much more rigorous than the old CA Algebra 1. It assumes students have already worked with linear equations and functions and then extends their study of non-linear functions to include quadratic and exponential functions—topics that were introduced in Advanced Algebra in the past. CCSS Algebra 1 course also includes a significant focus on statistics and applying algebraic tools to solve complex, real-world problems.

Will students still be able to take AP Calculus in high school?

Yes, by compressing courses in high school. Due to the essential nature of all CCSS courses, students can no longer accelerate in math by skipping a course. Students have the option to accelerate in 11th grade by compressing CCSS Algebra 2 with Precalculus into a one-year course.

Gateway Middle School Block Schedule 2014-2015

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Period 1	Period 1	Period 1	Period 1	Period 1
8:15–9:35	8:15–9:35	8:15–9:35	8:15–9:35	8:15–9:35
Math /Humanities	Math /Humanities	Art/PE	Math /Humanities	Math /Humanities
Period 2	Period 2	Period 2	Period 2	Period 2
9:40-11:00	9:40–11:00	9:40-11:00	9:40–11:00	9:40-11:00
Math/Humanities	Math/Humanities	Math/Humanities	Math/Humanities	Math/Humanities
Lunch and Recess	Lunch and Recess	Lunch and Recess	Lunch and Recess	Lunch and Recess
11:00–11:40	11:00–11:40	11:00–11:40	11:00–11:40	11:00–11:40
Period 3	Period 3	Period 3	Period 3	Period 3
11:45-12:15	11:45-12:15	11:45-1:05	11:45-12:15	11:45-12:15
Advisory	Advisory	Advisory	Advisory	Advisory
Period 4	Period 4	Period 3	Period 4	Period 4
12:20-1:20	12:20-1:20	1:05-2:00pm	12:20-1:20	12:20-1:20
Learning Seminar/	Learning Seminar/	Advisory/Assembly	Learning Seminar/	Learning Seminar/
Science	Science		Science	Science
Period 5	Period 5		Period 5	Period 5
1:25-2:25	1:25-2:25		1:25-2:25	1:25-2:25
Learning Seminar/	Learning Seminar/	YMCA After School	Learning Seminar/	Learning Seminar/
Science	Science	Program	Science	Science
Period 6	Period 6	2:00-6:00	Period 6	Period 6
2:30-3:30pm	2:30-3:30pm		2:30-3:30pm	2:30-3:30pm
Co-Curriculars (Art,	Co-Curriculars (Art,		Co-Curriculars (Art,	Co-Curriculars (Art,
Spanish and PE)	Spanish and PE)		Spanish and PE)	Spanish and PE)
YMCA After School	YMCA After School		YMCA After School	YMCA After School
Program	Program		Program	Program
3:30-6:00	3:30-6:00		3:30-6:00	3:30-6:00

Sixth Grade Content Learning Standards

HUMANITIES 6 STANDARDS

SEMESTER 1

Identifies key features of all civilizations and the factors that led to the development of early civilizations.

Analyzes political, economic, religious, social, intellectual & geographic features (PERSIA) of ancient Egypt.

Learns, uses and integrates new vocabulary words in a variety of sentence types.

Publishes informative and argumentative writing that meet the requirements of each genre.

Uses reading strategies to decode, read, comprehend, analyze and think critically about texts.

SEMESTER 2

Analyzes political, economic, religious, social, intellectual & geographic features (PERSIA) of ancient civilizations.

Uses effective strategies to research and write about a topic using multiple sources, examples, details & facts.

Learns, uses and integrates new vocabulary words in a variety of sentences types.

Publishes informative, narrative and argumentative writing that meet the requirements of each genre.

Uses reading strategies to decode, read, comprehend, analyze and think critically about texts.

LEARNING SEMINAR 6 STANDARDS

SEMESTER 1

Demonstrates the ability to organize, plan, set goals and assess progress towards goals.

Uses tools & strategies taught in class for academic and personal success.

Meets grade level technology standards in typing, email use, and academic software.

Reads regularly, uses strategies, summarizes accurately and responds critically to text in Reader's Notebooks.

Demonstrates understanding of the human brain, learning styles & strategies to support different learning styles.

SEMESTER 2

Demonstrates the ability to organize, plan, set goals and assess progress towards goals.

Uses tools & strategies taught in class for academic and personal success.

Meets grade level technology standards in typing, email use, and academic software.

Reads regularly, uses strategies, summarizes accurately and responds critically to text in Reader's Notebooks.

Uses a variety of strategies to determine the figurative and literal meanings of unknown words.

MATH 6 STANDARDS

SEMESTER 1

Computes fluently with multi-digit numbers and finds common factors and multiples.

Understands ratio concepts and uses multiple strategies to solve ratio, rate, and percent word problems.

Computes fluently with fractions and decimals.

Records abstract and quantitative reasoning through detailed mathematical work.

Makes sense of problems and persevere in solving them.

SEMESTER 2

Understands ratio concepts and uses multiple strategies to solve problems using proportional reasoning.

Represents and reasons about algebraic expressions, equations, and inequalities.

Uses and develops strategies for comparing distributions of data.

Solves real-world and mathematical problems involving area, surface area and volume.

Makes sense of problems and persevere in solving them.

SCIENCE 6 STANDARDS

SEMESTER 1

Uses tools appropriately to perform tests, collect and display data.

Maintains a record of scientific investigations and communicates steps and results orally and in writing.

Develops a model to describe the cycling of matter and flow of energy in an ecosystem.

Explains how differences in temperature and density cause movement of water and air.

Uses a model to explain and predict local weather.

SEMESTER 2

Creates a model and uses it to explain the structure of the earth.

Knows that earthquakes, volcanic eruptions, and mountain building result from plate motions.

Knows that the effects of an earthquake vary depending upon size of the earthquake and local environment.

Maintains a record of scientific investigations and communicates steps and results orally and in writing.

Uses tools appropriately to perform tests, collect data, and communicate results orally and in writing.

MATH SEMINAR 6 STANDARDS

SEMESTER 1

Computes fluently with basic math facts.

Analyzes patterns and relationships.

Performs operations with multiple whole digits.

Makes sense of word problems and perserveres through them.

Uses place value understanding and properties of operations to perform multi-digit arithmetic.

SEMESTER 2

Performs operations with multiple whole digits.

Computes fluently with basic math facts.

Makes sense of word problems and perserveres through them.

Records and applies appropriate strategies to arrive at solutions.

Finds common factors and has knowledge of breaking apart numbers.

Seventh Grade Content Learning Standards

HUMANITIES 7 STANDARDS

SEMESTER 1

Engage effectively in collaborative projects and discussions of grade level topics, texts, and issues.

Distinguish key characteristics of social-political systems in Europe, China, the Middle East, and West Africa

Use reading strategies to decode, read, comprehend and analyze a variety of genres and texts

Use the writing process including: outlining, drafting, revising, editing, and publishing

Use a claim, reasons and evidence to support an argument

SEMESTER 2

Engage effectively in collaborative projects and discussions of grade level topics, texts, and issues.

Distinguish key characteristics of the fall of feudalism in Europe and the beginning of modern times.

Use reading strategies to decode, read, comprehend and analyze a variety of genres and texts

Use the writing process including: research, outlining, drafting, revising, editing, and publishing

Use a claim, reasons and evidence to support and present an argument

LEARNING SEMINAR 7 STANDARDS

SEMESTER 1

Make and assess progress towards goals using organization and planning skills.

Use learning tools to demonstrate self-awareness and self-advocacy.

Use brain science and strategies to build a growth mindset.

Identify and use appropriate reading strategies to decode, read, comprehend, and analyze a variety of texts.

Engage effectively in collaborative projects and discussions.

SEMESTER 2

Demonstrate the ability to set goals, create plans to meet goals, and reflect and assess progress towards goals.

Use learning tools to demonstrate self-awareness and self-advocacy.

Apply principles of brain science to individual learning styles.

Use reading strategies to analyze texts and make inferences.

Engage effectively in collaborative projects and discussions.

MATH 7 STANDARDS

SEMESTER 1

Justify solutions to real world mathematical problems involving market math, ratios, and comparisons.

Interpret and create tables, graphs and their equations.

Manipulate integers using all four operations and major properties.

Apply conceptual knowledge of linear patterns to write, solve, and justify solutions to complex equations and inequalities

Clearly articulate different mathematical strategies and ideas orally, visually, and in writing

SEMESTER 2

Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem

Deepen understanding of, and two/three-dimensional figures, and three-dimensional figures (e.g. calculate surface area & volume of a variety of non rectangular prisms).

Understand that statistics can be used to gain information about a population by examining a sample of the population

Make predictions based on either theoretical or experimental probabilities (e.g. use random sampling and

compare populations)

Clearly articulate different mathematical strategies and ideas orally, visually, and in writing

SCIENCE 7 STANDARDS

SEMESTER 1

Use tools and technology appropriately to perform tests, collect data, and display data.

Maintains a record of scientific investigations and communicates steps and results orally and in writing.

Understand relationships between the structures and functions of systems that make up the human body.

Compare plant and animal cells.

Know the levels of organization of living things and determine what makes something living.

SEMESTER 2

Understand that every organism requires a set of instructions for specifying traits which are passed down to its offspring

Describe how evolution accounts for the diversity of species developed over time.

Use tools and technology appropriately to perform tests, collect data, and display data.

Design questions, create investigations, and record/communicate findings effectively.

Maintains a record of scientific investigations and communicates steps and results orally and in writing.

Eighth Grade Content Learning Standards

HUMANITIES 8 STANDARDS

SEMESTER 1

identifies and comprehends literary elements within a narrative

writes narratives, informational and argumentative essays that clearly convey experiences, opinions and ideas using primary and secondary sources as evidence

uses a multi-draft writing process to brainstorm, revise and edit works of fiction and nonfiction

learns and adopts new words as personal vocabulary

analyzes the geographical, physical, and political changes of the United States

SEMESTER 2

compares and contrasts texts, ideas and conflicting pieces of information

writes narratives, informational and argumentative essays that clearly convey experiences, opinions and ideas using primary and secondary sources as evidence

uses a multi-draft writing process to brainstorm, revise and edit works of fiction and nonfiction

Uses effective strategies to research a topic, citing multiple sources, examples, details & facts

analyzes the development of a changing nation and its impact on citizens and non-citizens

LEARNING SEMINAR 8 STANDARDS

SEMESTER 1

uses literacy strategies such as inferencing, decoding, connecting, summarizing, and context clues to comprehend higher complexity texts

cites textual evidence to analyze and evaluate central idea, author's purpose, arguments and conflicting information within a text

identifies academic strategies that help with academic success

identifies habits of growth mindset vs. fixed mindset students

demonstrates understanding of brain science and its connection to learning

SEMESTER 2

identifies academic strategies that help with academic success

evaluates the advantages of using different mediums and text features to present information

uses effective research strategies to gather information and present new learning

uses literacy strategies to create arguments and provide evidence in support of arguments

demonstrates understanding of different branches of psychology and identifies connections to everyday life

MATH 8 STANDARDS

SEMESTER 1

Recognizes and models linear and nonlinear relationships in bivariate data

Identifies and describes exponential relationships between two or more variables

Explores symmetry and methods for identifying and creating symmetric plane figures.

Understands the necessary conditions for establishing congruence or similarity of triangles

Develops understanding of equivalent expressions and equations

SEMESTER 2

Identifies specific functions as linear, exponential and quadratic functions

Uses graphic and algebraic methods to model and solve systems of equations and inequalities

Interprets square roots and cube roots of numbers by making use of their related geometric

representations

Understands and applies the Pythagorean Theorem

Identifies and differentiates between rational and irrational numbers

SCIENCE 8 STANDARDS

SEMESTER 1

Plans, carries out and evaluates investigations using appropriate tools

Constructs and presents arguments using evidence and reasoning to support claims

Develops, uses and revises models to make scientific processes visible

Identifies and describes the forces acting on a single object

Demonstrates that the change in an object's motion depends on the sum of the forces on the object and the mass of the object

SEMESTER 2

Plans, carries out and evaluates investigations using appropriate tools

Constructs and presents arguments using evidence, reasoning and rebuttal to support claims

Develops, uses and revises models to make scientific processes visible

Explains how particles (atoms and molecules) interact to create the properties of matter, including a substance's density

Analyzes and interprets data to describe the universe, including the motion of objects in the solar system

Exhibition Group:

Exhibition Project Displaying Data Rubric

LEVEL	Reliable Source	Display	Analysis
Incomplete/Missing (0-10%)	Project includes no data.	Project includes no visual representation of data.	Project includes no data analysis.
Below Expectations (10-40%)	Data comes from a source of questionable reliability that is cited either in-text or below the data display, with slight citation errors (i.e. not MLA format).	Data display is missing 3 of the following: (1) a line graph/bar graph/pie chart/scatter plot; (2) correctly labeled axes and/or values; (3) appropriately scales axes and/or values; (4) a title	Data analysis neither connects to nor supports the claim about how a person/group caused social change.
Approaches Expectations (40-70%)	Data comes from a source of questionable reliability that is accurately cited either in-text or below the data display.	Data display is missing 2 of the following: (1) a line graph/bar graph/pie chart/scatter plot; (2) correctly labeled axes and/or values; (3) appropriately scales axes and/or values; (4) a title	Data analysis partially connects to and slightly supports the claim about how a person/group caused social change.
Meets Expectations (70-90%)	Data comes from a reliable source that is cited either in-text or below the data display, with slight citation errors (i.e. not MLA format).	Data display is missing 1 of the following: (1) a line graph/bar graph/pie chart/scatter plot; (2) correctly labeled axes and/or values; (3) appropriately scales axes and/or values; (4) a title	Data analysis directly connects to and partially supports the claim about how a person/group caused social change.
Exceeds Expectations (90-100%)	Data comes from a reliable source that is accurately cited either in-text or below the data display.	Data display includes all of the following: (1) a line graph/bar graph/pie chart/scatter plot; (2) correctly labeled axes and/or values; (3) appropriately scales axes and/or values; (4) a title	Data analysis directly connects to and supports the claim about how a person/group caused social change.
Points Earned	/10	/10	/20

Score: ____/40

Comments:

Identity Final Project Rubric

	Exceeding: 27-30 points	Meeting: 24- 26 points	Approaching: 21- 23 points
Content: 13 points total	The project contained at least three specific references to each of the following: - The Absolutely True Diary of a Part Time Indian -Content from American History up to the Revolution - Personal connections The student used either specific quotes or paraphrased these references The student included a source (book, page number, date) for each reference	The project contained at least two specific references to each of the following: - The Absolutely True Diary of a Part Time Indian -Content from American History up to the Revolution - Personal connections The student used either specific quotes or paraphrased 1/3 of the references The student included a source (book, page number, date) for each reference 50% of the time	The project contained at least one specific reference to each of the following: - The Absolutely True Diary of a Part Time Indian -Content from American History up to the Revolution - Personal connections The student did not provide sufficient information about references from text The student did not include a source (book, page number, date) for each reference
Analysis: 12 points total	The student's project shows analysis of the content, and makes thoughtful connections between the three subtopics each subtopic has at least two sentences of critical thinking about the quotes or examples (analysis) - analysis discusses the link between identity, decision-making, and the content at a high level	The student's project shows analysis of the content, and makes connections between the three subtopics. - each subtopic has one sentence of critical thinking about the quotes or examples (analysis) - analysis discusses the link between identity, decision-making, and the content at a basic level	or connections between the three subtopics. - each subtopic does not have one sentence of critical thinking about the quotes or examples (analysis) - there is no attempt to link identity,
Presentation: 5 points total	The project shows creativity , is presented without major errors, and reflects individual identity	The project is presented neatly , but may not attempt creativity	The project seems rushed , or has many errors, does not reflect creativity or time spent on the final product

Total Points Possible: 30

Project Checklist: To be turned in with your final project on Thursday.
I link the three content areas by discussing how identity and decision-making relate to all three
I include three references to PTI and I give sources and I provide analysis
I include three references to Social Studies Content and I give sources and I provide analysis
I include three references to my own life and I give sources (just need to be specific about events) and I provide analysis
My project looks nice. It shows effort and pride in my work. I feel like it represents me.
I have double checked my work for errors.
Monday: Based on the above, what do I need to work on?

Name:	Date:	

Argumentative Rubric

	Advanced (4)	Proficient (3)	Basic (2)	Below Basic (1)	Score
Focus	□Introduction with a strong hook and strong essay claim; fits the prompt, task or topic in an interesting way. □Body paragraphs contain accurate, logical paragraph claims and are organized logically. □Varied transitions used to show relationships; do not alter the flow of the response. □Strong conclusion paragraph fits the topic, introduction, and purpose of the report or essay.	□Introduction has a hook and essay claim that clearly fits the prompt, task or topic. □Body paragraphs contain paragraph claims and are organized with reasons and evidence. □Transitions fit the report or essay's purpose and help with organization. □Solid conclusion paragraph fits the topic, introduction and purpose of the report or essay.	□ Introduction shows an attempt at a hook and essay claim. □ Weak paragraph claims and minimal paragraph organization □ Somewhat organized with simple transitions. □ Weak conclusion paragraph; mostly repeats the introduction.	□Introduction missing hook, essay claim unclear. □Paragraph claims are unclear or not related; paragraphs seem unorganized □Disorganized; no transitions; transitions not sued correctly. □No/inappropriate conclusion.	
*Use of Evidence	Develops the topic thoroughly by selecting the most significant and relevant facts, concrete details, quotations, or other information and examples from the text(s) Skillfully integrates information into the text selectively to maintain the flow of ideas and advance the claim Each body paragraph contains at least one direct quote from a primary source as evidence Distinguishes and thoroughly explains the claims in comparison to counter-claims	Develops the topic by selecting significant and relevant facts, concrete details, quotations, or other information and examples from the text(s) Integrates information into the text selectively to maintain the flow of ideas and advance the claim Each body paragraph contains at least one piece of evidence from a reputable source, either paraphrased or directly quoted Explains counter-claims	□ Attempts to develop the topic using facts and other information, but evidence is inaccurate, irrelevant, and/or insufficient □ Attempts to integrate information into the text selectively to maintain the flow of ideas and advance the claim, but information is insufficient or irrelevant □ Attempts to include evidence in each body paragraph, but source is unclear, or only includes in 2/3 paragraphs □ Attempts to explain counter-claims	Does not develop the topic by selecting information and examples from the text(s) Does not integrate information from the text Evidence is not present or is not evident Does not address counter- claims.	

	Advanced (4)	Proficient (3)	Basic (2)	Below Basic (1)	Score
*Use of Analysis	Skillfully draws evidence from informational texts to support analysis and claim Skillfully delineates and evaluates the argument and specific claims in cited texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient Skillfully identifies false statements and fallacious reasoning Includes a thoughtful and convincing rebuttal against counterclaims	□ Draws evidence from informational texts to support analysis and claim □ Delineates and evaluates the argument and specific claims in cited texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient □ Identifies false statements and fallacious reasoning □ Includes a rebuttal against counter-claims	□ Attempts to draw evidence from informational texts to support analysis and claim but evidence is insufficient and/or irrelevant □ Attempts to delineate and evaluate the argument and specific claims in cited texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient, but analysis is insufficient □ Attempts to identify false statements and fallacious reasoning, but argument is incomplete or insufficient □ Attempts to include a rebuttal against counter- claims	□ Does not use evidence from the informational texts to support analysis and/or claim □ Does not delineate or evaluate claims in text □ Does not identify false claims or fallacious reasoning □ Does not include a rebuttal against counter- claims	
Style	☐ A variety of simple, compound, and complex sentences. ☐ Formal style fits the purpose of the essay; strong voice. ☐ Language is skillful, sophisticated, original (doesn't rely on sentence starters)	☐ Different sentence structures; variety in the way sentences begin. ☐ Formal style fits the purpose for the essay; voice and tone are evident. ☐ Language is clear, appropriate, but may use sentence starters	☐ Mostly simple sentences or sentences that begin the same way. ☐ Formal style needs development; voice and tone not clear. ☐ Attempts to use sentence starters, or language may be unclear at times	☐ Many fragments and/or run-on sentences; several short, choppy sentences. ☐ No clear purpose; formal style not present. ☐ Language is unclear and sentence starters are not used	
GMP*	☐ Minimal, if any, errors in capitalization, usage, punctuation and spelling; obvious control of the report or essay format. ☐ Exceptionally neat; obvious effort to engage the reader. ☐ Includes both in-text citations and a Work Cited page	☐ Few errors in capitalization, usage, punctuation, and spelling, but they do not interfere with reading or understanding; accurate report or essay format. ☐ Correct use of language. ☐ Neat, readable. ☐ Includes in-text citations for 50% of sources and a Work Cited page	□ Some errors in capitalization, usage, punctuation, and spelling that slow down the reader; attempts to create look of a report or an essay. □ Some problems with language. □ Not neat; still readable. □ Missing either in-text citations or a Work Cited page	□ Many errors in capitalization, usage, punctuation and spelling that interfere with reading; not look or sense of a report or essay. □ Shows lack of language skills □ Not readable. □ Missing both in-text citations and a Work Cited page	
	*G = Grammar M = Mechanics P = Presentation Total Score				

Student-Led Family Conferences April 15-17, 2015

What are they?

Student-Led Family Conferences are a conference that, like the name implies, is led by the student. Students showcase their work in a binder with reflections and show this portfolio to their family. Students describe their growth over the school year and set goals for the upcoming school year focused on their Process of Learning. Advisors are simply an observer and, when necessary, are available to help guide students thorough the conference process.

When are they?

Wednesday to Friday, April 15-17, 2015 from 2:00-5:00 p.m., with conferences every 20 min.

Why are they important?

Student-Led Family Conferences spotlight the most important person in the process, the student. They also improve family involvement and bring students to the point where they ask their teachers, "How can I make my work better?" Student-Led Conferences put the students in charge, holding them responsible and accountable as they present their work to their families.

Student Benefits:

- a. Accountability of their learning
- b. Students learn to evaluate their own progress
- c. Students gain greater commitment to school work and learning
- d. Builds self-confidence and self-esteem
- e. Encourages student/parent communication
- f. Builds communication and critical thinking skills
- g. Places responsibility on the student and parent
- h. Allows students to become actively involved

Family Benefits:

- a. Increases the amount of information given to the families
- b. Learn more about their student's learning and skills
- c. An opportunity to help their student set positive goals
- d. Active participant in their student's learning
- e. First language communication
- f. Eliminates waiting to talk to the next teacher

Teacher Benefits:

- a. Less stress on teachers in a relaxed atmosphere
- b. Less confrontational and more positive
- c. Places responsibility on the student and parent/guardian
- d. Increased parent/guardian participation

Conference Responsibilities for Teachers

- Early in the school year...
 - Design work that emphasizes
 - multiple skills and processes
 - addresses state/local curriculum standards
 - process as well as quality of product
 - examples of "authentic work"
 - o Teach and practice the skills required for self-reflection.
 - Collect work in portfolios or other long-term storage system and include reflections for each assignment when appropriate.
- Within a few weeks of the conference...
 - Help your students sort through their classroom work and choose work samples.
 - Ask students to review self-reflections of chosen work and complete a summary reflection of work to date.
 - o Complete a cover sheet that also serves as a table of contents.
 - o Help students practice sharing their work from your subject area.

Best Choices (focus on skills/process):

- Writing pieces Including all drafts
- Science experiments Including hypothesis, lab notes and findings
- Mathematics problems Solving process, solution and proof
- Research projects Including notes and student created product
- Physical Fitness summary Including pre and post skills and growth over time

Less Effective Work Samples (focus on single skills):

- Spelling tests
- Answers to chapter questions
- Multiple choice tests

Materials:

One 2 or 2.5 inch binder
Colored papers to use as dividers
Selected work for portfolio
Reflections and other attached handouts

Plan for Creation of Portfolios:

End of Every Quarter	Students choose the work and prepare portfolios of their work to date,
(except fourth	including a quiz, a homework assignment, and one assignment/project
quarter)	from which they felt they had learned the most that they will use for their
	reflection (do this for each subject area if possible). In their core classes,
	students write a reflection for their one key piece of work in Humanities
	and in Math; if time, students may write reflections for other classes.

March 16, 2015	Teachers bring the chosen work and reflections to PD for Advisors to	
	organize by Advisory.	
March 16-27, 2015	In Advisory, students assemble their binders, complete with table of	
	contents, parent/guardian letter, work, and reflections.	
March-April, 2015	In Thursday newsletter email-blast, families will be asked to sign up online	
	for conferences. Lupe will keep you informed.	
April 6-10, 2015	In Advisory, students write their goals; a week before conferences,	
	students will send home a letter reminding families of the conference.	
April 15-17, 2015	Be prepared to welcome students and their families to the conference. Be	
	available to participate at the end of each conference.	
After April 17, 2015	Congratulate your students on their work and their bravery.	

The Conference

The student is the presenter. The student begins the conference by opening the agenda and sharing his or her success. The student shares a piece of work that he/she has chosen and explains its rubric.

The parent/guardian is the audience. The parent/guardian asks probing questions of the student to get at the quality of the student work.

The advisor is the timekeeper and facilitator. During the conference, the advisor observes and encourages the student to keep focused on the conference checklist. During the last few minutes of the conference, the advisor may share grade information and clarify the parent/guardian's questions.

Teacher Duties:

- Keep running file of significant student work
- Have students choose work and write reflections in Humanities and Math
- Bring students' chosen work and reflections to PD on Monday, March 16

Advisor Duties:

- In and out of Advisory, continually check-in with students about their academics
- Collect your advisees' work at PD on Monday, March 16
- Help students organize their binders and write their goals in Advisory
- Practice conferences with your students
- Be present at conferences and available for questions
- Celebrate your advisees' success after the conferences

Student Checklist for Conference

 Introduce your parents or guardians to your advisor.
 Show your portfolio to your family and briefly explain the Table of Contents to give an overview of what is in your portfolio.
 Read your "Dear Parent/Guardian" Letter.
 Share your self-improvement plan and the goals which you have set for yourself.
 Share at least one piece of work with your family. Briefly explain how you met the expectations for the assignment.
 Parent/Guardian Homework Letter
 Indicate to your advisor that you are ready for them to join you to complete the conference.
 Thank everyone for coming to your conference and hand your binder to your advisor.
Parent/Guardian Checklist for Conference
 Introduce yourself to your child's advisor.
 Review your child's portfolio review the Table of Contents to get an overview of what is in your child's portfolio.
 Read your "Dear Parent/Guardian" Letter.
 Let your child share his/her self-improvement plan and the goals they have set for him/her. Encourage them to reach their goals!
 You should review your child's work during the conference. Ask your student what they learned from the assignment.
 Review your Parent/Guardian Homework Letter.
 After your child has led you through the conference, the advisor will answer any questions you may have.
 Enjoy the rest of the day with your child and congratulate them on a job well done.

Student Name:	Advisor:	
Student Process of Lea	arning Goals for Success	
My strengths are:		
I need to work on:		
First Goal (to be completed independently before		
To achieve this goal, I will:		
A		
B. Second Goal (to be completed with parent/guar	rdian during conference):	
To achieve this goal, I will:		
A		
B Support and Potential Challenges		
People who can help me attain these goals are:		
Challenges and distractions that may get in the w	vay of accomplishing these goals are:	

Name:	SR#:	Advisor:	Period:
Assignment:			
	Student Se	lf-Reflection	
Sentence Starters You might want to use th	e following sentence sta	rters:	
I selected	because	(improve, learn, un	derstand)
If I could improve	this piece, I would	because	_•
• I now	, and before <code>I_</code>	-	
Choose one	work from your	portfolio and complete t	his reflection.
	his work for your portfo		
2. If you could improve	this piece, what would	you do?	
3. How is your work no	w different from your w	ork at the beginning of t	he school year?

Name:	SR#:	Advisor:	Period:
Assignment:			
Sentence Starters You might want to use the fol	lowing sentence sta	rters:	
I learned to	For example	e,	
The most challenging	part of this assignme	ent was	because
4. What skills have you lear	ned from doing thi	s piece of work?	
5. What did you find most o		his assignment?	

Process of Learning Student Self-Assessment

		Process of Learning Student Self-Assessment				
SR#: Nam	ie:	Date:				
Mark the box that o	lescrib	es how you would respond to the statements below.				
1		2 3		4		
I still need a lot of help this task/skill.	with	I usually need my teacher's I sometimes need help with I ca help with this task. this task.	n do thi	s by ı	nyse	lf.
	Acad	emic Strategies	1	2	3	4
Effort		in my best effort in my work.			, ,	-
Presentation		vork is free of doodles and wrinkles.		_	+	\vdash
Using Strategies	Luse	the strategies and tools I learned in class to better understand the subject		-	+-	+
Quality		ork is fully and accurately completed according to the directions.	<u> </u>	+	+	\vdash
Quality	IVIY VV	ork is fully and accurately completed according to the directions.			<u> </u>	
	Orac	anization and Planning	1	2	3	4
Timeliness	_	in my homework in on time.			3	4
Planner		my planner to write down all of my homework assignments and due dates				
Binder / Notebook	Lkeer	o all of my current assignments and homework in the correct folder or	-+	+	+	
Billidel / Notebook	-	on of my binder. I keep my notebook up to date. I bring all my materials to				
Attendance	I am	on time for every class. If I am absent from school I make sure to collect a plete all of my missing work.	nd			
	Solf-/	Awareness	1	2	3	4
Risk-Taking	I part	icipate in all class activities, even if the activity involves a skill I find enging.				
Self-Awareness	_	w what talents and strengths I bring as a learner and use them in my		1		
Openness to Growth	I acce	ept my areas of challenge as opportunities to become a better learner. Itrestrategies that may help me to become a better learner.	у			
	1					
	Colla	boration Skills	1	2	3	4
Pair/Group Interactions		n attentively when working with others. I contribute and share the worklomy partners.	pad			
Relationships		other members if they don't understand or are having trouble completing	3			
	the w	ork. I accept help from others when I am stuck on a topic.				
Acceptance/Openness		d be paired with anybody in the class and I would work productively				
(of others, difference)	toget	her with that person to get the work done.			<u> </u>	<u> </u>
	Colf	Advacacy	1 1		2-	4_
Donahing sut		Advocacy	1	2	3	4
Reaching out Diligence/Ownership		for what I need when I know I need help (ex: schoolwork or social-emotion responsibility for my own learning by checking my grades regularly and	idl)	-	+	-
Dingence/Ownership		ng all missing work when I miss class.				
Persistence	_	on't get my needs met the first time. I follow up with the teacher until I get		+	+	+

my needs met.

Process of Learning Student Self-Assessment

SR# Name	Week :	Period:
Process of Learning: MATH		

Criteria	4	3	2	1	Evidence
Academic Focus and Strategies I stay focused on classroom tasks. I record my work and thinking using appropriate strategies with words, drawings, and/or symbols. I talk to the text. I identify and use resources that support me as a mathematician.	l always do it on my own.	I mostly do it on my own.	I do it when the teacher reminds me.	I only do it with the teacher working beside me.	
Organization Preparation and Planning I have and use a pencil and eraser in class. I record legible, organized, and detailed math work and thinking in my math binder handouts. I have all my main dishes, side dishes, and desserts completed on time. I use my menu checklist to organize my math binder.	I always do it on my own.	I mostly do it on my own.	I do it when the teacher reminds me.	I only do it with the teacher working beside me.	

SR# Name					Week :	Period:
Process of Learning: MATH						
Self-Advocacy & Motivation I ask questions to my classmates and/or teacher when I am confused. I am motivated to do well. I am persistent to finish my work. I challenge myself.	l always do it on my own.	l mostly do it on my own.	I do it when the teacher reminds me.	I only do it with the teacher working beside me		
Collaboration & Social Skills I am respectful to my partner, group, and teacher. I listen and share my ideas with my classmates in a positive and respectful manner. I am on task and get things done when working with my partner and/or group. I make right choices when working with my partner and/or group.	I always do it on my own.	I mostly do it on my own.	I do it when the teacher reminds me.I	I only do it with the teacher working beside me		
Self Awareness & Emotional Well Being I am aware of my strengths and challenges and do something to improve. I use positive thinking when encountering challenging situations. I make good choices in challenging situations.	always do it on my own.	mostly do it on my own.	do it when the teacher l'eminds me.	I only do it with the teacher working beside		

^{*}My **strength** while working this week was

SR# Name	Week :	Period:	
Process of Learning: MATH			
*My challenge or area of growth while working in this week is	I will		
		·	
*My goal/s for next week is/ are			



Student Name:	
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Gateway Middle School - First Semester Grade Report

Class: Humanities 8	Teacher: Hilarides, Lucy K	Grade: A		
Process of Learning Stan	dards		S1	
1. Academic Strategies: Ap	pplies learning strategies to understa	nd class content and focus on task.	4	
2. Organization/Planning:	Organizes time and materials to be p	prepared for class and complete tasks on time.	4	
3. Self Awareness: Demons	strates awareness of learning strengt	hs and challenges and applies positive thinking.	4	
4. Collaboration skills: Actively participates in pair/group learning and makes positive choices with peers.				
5. Self-Advocacy: Commun	nicates learning needs, sets goals and	demonstrates persistence to achieve goals.	4	
Content Mastery Standa	rds		S1	
1. Identifies and comprehe	nds literary elements within a narrati	ve.	4	
2. Writes narratives, inform	national and argumentative essays th	at clearly convey ideas using evidence.	4	
3. Uses a multi-draft writin	g process to brainstorm, revise and e	dit works of fiction and nonfiction.	4	
4. Learns and adopts new v	vords as personal vocabulary.		4	
5. Analyzes the geographic	al, physical, and political changes of	the United States.	4	

Teacher Comments:	Grading Key
	4 - Exceeding
	4 - Exceeding 3 - Meeting 2 - Approaching 1 - Below
	2 - Approaching
	1 - Below

Class: Mathematics 8 Teacher: Baker, Shanisee S Grade: A	
Process of Learning Standards	S1
1. Academic Strategies: Applies learning strategies to understand class content and focus on task.	4
2. Organization/Planning: Organizes time and materials to be prepared for class and complete tasks on time.	4
3. Self Awareness: Demonstrates awareness of learning strengths and challenges and applies positive thinking.	4
4. Collaboration skills: Actively participates in pair/group learning and makes positive choices with peers.	4
5. Self-Advocacy: Communicates learning needs, sets goals and demonstrates persistence to achieve goals.	4
Content Mastery Standards	S1
1. Recognizes and models linear and nonlinear relationships in bivariate data.	4
2. Identifies and describes exponential relationships between two or more variables.	4
3. Explores symmetry and methods for identifying and creating symmetric plane figures.	4
4. Understands the necessary conditions for establishing congruence or similarity of triangles.	4
5. Develops understanding of equivalent expressions and equations.	4

Teacher Comments:	Grading Key
·	4 - Exceeding
	4 - Exceeding 3 - Meeting 2 - Approaching 1 - Below
	2 - Approaching
	1 - Below



Student Name:
First Semester Grade Report, 14-15 Semester 1
1512 Golden Gate Avenue, CA 94115 (415) 922-1001

Attendance Report

Total Absent:
Total Tardy: 0

Course	Teacher	Grade	Comments
Humanities 8	Hilarides, Lucy K	А	See attached sheet.
Mathematics 8	Baker, Shanisee S	A	See attached sheet.
Science 8	Baker, Shanisee S	A	See attached sheet.
Learning Seminar 8	Hilarides, Lucy K	A	See attached sheet.
Physical Education	Killen, Thomas	A	
Advisory	Watson, Aaron C	Р	
Visual and Performing Arts 8	Scheff, Vessna	A	

Grading Scale	Pass/NC Scale
90-100% = A	70-100% = P
80-89% = B	0-69% = I/NC*
70-79% = C	
0-70% = I / NC*	

^{*} Gateway does not give students D's or F's. Instead students receive an Incomplete (I) which represents incomplete understanding or progress. If a student does not improve his or her performance by the end of the semester, the "I" grade becomes No Credit (NC) and the student does not earn credit for that course.



Student Name:

Gateway Middle School - First Semester Grade Report

Class: Science 8	Teacher: Baker, Shanisee S	Grade: A	
Process of Learning S	andards		S1
1. Academic Strategies:	Applies learning strategies to understar	nd class content and focus on task.	4
2. Organization/Planning: Organizes time and materials to be prepared for class and complete tasks on time.		4	
3. Self Awareness: Demonstrates awareness of learning strengths and challenges and applies positive thinking.		4	
4. Collaboration skills: Actively participates in pair/group learning and makes positive choices with peers.		4	
		demonstrates persistence to achieve goals.	4
Content Mastery Stan	dards		S1
1. Plans, carries out and	evaluates investigations using appropri	ate tools.	4
2. Constructs and presents arguments using evidence and reasoning to support claims.		4	
3. Develops, uses and re	vises models to make scientific processe	s visible.	4
4. Identifies and describe	es the forces acting on a single object.		4
		on the sum of the forces on the object and the mass o	f the lob

Teacher Comments:	Grading Key
	4 - Exceeding
	3 - Meeting
	2 - Approaching
·	1 - Below
	·

Class: Learning Seminar 8 Teacher: Hilarides, Lucy K Grade: A	
Process of Learning Standards	S1
1. Academic Strategies: Applies learning strategies to understand class content and focus on task.	4
2. Organization/Planning: Organizes time and materials to be prepared for class and complete tasks on time.	4
3. Self Awareness: Demonstrates awareness of learning strengths and challenges and applies positive thinking.	
4. Collaboration skills: Actively participates in pair/group learning and makes positive choices with peers.	4
5. Self-Advocacy: Communicates learning needs, sets goals and demonstrates persistence to achieve goals.	4
Content Mastery Standards	S1
1. Uses literacy strategies such as inferencing, summarizing, and context clues to comprehend complex texts.	4
2. Cites textual evidence to analyze & evaluate authoris purpose, arguments and information within a text.	
3. Identifies and uses academic strategies that help with academic success.	
4. Identifies habits of growth mindset vs. fixed mindset students.	
5. Demonstrates understanding of brain science and its connection to learning.	4

4 - Exceeding 3 - Meeting
3 - Meeting 2 - Approaching 1 - Below



I, *BILL JONES*, Secretary of State of the State of California, hereby certify:

That the annexed transcript has been compared with the corporate record on file in this office, of which it purports to be a copy, and that same is full, true and correct.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this

AUG 9.5 1997



Billyons

Secretary of State

2032204

APPENDIX I ENDORSED FILED

In the office of the Sepretary of State . of the State of California

JUL 3 O 1997

ARTICLES OF INCORPORATION GATEWAY HIGH SCHOOL

The name of this corporation is Gateway High School. 1.

- This corporation is a nonprofit public benefit corporation and is not 2. organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable and public purposes.
- The specific purpose of this corporation is to establish and operate a school.
- The name and address in the State of California of this corporation's initial agent for service of process is:

Lisille Matheson 2834 Jackson San Francisco, CA 94115

- This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.
- Notwithstanding any other provision of these articles, the В. corporation shall not carry on any other activities not permitted to be carried on (i) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code or (ii) by a corporation contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.
- No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate for public office.
- The property of this corporation is irrevocably dedicated to charitable purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person. Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized and III

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III

III

operated exclusively for charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code.

Dated:

Harry Pollagk

I hereby declare that I am the person who executed the foregoing Articles of Incorporation, which execution is my act and deed.

Harry Pollack

harry\incorp.ghs

2030004

CERTIFICATE OF AMENDMENT OF ARTICLES OF INCORPORATION

in the Office of the Secretary of State of the State of California

DCT -5 2010

NOTO

The undersigned certify that:

- 1. They are the Board Chair and the Secretary of GATEWAY HIGH SCHOOL, a California nonprofit public benefit corporation.
- 2. Paragraph 1 of the Articles of Incorporation of this corporation is amended to read as follows:

The name of this corporation is Gateway Public Schools.

3. Paragraph 2.B. of the Articles of Incorporation of this corporation is amended to read as follows:

The specific purpose of this corporation is to establish and operate one or more California public charter schools, including Gateway Middle School and Gateway High School.

- 4. The foregoing amendments of the Articles of Incorporation have been duly approved by the Board of Frustees.
- 5. The corporation has no members.

I further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of my own knowledge.

DATE: 9/15/2010

Laura Spivy, Board Chair

DATE: 9/15/2-010

Donna Liu. Board Secretary

i hereby certify that the foregoing transcript of _______page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

OCT 18 2010

Date.

DEBRA BOWEN, Secretary of State

the Jowen

BYLAWS OF GATEWAY PUBLIC SCHOOLS

(A California nonprofit public benefit corporation)

Article I. Organization

- A. The name of the organization shall be GATEWAY PUBLIC SCHOOLS.
- B. The organization may at its pleasure by a majority vote of the Board of Trustees change its name.

Articles II. Principal Office of the Corporation

- A. The principal office for the transaction of the activities and affairs of this corporation is 1430 Scott Street, San Francisco, State of California. The Board of Trustees may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.
- B. The Board of Trustees may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

Article III. Purposes

The following are the purposes for which this organization has been organized:

- a. Public or charitable purposes.
- b. The specific purpose of this corporation is to establish and operate one or more public charter schools, including Gateway Middle School and Gateway High School.

Article IV. Dedication of Assets

This corporation's assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any trustee or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

Article V. Board of Trustees

A. Number of Trustees. The number of trustees shall be not less than three (3) nor more than thirty (30) with the exact number of trustees to be fixed, within the limits specified, by a resolution adopted by the Board of Trustees. All trustees shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code section 47604(b). If the charter authorizer appoints a representative to serve on the Board of Trustees, the Corporation may appoint an additional trustee to

1

ensure an odd number of Board members.

B. <u>Term of Office</u>. Except as noted below, the term of office for members of the Board of Trustees shall be three (3) years. Insofar as possible, trustees' terms shall be staggered so that each year approximately one-third of the trustees' terms shall expire. With the exception of founding Board members who may serve an unlimited number of terms, no Board member may serve more than two consecutive three-year terms, provided, however, that a Board member who is serving as an officer may continue on the Board for so long as that member is also an officer.

The Board of Trustees is composed of a broad cross-section of the Gateway community and the community-at-large, including parents, teachers, administrators, professionals and community leaders, and is reflective of the ethnic diversity of the community. Four (4) members of the Board of Trustees shall be Gateway faculty members, elected by the Gateway faculty and staff. Two (2) faculty members will be elected from the High School, and two (2) will be elected from the Middle School. These faculty members shall serve on the Board for a term of two (2) years, but may be reelected, provided, however, that no faculty member shall serve more than three consecutive two-year terms.

In addition the Executive Director, the President of the Gateway Middle School Parents' Association, and the President of the Gateway High School Parents' Association shall serve as ex officio voting members of the Board of Trustees.

- C. <u>Compensation</u>. The Board of Trustees shall serve without compensation.
- D. Restriction on Interested Persons as Trustees. No more than 49 percent of the persons serving on the Board of Trustees may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a trustee as trustee; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.
- E. <u>General Corporate Powers</u>. Subject to the provision and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, the Board of Trustees shall have the control and management of the affairs and business of the organization.
- F. <u>Specific Powers</u>. Without prejudice to the general powers set forth in paragraph E above, the trustees shall have the power to:
 - 1) Appoint and remove, at the pleasure of the board all the corporation's officers, agents and employees; prescribe powers and duties for them that are consistent with law,

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with the articles of incorporation, and with these by-laws; and fix their compensation; provided, however that the trustees may delegate the management of the activities of the corporation to the Executive Director under the ultimate direction of the Board.

- 2) Change the principal office or the principal business office in California from one location to another.
- 3) Borrow money and incur indebtedness on behalf of the corporation and cause to be executed and delivered for the corporation's purpose, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges hypothecations, and other evidences of debt and securities.
- 4) Determine who shall be authorized on the corporation's behalf to sign satisfactions, contracts and documents.
- 5) Raise funds for operation of the corporation in furtherance of its public purposes and serve as liaison to the community served by the corporation.
- G. Quorum. A majority of the trustees then in office shall constitute a quorum for the transaction of business, except to adjourn. All acts or decisions of the Board of Trustees will be by majority vote of the trustees in attendance, based upon the presence of a quorum. Should there be less than a majority of the trustees present at any meeting, the meeting shall be adjourned. Trustees may not vote by proxy.
- H. Regular Meetings. All meetings of the Board of Trustees and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). The Board shall meet regularly at least six (6) times per year. Meetings shall be held at the principal office of the Corporation. The Board of Trustees may also designate that a meeting be held at any place within the granting agency's boundaries designated in the notice of the meeting. At least seventy-two (72) hours before a regular meeting, the Board of Trustees, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.
 - I. Special Meetings. Special meeting of the board for any purpose may be called at any time by the chairman or President of the board, if there is such an officer, or a majority of the Board of Trustees. If a chairman of the board has not been elected then the president is authorized to call a special meeting in place of the chairman of the board. In accordance with the Brown Act, special meetings of the Board of Trustees may be held only after at least twenty-four (24) hours notice is given to each trustee, as described in Section J below, and to the public through the posting of an agenda.

- J. <u>Notice of Special Meetings</u>. In accordance with the Brown Act, special meetings of the Board of Trustees may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Trustees shall also receive at least twenty-four (24) hours notice of the special meeting, in the manner:
 - a. Any such notice shall be addressed or delivered to each trustee at the trustee's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the trustee for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Trustees are regularly held.
 - b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
 - c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.
- K. <u>Teleconference Meetings</u>. Members of the Board of Trustees may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:
 - 1) At a minimum, a quorum of the members of the Board shall participate in the teleconference meeting from locations within the boundaries of the school district in which its Schools operate;
 - 2) All votes taken during a teleconference meeting shall be by roll call;
 - 3) If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
 - 4) All locations where a member of the Board participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;(1)

- 5) Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board directly at each teleconference location; and
- 6) The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.(2)

- L. <u>Adjournment.</u> A majority of the trustees present, whether or not a quorum is present, may adjourn any Board of Trustees meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the trustees who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.
- M. <u>Vacancies</u>. A vacancy or vacancies on the board shall exist on the occurrence of the death, resignation or removal of any trustee, or upon the declaration by board resolution of a vacancy of a trustee who has been declared of unsound mind by order of court, convicted of a felony or found to have breached a duty under the California Nonprofit Benefit Corporation Law. Vacancies on the Board of Trustees shall be filled by a vote of the majority of the remaining members of the Board for the balance of the term of the trustee whose seat has been vacated, except that a vacancy in the faculty member representative seat shall be filled by a vote of the Gateway faculty and staff as provided in paragraph B.
- N. Resignation. Any trustee may resign by giving written notice to the chair of the board or the secretary of the board. The resignation shall be effective when the notice is given unless it specifies a later time for the resignation to become effective. If a trustee's resignation is effective at a later time, the board may elect a successor to take office as of the date when the resignation becomes effective. Except on notice to the Attorney General of California, no trustee may resign if the corporation would be left without a duly elected trustee or trustee in charge of its affairs.
- O. <u>Removal</u>. Any trustee may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Trustees at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Brown Act. Any vacancy caused by the removal of a trustee shall be filled as provided in Section K.

¹ This means that members of the Board of Trustees who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting

- P. <u>Reduction of Number of Trustees</u>. No reduction of the authorized number of trustees shall have the effect of removing any trustee before that trustee's term of office expires.
- Q. <u>Committees</u>. The Board, by resolution adopted by a majority of the trustees then in office, provided a quorum is present, may appoint such standing and /or ad hoc committees as it deems appropriate and necessary to serve at the pleasure of the Board. Any such committee, to the extent provided in a Board resolution, shall have all the authority of the Board, except that no committee, regardless of Board resolution may;
 - 1) Fill vacancies on the Board or on any committee that has the authority of the Board.
 - 2) Fix compensation of the trustees for serving on the Board or on any committee.
 - 3) Amend or repeal bylaws or adopt new bylaws.
 - 4) Amend or repeal any resolution of the Board.
 - 5) Create other committees of the Board or appoint the members of committees of the board.
 - 6) Expend corporate funds to support a nominee for trustee if more people have been nominated for trustee than can be elected; or
 - 7) Approve any contract or transaction to which the corporation is a party and in which one or more of its trustees has a material financial interest.
- R. <u>Standing Committees</u>. At its discretion, the Board may add or delete standing committees.
- S. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Trustees may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Trustees has not adopted rules, the committee may do so.
- T. <u>Non-Liability of Trustees</u>. No trustee shall be personally liable for the debts, liabilities, or other obligations of this corporation.
- U. <u>Compliance with Laws Governing Student Records</u>. The Board of Trustees shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

Article VI. Membership

This organization shall have no members.

Article VII. Officers

- A. <u>Authorized Officers</u>. The officers of the corporation shall be a chair of the Board, a secretary, and a treasurer. The corporation may also have, at the Board's discretion, one or more vice presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed by resolution of the Board. The Board may authorize the chair to appoint officers. Any number of offices may be held by the same person, except that neither the Secretary nor Treasurer may serve concurrently as the Chair of the Board.
- B. <u>Election of Officers</u>. The officers of the corporation shall be chosen annually by the Board and shall serve at the pleasure of the Board. Without prejudice to any rights of an officer under any contract of employment, any officer may be removed with or without cause by the Board and also, if the officer was not chosen by the Board, by any officer on whom the Board may confer that power of removal.
- C. <u>Resignation</u>. Any officer may resign at any time by giving written notice to the corporation. The resignation shall take effect as of the date the notice is received or at any later time specified in the notice and, unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party.
- D. <u>Chair of the Board</u>. The Board of Trustees shall elect a chair of the board that shall preside at meeting of the board and shall exercise and perform such other powers and duties as the Board may assign from time to time. The Chair shall have all of the powers and shall perform all of the duties which are normally inherent the office of the Chair of the Board of a nonprofit corporation or association.
- E. <u>Vice Chair</u>. The vice chair, if any, shall, in the event of the absence or inability of the chair to exercise the office, become acting chair of the organization with all the rights, privileges and powers as if s/he had been the duly elected chair.
- F. Secretary. The secretary shall keep the minutes and records of the organization in the appropriate books; shall file any certificate required by any state or federal statute; and shall be the official custodian of the records of the organization; shall submit to the Board of Trustees all communications which shall be addressed to her/him as secretary of the organization; shall attend to all correspondence of the organization; and shall exercise all duties incident to the office of secretary.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

G. <u>Treasurer</u>. The treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The treasurer shall oversee the financial affairs of the corporation. The treasurer shall present such financial statements and reports as may be required by law or as the Board may direct.

Article VIII. Executive Director of Corporation

The Executive Director of Gateway Public Schools shall be appointed by the Board and shall be the chief executive officer of the corporation subject to the direction and approval of the Board. The Executive Director shall, subject to the control of the Board, supervise and direct the corporation's activities and affairs.

Article IX. Indemnity

To the fullest extent permitted by law, this corporation shall indemnify its trustees, officers, employees, and other persons described in §5238(a) of the California Corporations Code, including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements and other amounts actual and reasonably incurred by them in connection with any "proceeding," as that term is used in that Section, and including an action by or in the right of the corporation, by reason of the fact that the person is or was a person described in that Section. "Expenses" as used in these bylaws shall have the same meaning as in §5238(a) of the California Corporations Code.

Article X. Insurance

The corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, trustees, employees and other agents, against any liability asserted against or incurred by an officer, trustee, employee or agent in such capacity or arising out of the officer's, trustee's, employee's, or agent's status as such.

Article XI. Amendments

Except as otherwise provided herein, new bylaws may be adopted or the bylaws may be amended by the affirmative vote of a majority of the Board at a meeting duly held at which a quorum is present, except that no amendment shall make any provisions of these Bylaws inconsistent with the corporation's Articles of Incorporation, or any laws...

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Article XII. Records and Reports

- A. Corporate Records. The corporation shall keep:
 - 1) Adequate and correct books and records of account.
 - 2) Written minutes of the proceedings of its board and committees of the board.
 - 3) The original or a copy of the articles of incorporation and bylaws, as amended to date.
- B. <u>Inspection</u>. Every trustee shall have the absolute right at any reasonable time to inspect the corporation's books, records, and documents of every kind, physical properties and the records of each of its subsidiaries, if any. The inspection may be made in person or by the trustee's agent or attorney. The right of inspection includes the right to copy and make extracts of documents. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.
- C. <u>Annual Reports</u>. The corporation shall send to all trustees a copy of such annual reports as are required by law.

Article XIII. Construction and Definitions

Unless the context requires otherwise, the general provision, rules of construction and definitions of the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

GATEWAY MIDDLE SCHOOL EMERGENCY PLAN

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1. OVERVIEW

PURPOSE:

The purpose of this plan is to provide emergency response instructions, information and guidelines to protect the safety and well being of students and staff at the time of an emergency while classes or schoolsponsored events are in session on our campus.

Within the preparedness and response instructions are hazardous materials mitigation strategies and recommendations. These deal with the probability of secondary hazards created by chemical spills resulting from an earthquake or fire. Of particular importance are the proper storage of chemicals and the correct labeling of all containers containing chemicals. OSHA (Occupational Safety and Health Agency) requires documentation of training and a chemical products inventory.

OBJECTIVES

	To protect the safety and welfare of students and staff
]	To-provide for a safe and coordinated response to emergency situations.
	To protect the School's facilities and property.
1	To enable the School to restore normal conditions with minimal confusion in the shortest time
ossibl	
1	To provide for interface and coordination between the School, families and the community-wide
Emerge	ency Response centers.

GATEWAY EMERGENCY POLICY

Satewa school	ay has established certain policies governing emergency preparedness and response within the that relate directly to this plan. These include:
3	The safety of the students is of paramount importance. All actions taken shall bear in mind the safety and well being of both students and employees.
	If parents or guardians come to the School and properly identify themselves their children will be released to them.
	The School's Principal, Assistant Principal and the Facilities Manager shall supervise the planning and implementation of Gateway Middle School's Campus Emergency Plan.
]	An Alternate Coordinator shall be named to serve in the event of the absence of the Assistant Principal or Facilities Manager.
]	The Principal shall prepare a list of staff volunteers who will be assigned specific emergency response roles as outlined in this Emergency Plan.
]	The Facilities Manager shall conduct a survey of employees to determine each employee's status in terms of first aid training, disaster preparedness training, and medical and emergency experience or training. Records of such status will be kept current as changes of personnel occur. Copies of records will be kept on file in the Facilities Manager's and the Principal's offices.
Ì	Students may be included in the planning and the implementation of Gateway Middle School's Emergency Plan. Sports teams, clubs and other student organizations should be encouraged to become a source of leadership among students in first aid and disaster propagations and

	response training.
	The cooperation of the Gateway Parent Association (GPA) should be sought in organizing disaster response activities and assignments and communications processes.
_	response activities and assignments and communications processes,
Ш	In preparation for the possibility of a long stay at the School, the Principal and Assistant Principal
	shall prepare a list of Gateway students and staff who have special conditions requiring medications
	or special attention and forward a copy to the Office Manager and Facilities Manager.
["]	Parents are urged to formulate contingency communications plans for their children in the event of
	an omergency. Arrangements should be made for shill-be at a state of the children in the event of
	an emergency. Arrangements should be made for children to go to a neighbor or family member's
	home or to have access to their home; children should also have directions for contacting a parent,
	guardian, family friend or neighbor in the case of any emergency.

SITUATIONS AND ASSUMPTIONS

Situations that could occur include:

	Medical Emergencies
	Fire
	Suspicious Person in the building
	Assault
	Earthquake
	Neighborhood Incident
	Explosion/Bomb Threat
	Civil Disturbance
	Hazardous Materials/Chemical Spil
	Smog Alert
	Biological Threat
П	Chemical Threat
	Nuclear Blast
l.]	Radiation Threat

LEVELS OF EMERGENCIES

The School's response to natural disasters or technological incidents will be dictated by the scope and magnitude of the emergency and the availability of personnel and other resources. Three levels of emergency response have been defined:

Level I

A local emergency with limited impact, such as a fire, hazardous material incident or power outage confined to the immediate school area. Response to this level of emergency would be handled by the Principal, Assistant Principal, and the Facilities Manager, site personnel, and the San Francisco Fire or Police Departments, if indicated.

Level II

A local event, impacting a wider area of the City, such as a major fire, civil disturbance or widespread power outage. The Mayor may declare a local emergency. Depending upon the magnitude of the event, and its impact on the School, the Gateway Emergency Plan may be implemented by the Principal and the Assistant Principal.

Level III

A community or region-wide event such as an earthquake. A Mayor's declaration of local emergency would be followed by a Governor's State of Emergency declaration. The Governor may request a Presidential Disaster Declaration. The Gateway Emergency Plan would be fully activated to coordinate with community response efforts.

Integration with other Plans:

Gateway Middle School's Emergency Plan supports and coordinates with other City of San Francisco Emergency Operations Plans and NERT (Neighborhood Emergency Response Team) programs. The Plan is also coordinated with American Red Cross (ARC) plans and procedures for implementing community mass care shelters around the city.

This plan outlines the School's emergency management program (under the supervision of the Principal, Assistant Principal and the Facilities Manager, including preparedness, response and recovery policies and procedures, concept of emergency operations and organization, disaster-related roles and responsibilities of School personnel, and emergency procedures for specific events.

PREPAREDNESS MEASURES

Hazard Mitigation

Twice a year, the Facilities Manager will undertake a physical survey of all site facilities and grounds for identification and correction of potential hazards, including the storage of chemicals. This inspection should occur in August and February of each year. A Hazard Mitigation Checklist will be used to conduct all inspections. In addition, an independent in-depth safety assessment of Gateway Middle School will be conducted every other year by our insurance provider and risk management consultants, and all recommendations made as a result of the inspection-will be addressed by the Facilities Manager.

Floor Plan

A floor plan of the site buildings and grounds, which indicates the location of all exits, utility shut-offs, fire extinguishers, and emergency equipment and supplies will be maintained and updated, as necessary. The floor plan should also indicate outdoor assembly area(s) and evacuation routes from the Site. Maps showing the floor plan, emergency exits and evacuation routes are posted in each room by the door, and near the elevators and stairs.

Employee Preparedness

A number of measures are to be taken on an ongoing basis to ensure that employees are prepared to respond immediately and appropriately to disasters. These include:

Orientation to the Emergency Plan

Employees are oriented to the EP at least annually by the NCIS Facilities Manager or his designate, and new employees are oriented before the first day of school. Orientation includes sign-up and review of employees' voluntary roles on the Disaster Team during declared

disasters; the School's emergency management program and the concept of emergency operations; emergency response policies and procedures; and how to conduct and evaluate required drills. (Fire and

Earthquake).

Employee Skills

At the beginning of each school year, all faculty and staff will be asked by the Head of School to complete an Employee Skills Form to identify those with special skills or experience that may be helpful during an emergency or disaster. (Medical training, CPR/First Aid training, etc.)

The Principal may ask Faculty or Staff with specific skills to fulfill certain emergency management roles (ie., first aid, CPR, search and rescue and/or fire extinguisher training and certification). The Facilities Manager will update the list of trained/certified personnel annually.

Fire Drills for the entire campus community are conducted monthly by the San Francisco Fire Department.

2. EMERGENCY SITUATIONS

MEDICAL EMERGENCIES:

Do not move an injured person if he/she:

- · is unconscious or could become unconscious
- has a possible head, back or neck injury
- has a possible fracture
- is bleeding profusely

unless not moving him/her would cause an immediate threat to your life, i. e. the building is on fire or the room is filled with toxic gas, etc.

What you should do:

- If you are alone with the victim at Gateway -- shout for help.
- Send a student to the Main Office (109). The Main Office Receptionist will take care of notifying the Emergency Medical Services and Security as necessary.
- Reassure the victim. Talk to him or her. Let him or her know that help is on the way.
- If the victim is lying in a high traffic area, post students or teachers/staff to keep the area clear.
- Try to keep the immediate area around the victim clear.
- Do not give the victim anything to drink.
- Ask those who saw what happened to stay with you until help arrives.
- When help arrives, please offer your assistance.
- Teachers of students with life threatening allergic reactions that have medication (EPI-PEN) in
- their classrooms, please begin treatment immediately.
- If the victim is choking or has stopped breathing, or is bleeding severely, please begin treatment
- immediately. The earliest possible intervention could save a life.

The Three Types of Bleeding:

- 1: **Arterial Bleeding**: Arteries carry oxygen-rich blood from the heart through the body. Arterial blood is bright red and usually spurts from the wound. Arterial bleeding is life-threatening and is hard to control. **Apply pressure** and <u>GET HELP IMMEDIATELY</u>.
- 2. **Venous Bleeding**: Veins carry oxygen-poor blood back to the heart. Venous blood is dark red or maroon and flows steadily from the wound.
- 3. Capillary Bleeding: Blood flow is usually slow, often described as oozing from the wound.

SAFETY ALERT:

Please be aware that there is no school-wide broadcasting or overhead sound system in this building. **FIRE:**

1. Our fire alarm signal is an alarm horning rhythmically throughout the school along with a flashing strobe light found in each classroom, hallways, administrative offices, and Auditorium/Cafeteria and in the play yards.

When the fire alarm sounds, without exception, <u>EVERYONE</u> MUST EXIT THE BUILDING IMMEDIATELY. CLOSING DOORS AND WINDOWS BEHIND YOU.

- 2. All students are to assemble by Classes per the Emergency Assembly locations in this manual, with their teacher(s) in the east area of the parking lot yard. Teachers are responsible for taking roll and reporting any missing persons/students to the Assistant Principal.
- 3. If you discover a fire, immediately activate the school fire alarm system by breaking the glass on any of the fire alarm boxes located throughout the school. Several pull stations automatically call 911 and are marked on each floor's floor plan map. Do not attempt to put out the fire yourself.

Fire Evacuation Procedure:

Courtyard/Central Reporting: Chad Slife. Lupe Alvarez

Floor Inspection: Aaron Watson, Ken Angelo

Fire Panel Response/SFFD Greet: Aaron Watson

Courtyard/Central Reporting: (must have radio) This position exits the school with the student body, they receive attendance from the teachers and receive status reports from all other positions.

Floor inspection: (must have radio) This position walks the floors to insure that all the rooms are empty and clear of issue. Reports all status to Courtyard/Central.

Fire Panel Response/SFFD Greet: (must have radio) This position retrieves information from the fire panel, assesses severity of the situation, greets SFFD at front door or CACS and directs them to the incident location.

Teacher responsibilities:

Ensure that the classroom is empty and tie either a green tag for "all clear" or a red tag for "trouble" on the door handle, bring class attendance/advisory binder and escort class to evacuation meeting point.

Meeting Points:

The primary meeting point for all school evacuations is the GMS school parking lot yard.

The secondary meeting point is Kimble Park.

The tertiary meeting point is JCHS

Lockdown:

A Lockdown event would be appropriate for, but not limited to, the following:

- An intruder or individual on campus has been assessed as a threat to the school

- There is threat in the surrounding community including parks and schools

Teacher/Student Procedure:

1. In the event of a lockdown the Main Office will notify the entire Building with a 15 second ringing of our bell system followed by an All Call over the Phone System.

2. Quickly move into the nearest open office or classroom and lock the door.

- 3. Place a Red (need medical attention or help!) or Green (we're OK) sheet in the window of the door signifying the status of the room.
- 4. Turn off the lights, pull the shades, stay low and keep away from the windows and doors.
- 5. Do not open the door under any circumstance. The door will be unlocked from the Hallway when the building is safe.
- 6. If you or a student is caught in the hallway and all the immediate classrooms and offices are locked, find the closest bathroom, closet, or nook to hide in. Stay out of sight but do not leave the building.

Administrative Procedure:

- 1. Determine if the threat is external (offsite) or internal (onsite).
 - a. If the threat is external, first coordinate with CACS then activate lockdown procedure.
 - b. If the threat is internal, immediately activate lockdown procedure.
- 2. Ring the bells from the Main Office for 15 seconds continuously
- 3. Lock the Main Office doors, place ALL CALL (use button 24 from any phone) announcing lockdown
- 4. Follow Teacher/Student procedure listed above

SUSPICIOUS PERSONS:

- 1. If you feel comfortable speaking to someone who appears suspicious, ask him or her if you can be of assistance. If you do not wish to speak to the person yourself, or if you remain suspicious of the person, notify the Principal, Assistant Principal, or the Main Office Receptionist immediately. Be prepared to describe the person and the location where he or she was last seen.
- 2. If you are working after hours or on the weekend, you must sign in the Check-in/Check-out Log in the Main Office so that others know of your presence in the building. You should keep your classroom or office door locked. If you are not in a locked room and see a suspicious person in the building, leave and call the police non-emergency number. If you are unable to leave the building safely, lock yourself in a room and call for assistance.

If you feel that you are in danger, dial 9-911.

ASSAULT:

Assaults involve acts of striking or inflicting injury to a person and are regarded as serious matters. Any

threat, or assault, on students or employees should be reported immediately to the nearest Administrator or Teacher or Security Guard who will determine if police officials should be notified.

If accosted by an assailant:

- 1. Scream "FIRE"- the voice is one of the best weapons and may attract attention.
- 2. If possible, try to run from the assailant to seek help.
- 3. If possible, dial 9-911 on school phones, or 911 on a cell phone.
- 4. Seek first aid or medical attention, if indicated.
- 5. Have photographs taken of any injuries.
- 6. Write down a physical description of the assailant (sex, age, height, weight, clothing, and description of any weapon if armed) as soon as possible after the incident.
- 7. Obtain names and telephone numbers of any witnesses.

3. GENERAL SAFETY

SECURITY:

Please close and lock classrooms and office windows at the end of the day. After hours or on weekends:

Adhere to the building hours to avoid setting off the building alarm system unnecessarily (a building alarm will be relayed to both the burglar alarm company and the San Francisco Police Department); sign in the Log Book in the Main Office and sign out when departing. Please leave doors as you find them, or if in doubt, lock them. Do not leave any exterior doors propped open.

For occupant safety, all exits are secured with alarm-locks. Please enter and exit the building only through the 1512 Golden Gate Ave. main entrances.

Further security systems, including motion detectors are in place throughout the facility.

The parking lot entrance gate is to be closed and latched at all times both when school is in session and when it is not in session and the campus is closed.

FIRE SAFETY:

Cooking:

Cooking is permitted in the Faculty Kitchen and the SFUSD-run Kitchen only unless prior approval is obtained from the Principal or Facilities Manager, subject to the following guidelines:

- 1. Use only UL listed appliances.
- 2. Use electric appliances only. No open flames are permitted.
- 3. Be aware of your surroundings.
- 4. An adult must be in attendance and in control of the class all the time if permission is granted for cooking within the classroom.

During the lunch period, students have the use of microwaves placed within the Cafeteria for warming lunches. Students are not permitted to enter the Cafeteria unless it is the lunch period and there is an adult present.

Extension Cords:

Extension cords are not to be used as a substitute for a wall outlet and are not legal for use in schools. As long as the cord does not pose a "trip-hazard," we generally permit temporary use as long as they are disconnected and put away immediately following use.

Space Heaters:

Space Heaters of any size or wattage or not allowed in our building either in classrooms or offices.

Smoking:

Smoking (by anyone - students, teachers, staff, volunteers or parents, security guards or janitors) is not permitted in the buildings or anywhere on campus, on the sidewalks around campus, or near the campus entrances.

WORKPLACE SAFETY:

Gateway strives to maintain a safe workplace for all employees and volunteers. Should an accident involving an employee happen at school, steps are in place to respond immediately.

In the event of an accident, it should be determined at the spot whether it is life-threatening or a serious injury which requires calling 911 immediately. Report the accident to the Main Office, the Principal and the Supervisor of the injured person immediately and ask for assistance.

If the accident is not life-threatening, bring the injured person to the Main Office and call a service Gateway has called Company Nurse Program at 1-888-770-0929. This information and telephone number is also posted on bulletin boards in the Main Office, and the Faculty Work / Copier Room. The Company Nurse Program will determine the nature of the injury and make recommendations for care.

Following the stabilization of the injured person, report the accident to the HR/Business Office for further assistance with Workers' Compensation benefits, if needed.

GATEWAY EMERGENCY COMMUNICATIONS:

Alternate telephone, cellular and radio communication systems:

When a major emergency situation occurs, the Principal or her designate will initiate the appropriate Gateway emergency action plan. Initial efforts to report the emergency and to call for assistance will be directly through existing land-line equipment and procedures. If regular communications systems are disrupted, the staff will carry out the procedures with modifications as may be necessary for the immediate school situation until supplemental communications networks can be established. In the event of a power failure, the school-wide phone system will go down until a generator is powered up.

1. Phone Systems

The main Gateway phone system requires the power on to work. However, any analog phone can be plugged into one of our analog jacks and work while the power is out. These three jacks are located:

- 1. At the fax machine in the main office
- 2. At the mail machine in the Faculty Work room Analog phones are available in the vent room storage.

2. Walkie-Talkie

Motorola Walkie-Talkies are used by the Main Office Receptionist and Principal, the Assistant Principal, and PE Teachers.

Gateway has portable battery-operated radios in the Main Office and in the staff offices. The radios can be utilized by any member of the Emergency Response Team in the case of an emergency. Local Emergency Broadcast Stations (EBS) are:

KNBR 680 AM
KGO 810 AM 954-8142 (KGO newsroom)
KCBS 740 AM 765-4112 (KCBS newsroom)
KFOG 104.5 FM

4. Emergency Cell Phones

Many cell phones are available for calling out, however, in a major emergency such as an earthquake it may not be possible to get calls through the busy lines. A list of Gateway employee's cell phone numbers can be found at the back of this manual.

5. Emergency Voice Broadcasting

Gateway subscribes to a Voice Broadcast Service called CallFire which allows the Principal to record a phone message, either from school or offsite, which is sent to all student households within minutes of an emergency. This broadcast will keep parents informed and updated via their landline telephone or their cellphone.

4. STAFF ASSIGNMENTS

PRINCIPAL'S RESPONSIBILITIES:

The Principal, or her designate, in coordination with the Facilities Manager, is responsible for all pre-disaster planning and preparedness for the Gateway Emergency Plan. In the event of an emergency, the Facilities Manager will assume overall direction of disaster procedures for the Gateway Campus. The Principal will assume overall direction of the Gateway Emergency Plan.

PRE-EMERGENCY:

1. The Principal will appoint alternates, in succession, who shall assume the duties of the Principal in the event of his or her absence and assign duties to other school personnel. The following alternates are appointed to act in succession in the absence of the Principal regarding the administration and supervision of all aspects of the Gateway Emergency Plan:

Assistant Principal Facilities Director

If the situation permits, the above listed group would act as a team to direct the over all disaster procedures for Gateway in coordination with Creative Arts Charter School (shared campus).

2. Subject to the established directives and guidelines, the Principal will:

Integrate the Gateway Emergency Plan and keep such plan operative and available at all times.

Ensure that school personnel, parents, and pupils are properly informed of the school disaster plans and procedures and that parent and student contact numbers are available to the Emergency Response team.

Ensure that there is an adequate warning system available and that the various alarm signals and message transmittal methods are known and understood.

Identify areas of comparative safety for groups to use in any type of disaster.

Plan primary and alternative evacuation routes within the school.

Arrange for instruction and training of students to ensure their safety in the event of disaster.

Ensure that all emergency equipment and supplies are in usable condition at all times and that their locations are known.

Know the location and mechanics of utility "cut-offs." (PG&E, (415) 550-4911, and Water Department, (415) 550-4911).

Communicate with parents, Gateway Parent Association (GPA), and Gateway Board Members to acquaint them with the school's emergency plan, and request their cooperation and suggestions.

DURING AN EMERGENCY - THE PRINCIPAL OR DESIGNATE WILL:

- 1. Assume overall direction of Gateway's disaster procedures.
- 2. Receive an accounting of the presence of all students and staff.
- 3. Control and direct internal and external communications with students, staff, parents and media.
- 4. Assist in the evacuation of the building, if necessary, using prescribed procedures. Conditions warranting evacuation could include fires, indoor chemical spills, explosions, threatened explosions, collapsing building, etc.
- 5. Transfer students to a safe location when their safety is threatened by approaching fires, etc.
- 6. Issue orders to teachers if the children are to assemble in pre-selected safer areas on the school campus.

TEACHERS' RESPONSIBILITIES:

Teachers will be responsible for the supervision of students in their charge. In discharging this responsibility, they will be governed by the specific directives or guidelines issued by the Principal.

PRE-EMERGENCY - THE TEACHER WILL:

- Keep up to date on the hazardous effects of different disasters and know and understand the survival techniques for each of the following: fire, bomb threats, earthquakes, chemical spill, explosion, etc.
- 2. Read the emergency exit directions posted in their classrooms near the exit doors.
- 3. Provide instruction and practice for pupils in the possible emergency procedures to be followed and in the techniques of survival. (See specific disaster procedures in the appendices.)
- 4. Keep a current class list readily accessible at all times in order to take roll in an emergency. Teach students how to "Number Off." (see Fire and Fire Drill instructions)
- 5. Have planned activities (music, lessons, etc.) for use during periods of confinement to lessen the possible tension and hysteria of a disaster situation.

DURING EMERGENCY - THE TEACHER WILL:

- 1. Respond to the specific emergency as prescribed and direct students in appropriate safety procedures or in evacuation of the premises.
- 2. Give commands during an earthquake or other emergency.
- 3. Remain with the students until relieved by authority of school Principals,
- 4. Direct evacuation of students under their supervision to inside or outside assembly areas, in accordance with signals, warnings, written notifications or common sense.
- 5. Take roll call if class relocates, as soon as conditions permit such action.
- Report missing students to the Principal or her designate. If there is reason to believe such students may be endangered in the school structure, attempt rescue with any available competent personnel.
- 7. Send students in need of first aid to school health aide or first aid station when appropriate.
- 8. Help to restore order and assist other teachers and students, as needed.
- 9. Teachers not on classroom duty with students, report to pre-assigned station or to Principal.

GATEWAY FACILITIES MANAGEMENT

PRE-EMERGENCY - The Facilities Manager will:

1. Designate an alternate person who shall be instructed in all the disaster duties of the Facilities Manager, to assume those duties in his/her absence. This person must know locations of emergency supplies and turn-offs and have access to all school keys.

Gateway Personnel responsible for shutting off building utilities in case of need:

Facilities Director Principal Assistant Principal

- 2. Plan control procedures for different types of building damage following a disaster.
- 3. Regularly coordinate SFUSD's check and service of all fire equipment (extinguishers, hoses, etc.) and check that battery-operated equipment is in working condition.
- 4. Stock proper hand tools (axes, crowbars, wrenches, shovels, etc.) for immediate damage control following a disaster.
- 5. Stock and provide access to emergency water and provisions for use in a major emergency such as an earthquake.

DURING THE EMERGENCY - The Facilities Manager or her designee will:

Establish a site command center to centralize the response.

Shut off utilities as necessary. (Utilities should not be turned off unless absolutely necessary, e.g., broken gas lines, broken water mains, downed electric wires.) In the event of a major seismic occurrence the gas lines have seismic safety valves and will shut off automatically.

The Gas Shut-off: is in the Boller Room located on the 1 floor in the South Wing

The Water shut-off: is in the South East corner of the Cafeteria.

The Electrical shutoff is in Room J1 across from the Boiler Boom on the ist floor in the South Wing.

Conduct rescue operations as required and to extent of capabilities.

Survey and report damage to the Principal for her use in planning their internal response

Determining what to do with staff and students, parents and media.

Follow damage control procedures insofar as practicable to provide safest possible environment and limit damage to the facility.

Safeguard all usable water within building (water heater...etc.)

AFTER THE EMERGENCY, THE FACILITIES MANAGER WILL:

- 1. Turn utilities back on as appropriate and as suggested by P.G. & E.
- 2. Have emergency packs and flashlights returned to proper rooms.
- 3. Inventory supplies and provide for replacement of used supplies.

PUBLIC INFORMATION OFFICE:

Public information duties reside with the Principal and Director of Operations, who will:

- 1. Become an integral part of the command post of the Principal.
- 2. Be responsible for any media contacts during and following the disaster period.
 - ** Information on the condition of the school and pupils will be received through the emergency communications network of the Principal and will be forwarded to and analyzed by the Director of Operations.
- 3. Secure information from the field concerning the status of the students, faculty, and building..
- 4. Prepare information and press releases for dissemination to families, relatives, and the general public, following direction of the Principal.

5. EMERGENCY ACTION PLANS

DEFINITION OF TERMS:

The Principal is responsible for developing detailed plans for the faculty, students, and staff under his/her purview for emergency actions. She may implement one or more of these actions in coping with a disaster.

ACTIONS "STAND BY" AND "SHELTER IN PLACE"

- 1. The "STAND BY" warning at the school shall be by messenger, public address system, and/or telephone as appropriate.
- 2. Action "SHELTER IN PLACE" means bringing students into classrooms or holding them in classrooms pending receipt of further instructions.
- 3. Action "SHELTER IN PLACE" is considered appropriate for, but not limited to, the following:
- * Intruder on campus
- * Active shooter
- * External community threat
- * Surrounding schools placed on lockdown

ACTION "LEAVE BUILDING"

- 1. "LEAVE BUILDING" WARNING at the school shall be by **FIRE ALARM** or appropriate alternate means.
- 2. Action "LEAVE BUILDING" means an immediate, orderly movement of students and staff from inside school building to pre-designated outside areas of safety in the back parking lot.
- 3. Action "LEAVE BUILDING" is considered appropriate for, but not limited to, the following:
- * Fire / Fire Drill
- * Post Earthquake
- * Bomb Threat
- * Chemical Accident
- * Explosion or Threat of Explosion
- * Other similar occurrences that make school buildings uninhabitable.

ACTION "CONVERT SCHOOL

1. Action "CONVERT SCHOOL" is appropriate for the preparation of converting the campus into an emergency hospital, first aid station or community care center. Action "CONVERT SCHOOL" will be a notification to the school staff by public address system, telephone and messenger. There may be a possible dismissal of classes, if they are in session.

2. Action "CONVERT SCHOOL" will be implemented only upon request or direction of proper Office of Emergency Services officials or the Red Cross acting as the Welfare Division of the Office of Emergency Services of San Francisco, or the SF Unified School District Offices.

Other ACTION definitions will be explained in the context of the topic they belong to, as they are discussed in the following pages.

6. ACTION PLANS FOR SPECIFIC DISASTERS

BIOLOGICAL THREAT

OVERVIEW: A biological attack is the deliberate release of germs or other biological substances that can make you sick. Many biological agents must be inhaled, enter through a cut in the skin or be eaten before it will make you sick. Some biological agents, such as anthrax, do not cause contagious diseases. Others, like the smallpox virus, can result in diseases you can catch from other people.

If there is a Biological Threat:

Unlike an explosion, a biological attack may or may not be immediately obvious. While it is possible that you will see signs of a biological attack, as was sometimes the case with the anthrax mailings, it is perhaps more likely that local health care workers will report a pattern of unusual illness or there will be a wave of sick people seeking emergency medical attention. While at school, we will probably learn of the danger through an emergency radio or TV broadcast, or by a telephone call or emergency response workers coming to the school.

In the event of a biological attack in the community, public health officials may not immediately be able to provide information on what we should do. It will take time to determine exactly what the illness is, how it should be treated, and who is in danger. Gateway's Administration team will follow the situation as it develops and determine:

- If the school is in an area authorities consider in danger
- What are the signs and symptoms of the disease
- If and where medications or vaccines are being distributed
- Who should be treated
- Where we should seek emergency medical care if someone on campus becomes sick.

Protect Your Students and Yourselves:

If you become aware of an unusual and suspicious release of an unknown substance nearby, it does not hurt to take precautions. Quickly leave the area. Cover your mouth and nose with layers of fabric that can filter the air but still allow breathing and have your students do the same. Examples include two to three layers of cotton such as a t-shirt, handkerchief or towel. Otherwise, several layers of tissue or paper towels may help. Wash off with soap and water and contact authorities.

Symptoms and Hygiene:

At the time of a declared biological emergency, and you or someone at school becomes sick, it is important to be suspicious. Do not automatically assume, however, that you should go to a hospital emergency room or that any illness is the result of the biological attack. Symptoms of many common illnesses may overlap. Use common sense, practice good hygiene and cleanliness to avoid spreading germs, and seek medical advice.

BOMB THREAT:

them and an electric strategic fitteric extraction for the community of th

An employee receiving a threat of a bomb by telephone or other means will (to the best of his/her ability under the circumstances):

1. Try to determine as much information from the caller or source as possible. Verbatim responses to the following questions are especially desired:

When is the bomb to explode? What kind of bomb is it? Why was the bomb placed?

Where is the bomb right now? What does it look like?

Receptionists and others receiving threats will be asked to describe the caller's voice (sex, age, tone) and whether it was familiar to them or not. Any background noise should also be noted. A detailed form for recording the above information is located at the Gateway reception desks and on the back page of this plan.

- 2. Notify the Principal, both Assistant Principals, and the Facilities Manager for further action.
- 3. Notify the Police Department at 9-911.
- 4. Anyone discovering a suspicious package, box or strange device should:
 - * NOT TOUCH OR REMOVE STRANGE OBJECTS
 - * Notify NCIS Security or the Head or the Principals.
 - * NCIS Security should notify the Police Department at 9-911.

Whenever a bomb threat is received or a suspicious package is found, the Principal or her designee should call the police:

- * A police officer will respond.
- * Security shall evaluate the threat or object and make the decision whether to evacuate the building by sounding the fire alarm or to institute a search of the premises. The police officer who responds to the call may be used to assist and advise what action to take.
- * If it is decided to institute a search of the building before evacuating it, an informal search should be made by volunteer staff familiar with the building assisted by the police when they arrive (in particular, the boiler room, mechanical rooms, janitor's closets, store rooms, and lavatories).

Should any suspicious item be found, it shall not be touched until investigated by the police, but the building shall be evacuated by sounding the fire alarm. A thorough search of an evacuated building shall be made before students are instructed to re-enter it.

NOTE: Do not use walkie-talkies, cellular phones or other radios within 500 feet of a suspected bomb.

CHEMICAL ACCIDENT:

OUTDOORS WHEN YOU ARE INDOORS:

- Call the Principal and/or Main Office Receptionist. The situation will be assessed and a call will be made to the Fire Department at 9-911 and Emergency Response Unit, Department of Public Health at 9-558-5141. Give the name of the School, reporting person, location and nature of incident, and any information that may be perlinent.
- DO NOT EVACUATE students or staff unless instructed to do so by the Fire Department -- the Fire Department has ultimate authority.
- Close all windows and shut down all ventilating systems.
- If the Fire Department orders an evacuation, transportation needs will be assessed and if necessary, will be directed by the Fire Department either by Muni, school bus company or others, to another site.
- If directed to evacuate -- keep calm, keep students and staff together, and take roll.

CHEMICAL ACCIDENT

OUTDOORS WHEN YOU ARE OUTDOORS

- Call the Principal and/or Main Office Receptionist. The situation will be assessed and a call will be made to the Fire Department at 9-911 and Emergency Response Unit, Department of Public Health at 9-558-5141
- Give name of the School, reporting person, location and nature of incident, and any information that may be pertinent.
- Or, if call the Fire Department at 9-911 or 9-861-9020 to report the incident.
- Evacuate students and staff from the immediate area if necessary. If the School premises must be
 evacuated, pre-develop alternate plans for a safe and orderly evacuation procedure, e.g., leave by
 the Scott Street entrance or the O'Farrell or Geary Street doors.
- Follow directions from the Fire Department and, if directed to evacuate the entire campus, keep calm, keep students and staff together, take roll.
- Do not re-enter campus unless directed by the Fire Department.

CHEMICAL THREAT

OUTDOORS WHEN YOU ARE OUTDOORS

A chemical attack is the deliberate release of a toxic gas, liquid or solid that can poison people and the environment.

Possible Signs of Chemical Threat

Many people suffering from watery eyes, twitching, choking, having trouble breathing or losing coordination.

Many sick or dead birds, fish or small animals are also cause for suspicion.

If you see Signs of Chemical Attack:

Quickly try to define the impacted area or where the chemical is coming from, if possible.

Take immediate action to get your students and yourself away from the area.

If the chemical is inside a building where you are, get out of the building without passing through the contaminated area, if possible.

Otherwise, it may be better to move as far away from where you suspect the chemical release is and "shelter-in-place".

EARTHQUAKE

INTRODUCTORY STATEMENT:

In the event of an actual earthquake of sufficient magnitude to cause injury to people or damage property, the number of variables present makes it very difficult to compile a plan that is foolproof. No one really knows where he/she will be or what will actually happen in such an event. Because of this, a back-up person is assigned to each task and a back-up location is assigned to each need.

Because it is quite possible that, in an earthquake, the electricity will be affected, as well as other means of communication, EACH ADULT IN THE BUILDING should realize that he/she may have to make an individual assessment of the situation and may have to act independently.

Evacuation:

In most cases, an evacuation will not be necessary or advisable. If it is, follow the usual evacuation procedures explained under Fire/Fire Drills. If there are students/adults with disabilities please note the following suggestions:

1. Non-Ambulatory Persons:

Frequently, non-ambulatory persons have respiratory complications: Remove them from smoke or fumes immediately. Non-ambulatory persons' needs and preferences will vary. Always consult the person as to his/her preference with regard to:

- Ways of being removed from the wheelchair. Wheelchairs should not be used in the stairwells, if at all possible.
- The number of people necessary for assistance.
- Whether to extend or move extremities when lifting because of pain, catheter leg bags, spasticity, braces, etc.
- Whether a seat cushion or pad should be brought along with him/her if he or she is removed from the chair.
- Being carried forward or backward on a flight of stairs
- After-care if removed from the wheelchair (ie., whether they prefer a stretcher, chair with cushion pad, car seat, or perhaps paramedic assistance is necessary).

2. Visually impaired persons:

Most visually impaired persons will be familiar with the immediate area they are in. In the event of an emergency, tell the person the nature of the emergency, and offer to guide him/her. (This is the preferred method when acting as a sighted guide: as you walk, tell the person where you are and advise him/her of any obstacles. When you have reached safety, orient the person to where he or she is and ask if any further assistance is needed. Do not leave them alone.

3. Hearing impaired persons:

Persons with impaired hearing may not perceive emergency alarms and an alternative warning technique is required. Two methods of warning are:

- Writing a note telling what the emergency is and the nearest evacuation route:
 (e.g., Fire go out rear door to the right and down, NOW!)
- Turning the light switch on and off to gain attention, then indicating through gestures or in writing what is happening and what to do.

TEACHERS RESPONSIBILITIES

During the Earthquake

- Give the commands: DROP, DUCK and COVER, DROP and HOLD, or BRACE to your students, having them take this protective position under desks or furniture with their backs to windows or glass. (See Drop, Duck, Cover illustrations at the end of this manual.)
- Try to avoid glass and falling objects. Move far away from windows where there are large panes of glass and out from under heavy suspended light fixtures. In rooms where falling hazards exist, such as books on shelves of library, supplies and equipment on shelves in glass-front cabinets in science labs, above instructions should be modified to minimize injury of students and others in the space.
- If possible, a signal using the fire alarm will be given to LEAVE THE BUILDING when the earthquake is over. If the alarm system does not work and it is possible to send messages, the teachers will receive a message. If neither system will work, then each teacher will have to act individually to evacuate the building using common sense.

Note: It may be determined that staying inside the building is the best option. If it is unsafe, evacuating to the outside areas or the Gymnasium may be the better options or eventually to a site outside the immediate area.

- Special consideration should be given to exit routes if structure or masonry near an exit is damaged. AVOID TOUCHING ELECTRICAL WIRES which may have fallen. EXTINGUISH SMALL FIRES when possible.
- Relocate the class outside and TAKE ROLL. (Number Off if possible)
- The Principal and members of the Response Team will make an assessment of building safety.

Areas of Relocation

All students and staff should report to designated areas in the GMS parking lot yard – the same area designated for Fire Drills and similar evacuations.

Teachers should remain with their students until other instructions are received.

Teachers NOT WITH A CLASS, follow the steps of Drop, Duck and Cover, then, when it's safe, report to the areas of relocation for their section.

After the Emergency

- When the signal is given, move into Class groupings.
- Take roll again. Send this accounting to the Principal or Assistant Principal located in the center of area of relocation.
- If the earthquake is of sufficient magnitude to cause extensive damage city wide, and we are able to remain on this site, each classroom will have the following tasks assigned to each student:
- a. message runners (2)
- b. first aid attendants (2)
- c. emergency supply runners (4)
- d. activity organizers (2)
- e. food distribution assistants (1)

EXPLOSION OR THREAT OF EXPLOSION

TEACHERS RESPONSIBILITIES:

1. Give command "DROP".

If you catch fire, do not run, **Stop**, **Drop and Roll**. Teach your students how to respond to this emergency (see booklet for training purposes).

- 2. Sound the fire alarm, (alarms are located near every stainwell on each floor)
- 3. Notify Fire Department 9-911

Provide the following information:

Building address: 1512 Golden Gate Ave (between Scott and Pierce)

School name: Gateway Middle School (shared campus with Creative Arts Charter School and formerly Golden Gate Elementary)

The location or approximate location of the explosion

Your name and phone number or extension.

- If the explosion occurs within the building, or threatens the building, teachers and staff shall immediately implement the Action "LEAVE BUILDING".
- 5. Move to an area of safety and maintain control of students.
- 6. Render first aid as necessary.
- 7. Notify the following:

Acting Principals

Assistant Principal

Facilities Director

Exec. Director

- 8. If possible, fight small fires without endangering own life. Do not risk going back into a burning building.
- 9. Take roll.
- Students and staff shall not return to the building until emergency service officials declare the area to be safe.

FALLEN AIRCRAFT

- The Principal or her designee shall determine which emergency action, if any, should be implemented. Where necessary, teachers shall take prompt action to ensure the safety of students using common sense without waiting for directions.
- All students and staff to be kept at a safe distance from the downed aircraft, allowing for possible explosion.

Notify the Fire Department: 9-911.

FIRE / BUILDING EVACUATION PROCEDURES

Courtyard/Central Reporting: Chad Slife, Lupe Alvarez

Floor Inspection: Aaron Watson. Ken Angele

Fire Panel Response/SFFD Greet: Aaron Watson, John Eames

Courtyard/Central Reporting: (must have radio) This position exits the school with the student body, they receive attendance from the teachers and receive status reports from all other positions.

Floor inspection: (must have radio) This position walks the ground floor to insure that all the rooms are empty and clear of issue. Reports all status to Courtyard/Central.

Fire Panel Response/SFFD Greet: (must have radio) This position-retrieves information from the fire panel, assesses severity of the situation, greets SFFD at front door and directs them to the incident location.

Teacher responsibilities:

Ensure that the classroom is empty and tie either a green tag for "all clear" or a red tag for "trouble" on the door handle, bring class attendance/advisory binder and escort class to evacuation meeting point.

Meeting Points:

The primary meeting point for all school evacuations is the GMS school parking lot yard.

The secondary meeting point is Kimble Park.

The tertiary meeting point is JCHS

In the event of a real emergency, names of missing students and/or staff will be reported to the Fire Department or other rescue services and families will be contacted.

A master schedule, student/faculty contact database and class lists will also be taken out to the designation area in the parking lot in the event of evacuation to ensure follow-up with students and faculty who are off campus.

Building Lockdown Procedures

Teacher/Student Procedure:

- In the event of a lockdown the Main Office will notify the entire Building with a <u>15 second</u> <u>ringing of our bell system</u>.
- 2. Quickly move into the nearest open office or classroom and lock the door.
- 3. Place a Red (need medical attention or help!) or Green (we're OK) sheet in the window of the door signifying the status of the room.
- 4. Stay low and stay away from the windows and doors.
- 5. <u>Do not open the door</u> under any circumstance. The door will be unlocked from the Hallway when the building is safe.
- 6. If you or a student is caught in the hallway and all the immediate classrooms and offices are locked, find the closest bathroom, closet, or nook to hide in. Stay out of sight but do not leave the building.

Administrative Procedure:

- 1. Determine if the threat is external (offsite) or internal (onsite).
 - a. If the threat is external, first coordinate with Kipp then activate lockdown procedure.
 - b. If the threat is internal, immediately activate lockdown procedure.
- 2. Ring the bells from the Main Office for 15 seconds continuously
- 3. Lock the Main Office doors
- 4. Follow Teacher/Student procedure listed above

NUCLEAR BLAST

A nuclear blast is an explosion with intense light and heat, a damaging pressure wave and widespread radioactive material that can contaminate the air, water and ground surfaces for miles around. While experts may predict at this time that a nuclear attack is less likely than other types, terrorism by its nature is unpredictable.

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If there is warning of an imminent Nuclear Blast:

Take students to cover immediately, below ground if possible, though any shield or shelter will help protect from the immediate effects of the blast and the pressure wave that follows.

If you are outside: quickly assess the situation. Consider if you can get out of the area or if it would be better to go inside a building and follow the emergency action: "Shelter in place".

In order to limit the amount of radiation anyone is exposed to, think about **shielding**, **distance** and time.

Shielding: A thick shield between a person and the radioactive materials will reduce the amount of radiation that will be absorbed.

Distance: The farther away we are from the blast and the fallout, the lower our exposure will be.

Time: Minimizing time spent exposed will reduce risk.

Use available information to assess the situation. If there is a significant radiation threat, health care authorities may or may not advise people to take potassium iodide. Potassium iodide is the same ingredient added to table salt to make it iodized. It may or may not protect the thyroid gland, which is particularly vulnerable, from radioactive iodine exposure.

RADIATION THREAT

A radiation threat or "Dirty Bomb" is the use of common explosives to spread radioactive materials over a targeted area. It is not a nuclear blast. The force of the explosion and radioactive contamination will be more localized. While the blast will be immediately obvious, the presence of radiation will not be clearly defined until trained personnel with specialized equipment are on the scene. As with any radiation, you want to try to limit exposure.

If there is a Radiation Threat or "Dirty Bomb" explosion:

To limit the amount of radiation exposure, think about shielding, distance and time.

Shielding: A thick shield between a person and the radioactive materials will reduce the amount of radiation that will be absorbed.

Distance: The farther away we are from the blast and the fallout, the lower our exposure will be.

Time: Minimizing time spent exposed will reduce risk.

As with any major emergency, local authorities may not be able to immediately provide information on what is happening and what the community should do. Administration and Facilities staff will be checking for official news and information as it becomes available and will disseminate that information to faculty and staff and students.

LIST OF STORED EMERGENCY SUPPLIES

EMERGENCY SUPPLIES

Emergency first aid supplies can be found in:

Each Classroom's "Emergency Bucket"

In the Main Office (109).

The Principals' Office (105).

The Faculty Lounge.

The Faculty Work Room (G09),

The Supply Closet in the Cafeteria.

Bell Telephone System Telephones or lines:

Analog phones can be found in storage in the vent room.

Analog Jacks can be found:

At the fax line (415) 922-1055 in the Main Office 109

At the Mail Machine in the Main Office Mail Room
In the Cafeteria Offices on the 1st floor

These extensions can be used with a standard analog phone in the event of a power failure

Credits and Resources:

This plan has been compiled using information from the following resources:

.. San Francisco Unified School District Emergency Operations Plan
.. The Governor's Office of Emergency Services (OES)
.. SEMS – Standardized Emergency Management System
.. Alliance of Schools for Cooperative Insurance Programs
.. California Department of Health Services
.. San Francisco Mayor's Office of Emergency Services
.. U.S. Department of Homeland Security – WWW.READY.GOV
.. Centers for Disease Control and Prevention, Atlanta, GA (404) 639-3311
.. Red Cross Organization

Family Resources:

FEMA and Red Cross Family Communication Plans http://www.fema.gov/plan/prepare/commplan.shtm

Family Disaster Plans
http://www.fema.gov/kids/dzplan.htm
Prepare Your Family
http://www.redcross.org/services/prepare

GATEWAY EMERGENCY PHONE NUMBERS

(Must First Dial "9" From Gateway High School System)

Fire, Law Enforcement, Medical Emergency

911 (from cell 553-8090)

PG&E - Utility Hazard (line down/gas leak)

911 (from cell 553-8090)

San Francisco Cellphone Emergency/Ambulance

911 or 1-800-743-5000 (911 Cell) 553-8090

(in place of calling 911 when using a cellphone)

San Francisco Fire Department

Communications Center (Dispatch)

558-3268

San Francisco Police Department

Local station - Park Station SFPD Non-Emergency SFPD Northern Station 1125 Fillmore Street, SF

Bomb Squad

242-3000 553-0123 614-3400 (office)

425-7554 (cell) 671-3100

Red Cross

Ambulance

1-888-443-5722

Poison Control

1-800-222-1222

San Francisco Health Department of Disease Control

554-2830

San Francisco Water Department - Emergencies

550-4911

Mayor's Office of Emergency Services: 1011 Turk

Emergency Operations

558-2700

Emergency Communications Dept. Neighborhood coordinator

558-3800 558-2703

Plans Coordinator

558-2790

Recovery Coordinator

558-2702

Nearest Hospitals:

Kaiser Permanente Medical Center 3333 Geary Street 24-hour Emergency Room 415-833-2000

Mt. Zion Hospital Divisadero at Post (415) 567-6600

California Pacific Medical Center: Pacific Campus 600-6000 2333 Buchanan 24 hour emergency room Tel. no. 600-3333

Emergency Broadcast Stations (EBS)

KNBR 680 AM

KGO 810 AM 954-8142 (KGO newsroom)

KCBS 740 AM 765-4112 (KCBS newsroom)

KFOG 104.5 FM

LOCAL TELEVISION STATIONS:

FOX Network - Channel 2

KPIX - CBS - Channel 5

KRON - Bay Area Independent News - Channel 4

ABC - Channel 7

Staff Contact Numbers:

Executive Director - Sharon Olken - 415-637-1749

Principal - Aaron Watson - 510-495-5144

Assistant Principal - Chad Slife - 213-999-2269

Director of Facilities - John Eames - 650-400-5884

Gateway Middle School 5-Year Financial Projection

NET INCOME

	2015-16	2016-17	2017-18	2018-19	2019-20	
REVENUE	Year 1	Year 2	Year 3	Year 4	Year 5	
Enrollment	312	312	312	312	312	Consistent with average enrollment over the past 4 years
ADA %	96%	96%	96%	96%	96%	Conservative estimate, typically over 96.5%
Average Daily Attendance (ADA)	299.5	299.5	299.5	299.5	299.5	
Free and Reduced Lunch Students	119.8	119.8	119.8	119.8	119.8	Project 40% FRL rate, in line with GMS historical rates
State & Local Government Revenue						
LCFF/General Purpose Entitlement	2,064,696	2,151,612	2,246,400	2,351,232	2,464,131	Rates from Charter Schools Development Center
State Lottery	49,421	49,421	49,421	49,421	49,421	Rates from Charter Schools Development Center
Proposition A - SFUSD	80,870	80,870	80,870	80,870	80,870	\$270/ADA, flat with no increase
Proposition H - SFUSD	90,000	90,000	90,000	90,000	90,000	Based on current funding
TOTAL STATE & LOCAL	2,284,987	2,371,903	2,466,691	2,571,523	2,684,422	
TOTAL FEDERAL	47,923	47,923	47,923	47,923	47,923	NCLB, based on current funding rates
Other Revenue						
Annual Fundraising	120,000	120,000	140,000	140,000	140,000	Represents portion of organizations \$1.5M annual fundraising target
Interest / Return on Investments	120,000	120,000	120,000	120,000	120,000	Based on necessary % allocation of return on invested funds of \$5M
TOTAL REVENUE	2,572,911	2,659,827	2,774,614	2,879,446	2,992,346	

	2015-16	2016-17	2017-18	2018-19	2019-20	
EXPENDITURES	Year 1	Year 2	Year 3	Year 4	Year 5	
Certificated Salaries	1,345,500	1,394,640	1,448,647	1,501,593	1,556,553	4% annual increase
Classified Salaries	101,000	103,280	109,628	112,047	114,539	3% annual increase
TOTAL SALARIES	1,446,500	1,497,920	1,558,276	1,613,641	1,671,092	
TOTAL BENEFITS	380,422	423,487	470,057	518,868	570,795	Includes health care, retirement, payroll taxes, workers comp
TOTAL PERSONNEL COSTS	1,826,922	1,921,407	2,028,333	2,132,509	2,241,886	
Program and Operating Expenses						
Professional Development	35,000	35,000	37,500	37,500	37,500	Based on PD program planning
Student Activities	12,500	12,500	13,000	14,000	14,000	Performances, assembly, field trips, 5% increase in FY17
Classroom Supplies	54,000	54,000	58,200	58,200	58,200	2% increase
Operating Supplies and Services	59,000	59,590	60,186	60,788	62,004	Copier, postage, tech supplies, phone
Administrative Costs	6,000	6,000	6,000	6,000	6,120	Dues and memberships, GPA, fingerprinting
Plant and Facilities	88,500	89,385	90,279	91,182	93,005	Janitorial, maintenance, utilities
TOTAL PROGRAM AND OPERATING	255,000	256,475	265,165	267,669	270,830	
Other Expenses						
Depreciation on Capitalized Items	55,000	50,000	40,000	30,000	25,000	Capital purchases represented in the cash flow projections
Central Office Support	259,600	267,388	275,410	283,672	292,182	Allocation of shared costs such as finance, HR, leadership, insurance
SFUSD Fees and Payments	144,169	145,524	148,962	150,505	152,134	District oversight, special ed, and Prop 39 payments
TOTAL EXPENDITURES	2,540,692	2,640,794	2,757,869	2,864,355	2,982,032	

15,091

10,314

16,745

32,219

19,033

Gateway Middle School 5-Year Financial Projection

	2015-16	2016-17	2017-18	2018-19	2019-20
ANNUAL CHANGE IN CASH	Year 1	Year 2	Year 3	Year 4	Year 5
Beginning Cash	516,000	524,948	504,328	592,962	570,599
Change in Cash (see monthly detail)	8,948	(20,620)	88,634	(22,363)	(27,981)
ENDING CASH	524,948	504,328	592,962	570,599	542,618
ANNUAL FUND BALANCE					
Projected Carry forward Fund Balance	2,954,082				
Ending Fund Balance	2,986,300	3,005,333	3,022,079	3,037,170	3,047,484
Fund Balance as % of Expenses	118%	114%	110%	106%	102%

Soft Revenue Analysis

Total Non-Government Funding ("soft")	240,000	240,000	260,000	260,000	260,000
Soft Revenues as % of Budget	9.4%	9.1%	9.4%	9.1%	8.7%

Gateway Middle School Staffing Model & Personnel Expense Detail

EMPLOYEE SALARIES			2015-16	2016-17	2017-18	2018-19	2019-20
Position	Туре	Comment	1	2	3	4	5
Principal	Certificated		1.0	1.0	1.0	1.0	1.0
Assistant Principal	Certificated		1.0	1.0	1.0	1.0	1.0
Learning Center Director	Certificated		1.0	1.0	1.0	1.0	1.0
Counselor	Certificated		1.0	1.0	1.0	1.0	1.0
Certificated Teaching Staff	Certificated		15.0	15.0	15.0	15.0	15.0
Librarian	Classified		0.5	0.5	0.5	0.5	0.5
Admin Assistant	Classified		1.0	1.0	1.0	1.0	1.0
Total FTE			20.5	20.5	20.5	20.5	20.5
Salary Assumptions							
Principal	Certificated	3%	100,000	103,000	106,090	109,273	112,551
Assistant Principal	Certificated	3%	85,000	87,550	90,177	92,882	95,668
Learning Center Director	Certificated	3%	78,000	80,340	82,750	85,233	87,790
Counselor	Certificated	3%	65,000	66,950	68,959	71,027	73,158
Certificated Teaching Staff	Certificated	4%	982,500	1,021,800	1,062,672	1,105,179	1,149,386
Librarian	Classified	3%	18,000	18,540	19,096	19,669	20,259
Admin Assistant	Classified	3%	58,000	59,740	61,532	63,378	65,280
Other Compensation							
Substitutes			35,000	35,000	38,000	38,000	38,000
Program Stipends			10,000	10,000	11,000	11,000	11,000
Coaching Stipends			10,000	10,000	12,000	12,000	12,000
Admin Staff Vacation Accrual			5,000	5,000	6,000	6,000	6,000
Total Salary			1,446,500	1,497,920	1,558,276	1,613,641	1,671,092
Summary							
Teacher Salaries		4% annual increase	1,017,500	1,056,800	1,100,672	1,143,179	1,187,386
Certificated Administrators		3% annual increase	328,000	337,840	347,975	358,414	369,167
Total Certificated Salary			1,345,500	1,394,640	1,448,647	1,501,593	1,556,553
Total Classified Salary		3% annual increase on regular comp	101,000	103,280	109,628	112,047	114,539
Total Salary	-		1,446,500	1,497,920	1,558,276	1,613,641	1,671,092

Gateway Middle School Staffing Model & Personnel Expense Detail

EMPLOYEE BENEFITS		2015-16	2016-17	2017-18	2018-19	2019-20	
Benefit		Benefit	1	2	3	4	5
Retirement - Certificated	Escalating rates	. , , ,		171,043	203,556	238,273	275,314
Retirement - Classified	5.00%	of qualifying wages	5,050	5,164	5,481	5,602	5,727
Health & Welfare Benefits	10,000	\$ per eligible employee	174,250	184,705	195,787	207,535	219,987
Worker's Compensation	1.80	\$ per \$100 of payroll	26,037	26,963	28,049	29,046	30,080
Social Security	6.20%	of qualifying wages	6,262	6,403	6,797	6,947	7,101
Medicare	1.45%	of qualifying wages	20,974	21,720	22,595	23,398	24,231
SUI/SDI	0.50%	of qualifying wages	7,233	7,490	7,791	8,068	8,355
TOTAL BENEFITS			380,422	423,487	470,057	518,868	570,795

Gateway Middle School Non-Personnel Expense Detail

Description	2014-15	2015-16	2016-17	2017-18	2018-19
Total Professional Development	35,000	35,000	37,500	37,500	37,500
Student Culture Activities	5,000	5,000	5,000	5,000	5,000
Field Trips	5,000	5,000	5,000	6,000	6,000
Graduation	2,500	2,500	3,000	3,000	3,000
Total Student Activities	12,500	12,500	13,000	14,000	14,000
Art	7,000	7,000	7,000	7,000	7,000
Humanities	2,000	2,000	2,100	2,100	2,100
Mathematics	2,000	2,000	2,100	2,100	2,100
Science	5,000	5,000	5,000	5,000	5,000
Spanish	2,000	2,000	2,200	2,200	2,200
General Classroom Supplies	5,000	5,000	6,000	6,000	6,000
Learning Center	5,000	5,000	5,250	5,250	5,250
Counseling	500	500	525	525	525
Volunteer / After School Tutor Supplies	500	500	525	525	525
Technology Programs and Assessment	10,000	10,000	10,500	10,500	10,500
Athletics	15,000	15,000	17,000	17,000	17,000
Total Classroom Expenses	54,000	54,000	58,200	58,200	58,200
TOTAL PROGRAM EXPENSES	101,500	101,500	108,700	109,700	109,700
TOTAL PROGRAM EXPENSES	101,500	101,500	100,700	109,700	109,700
Office Supplies & Materials	10,000	10,100	10,201	10,303	10,406
Non Capital Technology Supplies	12,000	12,120	12,241	12,364	12,487
Copier	24,000	24,240	24,482	24,727	24,974
Postage & Delivery	8,000	8,080	8,161	8,242	8,325
Telephone	5,000	5,050	5,101	5,152	5,203
Total Office Supplies / Overhead	59,000	59,590	60,186	60,788	61,396
Dues & Memberships	1,000	1,000	1,000	1,000	1,000
Misc. Expenses	1,000	1,000	1,000	1,000	1,000
Newsletter	500	500	500	500	500
Parent Association (GPA)	1,000	1,000	1,000	1,000	1,000
Principal's Discretionary	2,500	2,500	2,500	2,500	2,500
Total Other Admin Expenses	6,000	6,000	6,000	6,000	6,000
Janitorial Service and Supplies	36,000	36,360	36,724	37,091	37,462
Repairs & Maintenance	10,000	10,100	10,201	10,303	10,406

Utilities	40,000	40,400	40,804	41,212	41,624
Security	2,500	2,525	2,550	2,576	2,602
Total Plant & Facilities	88,500	89,385	90,279	91,182	92,093
District Oversight Fee (1%)	20,647	21,516	22,464	23,512	24,641
Special Ed Fee	48,522	49,007	49,498	49,993	50,492
PROP 39-FUA	75,000	75,000	77,000	77,000	77,000
Total District Fees	144,169	145,524	148,962	150,505	152,134
		,		<u> </u>	
Central Office Support	259,600	267,388	275,410	283,672	292,182
Depreciation	55,000	50,000	40,000	30,000	25,000
TOTAL OPERATING EXPENSES	612,269	617,887	620,836	622,146	628,805
TOTAL NON-PERSONNEL EXPENSES	713,769	719,387	729,536	731,846	738,505

Gateway Middle School														
5-Year Monthly Cash Flow	Year 1	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accrual
	FY 2015-16	2015	2015	2015	2015	2015	2015	2016	2016	2016	2016	2016	2016	2016
Students														
Enrollment	312													
ADA %	96%													
Average Daily Attendance (ADA)	300													
State & Local Government Revenue									Ī					
LCFF/General Purpose Entitlement	2,064,696	-	268,410	144,529	227,117	144,529	144,529	227,117	41,294	144,529	227,117	144,529	-	350,998
State Lottery	49,421	-	-	12,355	-	-	12,355	-	-	12,355	-	-	12,355	-
Proposition A - SFUSD	80,870	-	-	-	-	-	-	40,435	-	-	-	-	40,435	-
Proposition H - SFUSD	90,000	-	-	-	-	-	-	-	-	-	-	-	90,000	-
Subtotal State & Local Revenue	2,284,987	-	268,410	156,884	227,117	144,529	156,884	267,552	41,294	156,884	227,117	144,529	142,790	350,998
Federal Revenue														
NCLB Funding	47,923	-	-	-	-	-	-	-	11,981	-	11,981	-	11,981	11,981
Subtotal Federal Revenue	47,923	-	-	-	-	-	-	-	11,981	-	11,981	-	11,981	11,981
Other Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Annual Fundraising	120,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	-
Interest / Return on Investments	120,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	-
TOTAL REVENUE	2,572,911	20,000	288,410	176,884	247,117	164,529	176,884	287,552	73,275	176,884	259,097	164,529	174,771	362,979
EXPENDITURES														
Certificated Salaries	1,345,500	112,125	112,125	112,125	112,125	112,125	112,125	112,125	112,125	112,125	112,125	112,125	112,125	-
Classified Salaries	101,000	8,417	8,417	8,417	8,417	8,417	8,417	8,417	8,417	8,417	8,417	8,417	8,417	
TOTAL SALARIES	1,446,500	120,542	120,542	120,542	120,542	120,542	120,542	120,542	120,542	120,542	120,542	120,542	120,542	-
TOTAL BENEFITS	380,422	31,702	31,702	31,702	31,702	31,702	31,702	31,702	31,702	31,702	31,702	31,702	31,702	-
TOTAL PERSONNEL COSTS	1,826,922	152,244	152,244	152,244	152,244	152,244	152,244	152,244	152,244	152,244	152,244	152,244	152,244	-
Program and Operating Expenses														
Professional Development	35,000	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	-	2,917
Student Activities	12,500	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	-
Classroom Supplies	54,000	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	-	4,500
Operating Supplies and Services	59,000	4,917	4,917	4,917	4,917	4,917	4,917	4,917	4,917	4,917	4,917	4,917	-	4,917
Administrative Costs	6,000	500	500	500	500	500	500	500	500	500	500	500	500	-
Plant and Facilities	88,500	7,375	7,375	7,375	7,375	7,375	7,375	7,375	7,375	7,375	7,375	7,375	-	7,375
TOTAL PROGRAM AND OPERATING	255,000	21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250	1,542	19,708
Other Expenses														
District Oversight Fee	20,647		-	5,162	-	-	5,162	-	-	5,162	-	-	5,162	-
Special Education Fee	48,522		-	12,131	-	-	12,131	-	-	12,131	-	-	12,131	-
PROP 39-FUA	75,000		-	18,750	-	-	18,750	-	-	18,750	-	-	18,750	-
SFUSD Fees and Payments	144,169	-	-	36,042	-	-	36,042	-	-	36,042	-	-	36,042	-
Administrative Overhead	259,600	21,633	21,633	21,633	21,633	21,633	21,633	21,633	21,633	21,633	21,633	21,633	21,633	
Depreciation	55,000	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	
TOTAL EXPENDITURES	2,540,692	199,710	199,710	235,753	199,710	199,710	235,753	199,710	199,710	235,753	199,710	199,710	216,044	19,708
NET INCOME	32,219	(179,710)	88,700	(58,869)	47,406	(35,181)	(58,869)	87,842	(126,435)	(58,869)	59,387	(35,181)	(41,273)	343,271
ANNUAL CHANGE IN CASH														
Net Income	32,219	(179,710)	88,700	(58,869)	47,406	(35,181)	(58,869)	87,842	(126,435)	(58,869)	59,387	(35,181)	301,998	
(Increase) Decrease in Accounts Receivable	(12,979)	200,000	150,000	-	-	-	-	-	-	-	-	-	(362,979)	
Increase in Accounts Payable	19,708	-	-	-	-	-	-	-	-	-	-	-	19,708	
Depreciation & Amortization	55,000	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	-	
	38,948	20,290	238,700	(58,869)	47,406	(35,181)	(58,869)	87,842	(126,435)	(58,869)	59,387	(35,181)	(41,273)	
Investing Activity														
Capital Expenditures	(30,000)	(10,000)	-	-	-	-	-	-	-	-	-	-	(20,000)	
Total Investing Activity	(30,000)	(10,000)	-	-	-	-	-	-	-	-	-	-	(20,000)	
Total	8.948	10.290	238.700	(58,869)	47.406	(35,181)	(58,869)	87,842	(126,435)	(58,869)	59,387	(35,181)	(61,273)	==
Beginning Cash	516,000	516,000	526,290	764,990	706,122	753,528	718,346	659,478	747,319	620,884	562,015	621,403	586,221	
ENDING CASH	524,948	526,290	764,990	704,990	753,528	718,346	659,478	747,319	620,884	562,015	621,403	586,221	524,948	
ENDING ORDIT	J24,J40	320,230	104,330	100,122	100,020	1 10,340	000,410	171,018	020,004	302,013	U£ 1,4U3	300,221	324,340	

Gateway Middle School														
5-Year Monthly Cash Flow	Year 2	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accrual
	FY 2016-17	2016	2016	2016	2016	2016	2016	2017	2017	2017	2017	2017	2017	2017
Students														
Enrollment	312													
ADA %	96%													
Average Daily Attendance (ADA)	300													
State & Local Government Revenue														
LCFF/General Purpose Entitlement	2,151,612	-	279,710	150,613	236,677	150,613	150,613	236,677	43,032	150,613	236,677	150,613	-	365,774
State Lottery	49,421	-	-	12,355	-	-	12,355	-	-	12,355	-	-	12,355	-
Proposition A - SFUSD	80,870	-	-	-	-	-	-	40,435	-	-	-	-	40,435	-
Proposition H - SFUSD	90,000	-	-	-	-	-	-	-	-	-	-	-	90,000	-
Subtotal State & Local Revenue	2,371,903	-	279,710	162,968	236,677	150,613	162,968	277,113	43,032	162,968	236,677	150,613	142,790	365,774
Federal Revenue														
NCLB Funding	47,923	-	-	-	-	-	-	-	11,981	-	11,981	-	11,981	11,981
Subtotal Federal Revenue	47,923	-	-	-	-	-	-	-	11,981	-	11,981	-	11,981	11,981
Other Revenue	1													
Annual Fundraising	120,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	-
Interest / Return on Investments	120,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	-
TOTAL REVENUE	2,659,827	20,000	299,710	182,968	256,677	170,613	182,968	297,113	75,013	182,968	268,658	170,613	174,771	377,755
EXPENDITURES	1 1													
Certificated Salaries	1,394,640	116,220	116,220	116,220	116,220	116,220	116,220	116,220	116,220	116,220	116,220	116,220	116,220	-
Classified Salaries	103,280	8,607	8,607	8,607	8,607	8,607	8,607	8,607	8,607	8,607	8,607	8,607	8,607	
TOTAL SALARIES	1,497,920	124,827	124,827	124,827	124,827	124,827	124,827	124,827	124,827	124,827	124,827	124,827	124,827	-
TOTAL BENEFITS	423,487	35,291	35,291	35,291	35,291	35,291	35,291	35,291	35,291	35,291	35,291	35,291	35,291	-
TOTAL PERSONNEL COSTS	1,921,407	160,117	160,117	160,117	160,117	160,117	160,117	160,117	160,117	160,117	160,117	160,117	160,117	-
Program and Operating Expenses														
Professional Development	35,000	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	-	2,917
Student Activities	12,500	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	-
Classroom Supplies	54,000	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	-	4,500
Operating Supplies and Services	59,590	4,966	4,966	4,966	4,966	4,966	4,966	4,966	4,966	4,966	4,966	4,966	-	4,966
Administrative Costs	6,000	500	500	500	500	500	500	500	500	500	500	500	500	-
Plant and Facilities	89,385	7,449	7,449	7,449	7,449	7,449	7,449	7,449	7,449	7,449	7,449	7,449	-	7,449
TOTAL PROGRAM AND OPERATING	256,475	21,373	21,373	21,373	21,373	21,373	21,373	21,373	21,373	21,373	21,373	21,373	1,542	19,831
Other Expenses														
District Oversight Fee	21,516		-	5,379	-	-	5,379	-	-	5,379	-	-	5,379	-
Special Education Fee	49,007		-	12,252	-	-	12,252	-	-	12,252	-	-	12,252	-
PROP 39-FUA	75,000		-	18,750	-	-	18,750	-	-	18,750	-	-	18,750	-
SFUSD Fees and Payments	145,524	-	-	36,381	-	-	36,381	-	-	36,381	-	-	36,381	-
Administrative Overhead	267,388	22,282	22,282	22,282	22,282	22,282	22,282	22,282	22,282	22,282	22,282	22,282	22,282	
Barrastation	50.000	4.407	4.407	4.407	4.407	4.407	4.407	4.407	4.407	4.407	4.407	4.407	4.407	
Depreciation	50,000	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	
TOTAL EXPENDITURES	2 040 704	207.939	207.020	244 220	207.020	207.020	244 220	207.020	207.939	244 220	207.020	207.020	224 400	40.024
NET INCOME	2,640,794 19.033	- /	207,939	244,320	207,939 48.738	207,939	244,320	207,939 89.173	. ,	244,320	207,939 60,719	207,939	224,489	19,831 357,924
NET INCOME	19,033	(187,939)	91,770	(61,352)	48,738	(37,326)	(61,352)	89,173	(132,926)	(61,352)	60,719	(37,326)	(49,718)	357,924
 														
ANNUAL CHANGE IN CASH	10.055	(407.005)	04 ===	(04.055)	10.755	(07.055)	(04.055)	00.455	(100.055)	(04.055)	20.7:-	(07.055)	222.25	
Net Income	19,033	(187,939)	91,770	(61,352)	48,738	(37,326)	(61,352)	89,173	(132,926)	(61,352)	60,719	(37,326)	308,206	
(Increase) Decrease in Accounts Receivable	(14,776)	181,490	181,490	- (0.500)	-	-	-	-	-	-	-	-	(377,755)	
Increase in Accounts Payable	123	(6,569)	(6,569)	(6,569)	-	-	-	-	-	-	-	-	19,831	
Depreciation & Amortization	50,000	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	-	
Land Anti-tra	4,380	(13,019)	266,691	(67,921)	48,738	(37,326)	(61,352)	89,173	(132,926)	(61,352)	60,719	(37,326)	(49,718)	
Investing Activity	/	(45											(0.5.5.5.5	
Capital Expenditures	(25,000)	(10,000)	-	-	-	-	-	-	-	-	-	-	(20,000)	
Total Investing Activity	(25,000)	(10,000)	-	-	-	-	-	-	-	-	-	-	(20,000)	
T-1-1	(20,620)	(23,019)	266,691	(67,921)	48,738	(37,326)	(61,352)	89,173	(132,926)	(61,352)	60,719	(37,326)	(69,718)	
Total											-, -		, ., . ,	
Beginning Cash	524,948	524,948	501,929	768,620	700,698	749,436	712,110	650,758	739,931	607,005	545,653	606,372	569,046	

Gateway Middle School														
5-Year Monthly Cash Flow	Year 3	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accrual
	FY 2017-18	2017	2017	2017	2017	2017	2017	2018	2018	2018	2018	2018	2018	2018
Students														
Enrollment	312													
ADA %	96%													
Average Daily Attendance (ADA)	300													
State & Local Government Revenue														
LCFF/General Purpose Entitlement	2,246,400	-	359,424	179,712	179,712	179,712	179,712	179,712	44,928	314,496	179,712	179,712	-	269,568
State Lottery	49,421	-	-	12,355	-	-	12,355	-	-	12,355	-	-	12,355	-
Proposition A - SFUSD	80,870	-	-	-	-	-	-	40,435	-	-	-	-	40,435	-
Proposition H - SFUSD	90,000	-	-	-	-	-	-	-	-	-	-	-	90,000	-
Subtotal State & Local Revenue	2,466,691	-	359,424	192,067	179,712	179,712	192,067	220,147	44,928	326,851	179,712	179,712	142,790	269,568
Federal Revenue			·			·			·		·	-		
NCLB Funding	47,923	-	-	-	-	-	-	-	11,981	-	11,981	-	11,981	11,981
Subtotal Federal Revenue	47,923	_	-	-	-	-	-	-	11,981	-	11,981	-	11,981	11,981
Other Revenue	,								,		,		,	,
Annual Fundraising	140,000	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	-
Interest / Return on Investments	120,000	6,000	22.000	22.000	22.000	6,000	6.000	6,000	6,000	6.000	6.000	6,000	6.000	_
TOTAL REVENUE	2,774,614	17,667	393,091	225,734	213,379	197,379	209,734	237,814	74,575	344,518	209,359	197,379	172,438	281,549
EXPENDITURES	_,,	,	,			,			,	,		101,010	,	
Certificated Salaries	1,448,647	120,721	120,721	120.721	120,721	120.721	120.721	120.721	120,721	120,721	120.721	120,721	120,721	
Classified Salaries	109.628	9,136	9.136	9,136	9,136	9.136	9.136	9,136	9,136	9,136	9,136	9.136	9.136	-
TOTAL SALARIES	1,558,276	129,856	129,856	129,856	129,856	129,856	129,856	129,856	129,856	129,856	129,856	129,856	129,856	
TOTAL SALARIES TOTAL BENEFITS	470,057	39,171	39,171	39,171	39,171	39,171	39,171	39,171	39,171	39,171	39,171	39,171	39,171	
TOTAL PERSONNEL COSTS	2,028,333	169.028	169.028	169.028	169.028	169.028	169.028	169.028	169.028	169.028	169.028	169.028	169.028	
Program and Operating Expenses	2,020,333	109,020	109,020	109,020	109,020	109,020	109,020	109,020	109,020	109,020	109,020	109,020	109,020	
Professional Development	37,500	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	_	3,125
Student Activities	13,000	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	3,123
Classroom Supplies	58.200	4.850	4.850	4.850	4.850	4.850	4,850	4.850	4.850	4,850	4.850	4.850	-	4.850
Operating Supplies and Services	60,186	5,015	5,015	5,015	5,015	5,015	5,015	5,015	5,015	5,015	5,015	5,015	-	5,015
Administrative Costs	6,000	500	500	500	500	500	500	500	500	500	500	500	500	5,015
Plant and Facilities	90,279	7,523	7,523	7,523	7,523	7,523	7,523	7,523	7,523	7,523	7,523	7,523	500	7.523
TOTAL PROGRAM AND OPERATING	265.165	22.097	22.097	22.097	22.097	22.097	22.097	22.097	22.097	22.097	22.097	22.097	1,583	20.514
Other Expenses	205,105	22,097	22,097	22,097	22,097	22,091	22,097	22,091	22,091	22,097	22,097	22,097	1,505	20,514
District Oversight Fee	22,464		_	5,616	-	_	5,616			5,616	-	-	5,616	
Special Education Fee	49,498		-	12,374	-	-	12,374	-	-	12,374	-	-	12,374	
PROP 39-FUA	77.000			19,250		-	19.250	-	-	19.250	-	-	19,250	
SFUSD Fees and Payments	148,962	-	-	37,240	-	-	37,240	-	-	37,240	-	-	37,240	
SPUSD Fees and Payments	140,902	-		31,240			37,240			37,240	-	-	37,240	
Administrative Overhead	275,410	22,951	22,951	22,951	22,951	22,951	22,951	22,951	22,951	22,951	22,951	22,951	22,951	
Administrative Overnead	2/5,410	22,951	22,951	22,951	22,951	22,951	22,951	22,951	22,951	22,951	22,951	22,951	22,951	
Depreciation	40,000	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	
Depreciation	40,000	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	
TOTAL EXPENDITURES	2,757,869	217,409	217,409	254,649	217,409	217,409	254,649	217,409	217,409	254,649	217,409	217,409	234,136	20,514
NET INCOME	16,745	(199,742)	175,682	(28,915)	(4,030)	(20,030)	(44,915)	20,405	(142,833)	89,869	(8,049)	(20,030)	(61,698)	261.035
NET INCOME	10,743	(199,742)	173,082	(28,915)	(4,030)	(20,030)	(44,915)	20,405	(142,833)	89,869	(8,049)	(20,030)	(869,19)	261,035
<u> </u>														
ANNUAL CHANGE IN CASH		(122 - 12)		(22.2.1.2)								(22.22)		
Net Income	16,745	(199,742)	175,682	(28,915)	(4,030)	(20,030)	(44,915)	20,405	(142,833)	89,869	(8,049)	(20,030)	199,337	
(Increase) Decrease in Accounts Receivable	96,206	188,877	188,877	-	-	-	-	-	-	-	-	-	(281,549)	
Increase in Accounts Payable	682	(6,610)	(6,610)	(6,610)	-	-	-	-	-	-	-	-	20,514	
Depreciation & Amortization	40,000	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	-	
	113,634	(17,475)	357,949	(35,526)	(4,030)	(20,030)	(44,915)	20,405	(142,833)	89,869	(8,049)	(20,030)	(61,698)	
Investing Activity														
Capital Expenditures	(25,000)	(15,000)	-	-	-	-	-	-	-	-	-	-	(15,000)	
Total Investing Activity	(25,000)	(15,000)	-	-	-	-	-	-	-	-	-	-	(15,000)	
Total	88,634	(32,475)	357.949	(35,526)	(4.030)	(20.030)	(44.915)	20.405	(142.833)	89.869	(8.049)	(20.030)	(76.698)	
	30,034		/		(, ,	(-,,	(//	-,	(,/	,	(-,,	(-,/	(-,,	
Beginning Cash	504,328	504,328	471,853	829,802	794,276	790,246	770,215	725,300	745,705	602,871	692,740	684.690	664,660	

Gateway Middle School			Ţ		T		T		J	I			I	
5-Year Monthly Cash Flow	Year 4	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accrual
	FY 2018-19	2018	2018	2018	2018	2018	2018	2019	2019	2019	2019	2019	2019	2019
Students												-0.10		
Enrollment	312													
ADA %	96%													
Average Daily Attendance (ADA)	300													
	-													
State & Local Government Revenue														
LCFF/General Purpose Entitlement	2,351,232	-	376,197	188,099	188,099	188,099	188,099	188,099	47,025	329,172	188,099	188,099	-	282,148
State Lottery	49,421	-	_	12,355	-	-	12,355	-	-	12,355	-	-	12.355	
Proposition A - SFUSD	80,870	-	-	-	-	-	-	40,435	-	-	-	-	40,435	-
Proposition H - SFUSD	90,000	-	_	-	-	-	-	_	-	-	-	_	90,000	_
Subtotal State & Local Revenue	2,571,523	-	376,197	200,454	188,099	188,099	200,454	228,534	47,025	341,528	188,099	188,099	142,790	282,148
Federal Revenue	, , , , , ,							-,	,			/	,	
NCLB Funding	47,923	-	-	-	-	-	-	-	11,981	-	11,981	-	11,981	11,981
Subtotal Federal Revenue	47,923	-	-	-	-	-	-	-	11,981	-	11,981	-	11,981	11,981
Other Revenue	,								,		,		,	, , , , , , , , , , , , , , , , , , , ,
Annual Fundraising	140,000	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	-
Interest / Return on Investments	120,000	6,000	22,000	22,000	22,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	-
TOTAL REVENUE	2,879,446	17,667	409,864	234,120	221,765	205,765	218,120	246,200	76,672	359,194	217,746	205,765	172,438	294,129
EXPENDITURES		·	,	·	·	·	·	·	,		·	,	,	
Certificated Salaries	1,501,593	125,133	125,133	125,133	125,133	125,133	125,133	125,133	125,133	125,133	125,133	125,133	125,133	_
Classified Salaries	112,047	9,337	9,337	9,337	9,337	9,337	9,337	9,337	9,337	9,337	9,337	9,337	9,337	-
TOTAL SALARIES	1,613,641	134,470	134,470	134,470	134,470	134,470	134,470	134,470	134,470	134,470	134,470	134,470	134,470	_
TOTAL BENEFITS	518,868	43,239	43,239	43,239	43,239	43,239	43,239	43,239	43,239	43,239	43,239	43,239	43,239	-
TOTAL PERSONNEL COSTS	2,132,509	177,709	177,709	177,709	177,709	177,709	177,709	177,709	177,709	177,709	177,709	177,709	177,709	-
Program and Operating Expenses	2,102,000	111,100	111,100	111,100	111,100	111,100	111,100	111,100	111,100	111,100	111,100	111,100	111,100	
Professional Development	37,500	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	_	3,125
Student Activities	14,000	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	5,125
Classroom Supplies	58,200	4,850	4,850	4,850	4,850	4,850	4,850	4,850	4,850	4,850	4,850	4,850	-	4.850
Operating Supplies and Services	60,788	5,066	5.066	5.066	5.066	5.066	5.066	5.066	5,066	5,066	5.066	5.066	-	5.066
Administrative Costs	6,000	500	500	500	500	500	500	500	500	500	500	500	500	
Plant and Facilities	91,182	7,598	7,598	7,598	7,598	7,598	7,598	7,598	7,598	7,598	7,598	7.598	-	7.598
TOTAL PROGRAM AND OPERATING	267.669	22,306	22,306	22,306	22,306	22,306	22,306	22,306	22.306	22,306	22.306	22.306	1.667	20.639
Other Expenses	201,003	22,300	22,300	22,300	22,300	22,300	22,300	22,300	22,500	22,300	22,300	22,500	1,007	20,033
District Oversight Fee	23,512		_	5,878	-	_	5.878	-	-	5,878	_	-	5,878	-
Special Education Fee	49,993		_	12.498		-	12,498	_	_	12.498		-	12.498	
PROP 39-FUA	77,000			19,250	-	-	19,250	-		19,250		-	19,250	
SFUSD Fees and Payments	150,505	-	-	37,626		-	37,626	-	-	37,626	-	-	37,626	
or oob rees and rayments	130,303	_	_	37,020		_	37,020	_	_	37,020		_	37,020	
Administrative Overhead	283,672	23,639	23,639	23.639	23.639	23.639	23.639	23.639	23.639	23,639	23,639	23.639	23,639	
Administrative Overnead	203,072	25,055	23,033	25,055	25,055	25,055	25,055	25,055	23,033	25,055	23,033	23,033	25,055	
Depreciation	30,000	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	
Depreciation	30,000	2,300	2,300	2,300	2,300	2,300	2,300	2,300	2,500	2,300	2,500	2,500	2,300	
TOTAL EXPENDITURES	2,864,355	226,154	226,154	263,780	226,154	226,154	263,780	226,154	226,154	263,780	226,154	226,154	243,141	20,639
NET INCOME	15,091	(208,488)	183,710	(29,660)	(4,389)	(20,389)	(45,660)	20,046	(149,482)	95,414	(8,408)	(20,389)	(70,703)	273,490
THE THOOME	13,031	(200,400)	103,710	(23,000)	(4,303)	(20,303)	(43,000)	20,040	(143,402)	33,414	(0,400)	(20,303)	(10,103)	213,430
ANNUAL CHANGE IN CASH														
Net Income	15,091	(208,488)	183,710	(29,660)	(4,389)	(20,389)	(45,660)	20,046	(149,482)	95,414	(8,408)	(20,389)	202,786	
				(29,000)	(4,369)	(20,369)	(45,000)	20,046	(149,462)	95,414	(6,406)	(20,369)		
(Increase) Decrease in Accounts Receivable Increase in Accounts Payable	(12,580) 125	140,774 (6,838)	140,774 (6,838)	(6,838)	-	-	-		-	-			(294,129) 20,639	
Depreciation & Amortization	30,000	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	20,639	
Depreciation & Amortization	2,637	(74,551)	317,646	(36,498)	(4,389)	(20,389)	(45,660)	2,500 20,046		95,414	(8,408)		(70,703)	
Investing Activity	2,03/	(74,551)	317,046	(30,498)	(4,389)	(20,389)	(45,000)	20,046	(149,482)	95,414	(8,408)	(20,389)	(70,703)	
	(OF 000)	(40.000)											(20,000)	
Capital Expenditures	(25,000)	(10,000)	-	-	-	-	-	-	-	-	-	-	(20,000)	
Total Investing Activity	(25,000)	(10,000)	-	-	-	-	-	-	-	-	-	-	(20,000)	
Total	(22,363)	(84,551)	317,646	(36,498)	(4,389)	(20,389)	(45,660)	20,046	(149,482)	95,414	(8,408)	(20,389)	(90,703)	
Beginning Cash	592,962	592,962	508,411	826,057	789,559	785,170	764,782	719,122	739,168	589,686	685,100	676,691	656,303	
ENDING CASH	570,599	508,411	826,057	789,559	785,170	764,782	719,122	739,168	589,686	685,100	676,691	656,303	565,599	

Gateway Middle School														
5-Year Monthly Cash Flow	Year 5	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accrual
	FY 2019-20	2019	2019	2019	2019	2019	2019	2020	2020	2020	2020	2020	2020	2020
Students														
Enrollment	312													
ADA %	96%													
Average Daily Attendance (ADA)	300													
State & Local Government Revenue														
LCFF/General Purpose Entitlement	2,464,131	-	394,261	197,130	197,130	197,130	197,130	197,130	49,283	344,978	197,130	197,130	-	295,696
State Lottery	49,421	-	-	12,355	-	-	12,355	-	-	12,355	-	-	12,355	-
Proposition A - SFUSD	80,870	-	-	-	-	-	-	40,435	-	-	-	-	40,435	-
Proposition H - SFUSD	90,000	-	-	-	-	-	-	-	-	-	-	-	90,000	-
Subtotal State & Local Revenue	2,684,422	-	394,261	209,486	197,130	197,130	209,486	237,566	49,283	357,334	197,130	197,130	142,790	295,696
Federal Revenue														
NCLB Funding	47,923	-	-	-	-	-	-	-	11,981	-	11,981	-	11,981	11,981
Subtotal Federal Revenue	47,923	-	-	-	-	-	-	-	11,981	-	11,981	-	11,981	11,981
Other Revenue														
Annual Fundraising	140,000	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	-
Interest / Return on Investments	120,000	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	-
TOTAL REVENUE	2,992,346	23,333	417,594	232,819	220,464	220,464	232,819	260,899	84,597	380,667	232,445	220,464	178,105	307,677
EXPENDITURES														
Certificated Salaries	1,556,553	129,713	129,713	129,713	129,713	129,713	129,713	129,713	129,713	129,713	129,713	129,713	129,713	-
Classified Salaries	114,539	9,545	9,545	9,545	9,545	9,545	9,545	9,545	9,545	9,545	9,545	9,545	9,545	-
TOTAL SALARIES	1,671,092	139,258	139,258	139,258	139,258	139,258	139,258	139,258	139,258	139,258	139,258	139,258	139,258	
TOTAL BENEFITS	570,795	47,566	47,566	47,566	47,566	47,566	47,566	47,566	47,566	47,566	47,566	47,566	47,566	_
TOTAL PERSONNEL COSTS	2,241,886	186.824	186,824	186,824	186,824	186,824	186,824	186.824	186.824	186,824	186.824	186.824	186.824	_
Program and Operating Expenses	_,_,,,,,,,	100,021	100,021	,	100,021	,	100,021	100,021	100,02	100,021	100,021	100,021	100,021	
Professional Development	37,500	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	-	3,125
Student Activities	14,000	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	
Classroom Supplies	58,200	4.850	4.850	4.850	4.850	4.850	4,850	4.850	4.850	4,850	4.850	4.850	-	4.850
Operating Supplies and Services	62,004	5,167	5,167	5,167	5,167	5,167	5,167	5,167	5,167	5,167	5,167	5,167	-	5,167
Administrative Costs	6,120	510	510	510	510	510	510	510	510	510	510	510	510	-
Plant and Facilities	93,005	7,750	7,750	7.750	7,750	7.750	7.750	7,750	7,750	7,750	7.750	7.750	-	7.750
TOTAL PROGRAM AND OPERATING	270.830	22.569	22.569	22,569	22,569	22,569	22,569	22.569	22.569	22.569	22.569	22.569	1.677	20.892
Other Expenses	-,	,	,	,	,	,	,	,	,	,	,	,	, ,	-,
District Oversight Fee	24,641		-	6,160	-	-	6,160	-	-	6,160	-	-	6,160	-
Special Education Fee	50,492		-	12,623	-	-	12,623	-	-	12,623	-	-	12,623	-
PROP 39-FUA	77.000		-	19.250	-	-	19.250	-	-	19.250	-	-	19.250	-
SFUSD Fees and Payments	152,134	-	-	38,033	-	-	38,033	-	-	38,033	-	-	38,033	-
				,						,			,	
Administrative Overhead	292,182	24,349	24,349	24,349	24,349	24,349	24,349	24,349	24,349	24,349	24,349	24,349	24,349	
			,	,	,	,		,	-	,	·		,	
Depreciation	25,000	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	
TOTAL EXPENDITURES	2,982,032	235,825	235,825	273,858	235,825	235,825	273,858	235,825	235,825	273,858	235,825	235,825	252,966	20,892
NET INCOME	10,314	(212,491)	181,769	(41,039)	(15,361)	(15,361)	(41,039)	25,074	(151,228)	106,809	(3,380)	(15,361)	(74,861)	286,784
											, ,			
ANNUAL CHANGE IN CASH														
Net Income	10,314	(212,491)	181,769	(41,039)	(15,361)	(15,361)	(41,039)	25,074	(151,228)	106,809	(3,380)	(15,361)	211,923	
(Increase) Decrease in Accounts Receivable	(13,548)	147,064	147,064	-	- (10,001)	-	- (**,555)	-	-	-	-	-	(307,677)	
Increase in Accounts Payable	253	(6,880)	(6,880)	(6,880)	-	-	-	-	-	_	-	_	20,892	
Depreciation & Amortization	25,000	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	-	
	(2,981)	(72,307)	321,954	(47,919)	(15,361)	(15,361)	(41,039)	25,074	(151,228)	106,809	(3,380)	(15,361)	(74,861)	
Investing Activity	(=,501)	(. =,551)	02.,004	(,510)	(.5,551)	(.0,001)	(,555)	-0,014	(,)		(5,550)	(.0,001)	(,551)	
Capital Expenditures	(25,000)	(10,000)	-	_	-	-	-	-	-	_	-	_	(20,000)	
Total Investing Activity	(25,000)	(10,000)	_	-	-	-	-	-	-	-	-	-	(20,000)	
		, , ,											. , ,	
Total	(27,981)	(82,307)	321,954	(47,919)	(15,361)	(15,361)	(41,039)	25,074	(151,228)	106,809	(3,380)	(15,361)	(94,861)	
Beginning Cash	570,599	570,599	488,292	810,246	762,327	746,966	731,605	690,566	715,640	564,412	671,221	667,841	652,480	
ENDING CASH	542,618	488,292	810,246	762,327	746,966	731,605	690,566	715,640	564,412	671,221	667,841	652,480	557,618	

FINANCIAL STATEMENTS

Year Ended June 30, 2014 (With Summarized Comparative Totals for 2013)



INDEPENDENT AUDITORS' REPORT

TO THE BOARD OF TRUSTEES

GATEWAY PUBLIC SCHOOLS

Report on the Financial Statements

We have audited the accompanying financial statements of <u>GATEWAY PUBLIC SCHOOLS</u> (a nonprofit organization), which comprise the statement of financial position as of June 30, 2014, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Organization's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting principles used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of <u>GATEWAY PUBLIC SCHOOLS</u> as of June 30, 2014, and the changes in its net assets and its cash flows for the year then ended, in accordance with accounting principles generally accepted in the United States of America.

Other Matters - Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying supplementary information on pages 22-32 are presented for purposes of additional analysis as required by the California Code Regulations ("CCR") Title 5, Division 1.5 Guide to Standards and Procedures for Audits of California K-12 Local Educational Agencies 2013-2014 issued by the Education Audit Appeals Panel, and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Report on Internal Control Required by Government Auditing Standards

In accordance with Government Auditing Standards, we have also issued our report dated November 19, 2014, on our consideration of GATEWAY PUBLIC SCHOOLS' internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards in considering the Organization's internal control over financial reporting and compliance.

Report on State Compliance under Government Auditing Standards and Standards and Procedures for Audits of California K-12 Local Educational Agencies

In accordance with Government Auditing Standards and California Code Regulations ("CCR") Title 5, Division 1.5 Guide to Standards and Procedures for Audits of California K-12 Local Educational Agencies 2013-2014, issued by the Education Audit Appeals Panel, we have also issued our report dated November 19, 2014, on our consideration of GATEWAY PUBLIC SCHOOLS' compliance with the statutory requirements and other matters specified in the Standards and Procedures for Audits of California K-12 Local Educational Agencies 2013-2014. The purpose of that report is to describe the scope of our testing of compliance and the results of that testing, and to provide an opinion on the Organization's compliance based on our audit. That report is an integral part of an audit performed in accordance with Government Auditing Standards and California Code Regulations ("CCR") Title 5, Division 1.5 Guide to Standards and Procedures for Audits of California K-12 Local Educational Agencies 2013-2014, issued by the Education Audit Appeals Panel in considering the Organization's compliance with the statutory requirements.

Report on Summarized Comparative Information

We have previously audited the Organization's 2013 financial statements, and we expressed an unmodified opinion on those audited financial statements in our report dated November 15, 2013. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2013, is consistent, in all material respects, with the audited financial statements from which it has been derived.

SHEA LABAGH DOBBERSTEIN Certified Public Accountants, Inc.

San Francisco, California November 19, 2014

STATEMENTS OF FINANCIAL POSITION

June 30, 2014 (With Summarized Comparative Totals for 2013)

					2014					2013
	UNRES	TRI	CTED		REST	RICTE	D			
	 Operating		Board Designated		Гетрогагіly	Pei	manently	TOTAL		TOTAL
<u>ASSETS</u>										
CURRENT ASSETS Cash and Cash Equivalents State and Federal Funds Receivable Promises to Give Prepaid Expenses and Other Current Assets	\$ 1,463,754 809,569 - 24,747	\$	- - -	\$	11,300 - 2,500 -	\$	- - -	\$ 1,475,054 809,569 2,500 24,747	\$	833,038 1,500,771 128,500 31,559
TOTAL CURRENT ASSETS	2,298,070				13,800		-	 2,311,870		2,493,868
INVESTMENTS	 966,286		3,796,280	_	73,077		229,786	 5,065,429		4,167,489
PROPERTY AND EQUIPMENT, NET Cost Less: Accumulated Depreciation	1,419,147		-		-		-	1,419,147		1,201,076
and Amortization	 (994,326)				-			 (994,326)		(834,106)
TOTAL PROPERTY AND EQUIPMENT, NET	 424,821				-		-	 424,821		366,970
OTHER ASSETS Restricted Cash for Grants from State Funds	 117,000		_				-	 117,000		93,000
TOTAL ASSETS	\$ 3,806,177	\$	3,796,280	\$	86,877	\$	229,786	\$ 7,919,120	\$	7,121,327
LIABILITIES AND NET ASSETS										
CURRENT LIABILITIES Accounts Payable and Accrued Expenses State Funds Payable Advances from State Agencies	\$ 641,006 172,011 236,146	\$		\$	- -	\$	-	\$ 641,006 172,011 236,146	\$	484,021 289,498 -
TOTAL CURRENT LIABILITIES	 1,049,163		-	_	-		-	 1,049,163		773,519
NET ASSETS Unrestricted Undesignated Board Designated Temporarily Restricted Permanently Restricted	 2,757,014		3,796,280		- - 86,877 -		229,786	 2,757,014 3,796,280 86,877 229,786		2,740,651 3,200,279 177,092 229,786
TOTAL NET ASSETS	 2,757,014		3,796,280	_	86,877		229,786	 6,869,957	<u>.</u>	6,347,808
TOTAL LIABILITIES AND NET ASSETS	\$ 3,806,177	\$	3,796,280	\$	86,877	\$	229,786	\$ 7,919,120	\$	7,121,327

STATEMENTS OF ACTIVITIES AND CHANGES IN NET ASSETS

Year Ended June 30, 2014 (With Summarized Comparative Totals for 2013)

	2014							2013				
		UNRES	TRI	CTED		RESTR	ICT:	ED				· · · · · · · · · · · · · · · · · · ·
				Board								
		Operating		Designated	Te	mporarily	Pe	rmanently	_	TOTAL		TOTAL
REVENUES, GAINS AND OTHER SUPPORT												
Support:												
State Funds	\$	5,805,652	\$	_	\$	_	\$	_	S	5,805,652	\$	4,632,210
Federal Funds	Ф	74,737	ψ	_	Ψ	_	T)	_	Ψ	74,737	Ψ	303,049
Private Contributions		1,029,038		_		_		_		1,029,038		852,432
Special Events and Fundraising		335,504		_		_				335,504		348,169
Special Events and Fundraising	_	777,704	_							333,304		340,109
		7,244,931		-		-		-		7,244,931		6,135,860
Board Designated Transfers		325,000		(325,000)		•		-		•		v .
Net Assets Released from Restrictions		126,000				(126,000)		-		-		
TOTAL REVENUES, GAINS												
AND OTHER SUPPORT		7,695,931		(325,000)		(126,000)	_			7,244,931		6,135,860
EXPENSES												
Program Services:												
Instructional and Student Activities		5,867,556		_		-		-		5,867,556		5,343,294
Supporting Services:		, ,,,,,,,,								, ,		. ,
Fundraising		374,542		_		-		-		374,542		314,090
General and Administrative		1,114,390		-		~				1,114,390		1,194,275
TOTAL EXPENSES		7,356,488		- -		-		-		7,356,488		6,851,659
CHANGES IN NET ASSETS		400 444		(005 000)								(51.5.500)
BEFORE OTHER CHANGES		339,443		(325,000)		(126,000)		-		(111,557)		(715,799)
OTHER CHANGES Investment Return Reduced by the												
Portion of Cumulative Net Appreciation												
Designated for Current Operations		1,920		596,001		35,785		-		633,706		523,421
CHANGES IN NET ASSETS		341,363		271,001		(90,215)		_		522,149		(192,378)
CHANGES IN NET ASSETS		341,503		271,001		(50,213)		_		324,143		(172,270)
BOARD DESIGNATED TRANSFERS -		(22 - 222)										
FUTURE OPERATIONS		(325,000)		325,000		-		•		•		~
NET ASSETS AT BEGINNING OF YEAR	_	2,740,651	_	3,200,279		177,092		229,786		6,347,808		6,540,186
NET ASSETS AT END OF YEAR	\$	2,757,014	\$	3,796,280	\$	86,877	\$	229,786	\$	6,869,957	\$	6,347,808

STATEMENTS OF FUNCTIONAL EXPENSES

Year Ended June 30, 2014 (With Summarized Comparative Totals for 2013)

		20	14		2013
	PROGRAM	CLIDDODTI	NG SEDVICES		
	SERVICES Instructional and Student Activities	Fundraising	NG SERVICES General and Administrative	TOTAL	TOTAL
Salaries	\$ 3,702,318	\$ 208,781	\$ 757,318	\$ 4,668,417	\$ 4,327,978
Employee Benefits	472,585	26,650	96,668	595,903	549,436
Retirement	240,450	13,559	49,185	303,194	272,995
Facilities Use	156,714	-	12,979	169,693	86,208
Accounting	-	•	27,950	27,950	27,950
Accreditation	810	-	-	810	1,506
Admission	8,008	-		8,008	4,337
Athletics	63,415	-	~	63,415	59,784
Board	~	-	4,721	4,721	1,664
Classroom	105,173	-	-	105,173	76,258
Depreciation and Amortization	144,198	-	16,022	160,220	124,384
Development	-	35,203	-	35,203	29,962
Dues and Subscriptions	6,034	_	-	6,034	5,377
Facilities Repair and Maintenance	36,826	-	-	36,826	27,108
Faculty Recruiting	3,710	-	-	3,710	3,415
Insurance	27,791	-	3,088	30,879	26,577
Janitorial	105,937		7,726	113,663	98,412
Luncheon and Auction Expense	-	75,215	· -	75,215	64,707
Miscellaneous	1,595	_	-	1,595	2,734
Office	29,602	-	6,998	36,600	31,549
Outside Services	-		1,857	1,857	2,552
Oversight Fee	_	-	51,552	51,552	41,738
Payroll Processing	6,691	377	1,369	8,437	8,600
Payroll Taxes	123,074	6,940	25,175	155,189	182,336
Postage	14,092	2,788	697	17,577	13,340
Principal and Vice-Principal Discretionary	8,226	-	5,940	14,166	8,838
Printing	54,991	1,685	1,685	58,361	51,687
Professional Development	49,586	-	1,578	51,164	80,353
Professional Services	14,675	-	*	14,675	3,617
Security	5,819		647	6,466	6,288
Special Education	124,523	-	-	124,523	323,435
Student Activities	33,105	•	-	33,105	32,123
Substitute Teachers	76,366	-		76,366	64,074
Technology Support	79,658	_	14,266	93,924	67,436
Telephone	19,533	-	2,170	21,703	8,489
Temporary Services	420	-	4,872	5,292	3,220
Utilities	92,327	•	7,796	100,123	58,574
Worker's Compensation Insurance	59,304	3,344_	12,131	74,779	72,618
	\$ 5,867,556	\$ 374,542	\$ 1,114,390	\$ 7,356,488	\$ 6,851,659
		· · · · · · · · · · · · · · · · · · ·			

STATEMENTS OF CASH FLOWS

NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS

Year Ended June 30, 2014 (With Summarized Comparative Totals for 2013)

	 2014	2013	
CASH FLOWS FROM OPERATING ACTIVITIES			
Changes in Net Assets	\$ 522,149	\$	(192,378)
Adjustments to Reconcile Changes in Net Assets	,		(, ,, ,, ,,
to Net Cash Provided by (Used in) Operating Activities:			
Depreciation and Amortization	160,220		124,384
Net Realized and Unrealized Gains on Investments	(514,673)		(402,306)
Noncash Investment Donations	(292,306)		(124,029)
(Increase) Decrease in Operating Assets:			, , ,
State and Federal Funds Receivable	691,202		(731,806)
Promises to Give	126,000		221,020
Prepaid Expenses and Other Current Assets	6,812		(14,062)
Increase (Decrease) in Operating Liabilities:	·		. , ,
Accounts Payable and Accrued Expenses	156,985		27,897
State Funds Payable	(117,487)		(129,692)
Deferred Revenue	 236,146		-
NET CASH PROVIDED BY (USED IN) OPERATING ACTIVITIES	 975,048	w	(1,220,972)
CASH FLOWS FROM INVESTING ACTIVITIES			
Changes in Restricted Cash	(24,000)		(13,000)
Purchases of Investments	(94,292)		(328,526)
Proceeds from Sale of Investments	3,331		1,500,643
Purchases of Property and Equipment	 (218,071)		(176,504)
NET CASH PROVIDED BY (USED IN) INVESTING ACTIVITIES	 (333,032)	********	982,613
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	642,016		(238,359)
CASH AND CASH EQUIVALENTS AT BEGINNING OF YEAR	 833,038		1,071,397
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ 1,475,054	\$	833,038

NOTES TO FINANCIAL STATEMENTS

June 30, 2014

NOTE 1 – ORGANIZATION

Gateway Public Schools (the "Organization"), incorporated in August 1997, operates not-for-profit college preparatory charter schools located in San Francisco, California. The Organization consists of Gateway High School and Gateway Middle School, which are both San Francisco Unified School District ("SFUSD") public charter schools, operating under the Charter Schools Act of 1992. The Organization is committed to academic excellence through personalized, student-centered learning.

Gateway High School's charter was granted on January 27, 1998 and is effective through June 30, 2019. Gateway Middle School's charter was approved on April 13, 2010 and is effective through June 30, 2015.

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

<u>Basis of Presentation</u> – The financial statements of the Organization have been prepared on the accrual basis.

Accounting principles generally accepted in the United States of America require that the Organization report information about its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets.

<u>Unrestricted</u>: Those net assets and activities which represent the portion of expendable funds that are available to support the Organization's operations. The Board of Trustees may designate a portion of these net assets for specific purposes.

<u>Temporarily Restricted</u>: Those net assets and activities which are donor-restricted for (a) support for specific operating activities; (b) investment for a specified term; (c) use in a specified future period; or (d) acquisition of long-lived assets.

<u>Permanently Restricted</u>: Those net assets and activities which are permanently donor-restricted for holdings of (a) assets donated with stipulations that they be used for a specified purpose, be preserved, and not be sold; or (b) assets donated with stipulations that they be invested to provide a permanent source of income.

<u>Use of Estimates</u> – The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

NOTES TO FINANCIAL STATEMENTS

June 30, 2014

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

<u>Cash and Cash Equivalents</u> – The Organization considers all highly liquid investments with an initial maturity of three months or less when purchased to be cash equivalents. Cash equivalents are invested in mutual funds that invest in short-term high quality government and municipal securities.

State and Federal Funds Receivable – The Organization's state and federal funds receivable consist of the State of California's public education monies through the SFUSD and other educational federal grants that have not been received. No allowance for doubtful accounts has been established as of June 30, 2014 and 2013, as receivables are expected to be collected in full.

Promises to Give — Unconditional promises to give are recorded at fair value and recognized as revenues or gains in the period such promises are made by the donor. Unconditional promises to give are recorded at fair market value. Unconditional promises to give that are due in subsequent years are reported at the present value of their net realizable value, determined using the risk-free interest rate of return based on the yield of the United States of America Treasury security with a maturity date similar to the expected collection period applicable for the year in which the promises are to be received. Amortization of the resulting discount is recognized as additional contributions revenue. Conditional promises to give are recognized only when the conditions on which they depend are substantially met and the promises become unconditional. The conditional promises to give for the planning and implementation of additional grades in the middle school of approximately \$37,000 at June 30, 2013 have been fulfilled. There were no conditional promises to give at June 30, 2014.

The Organization uses the allowance method to record uncollectible unconditional promises. The allowance is based on prior year's experience and management's analysis of specific promises made. There is no reserve for uncollectibility as of June 30, 2014 and 2013 as uncollectible promises are expected to be insignificant.

<u>Investments</u> – The Organization states investments with readily determinable fair values at their fair values in the accompanying statements of financial position. Donated investments received are recorded at their fair value on the date of donation. Gains and losses and investment income derived from investments are accounted for as unrestricted, temporarily restricted, or permanently restricted based on restrictions, if any, in the accompanying statements of activities and changes in net assets.

The Organization reports its investments using a three-level hierarchy under the Financial Accounting Standards Board Accounting Standards Codification ("FASB ASC") section for Fair Value Measurements and Disclosures. FASB ASC Fair Value Measurements and Disclosures establishes a hierarchical disclosures framework which prioritizes and ranks the level of market price observability used in measuring investments at fair value.

NOTES TO FINANCIAL STATEMENTS

June 30, 2014

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

<u>Investments</u> (Continued) – FASB ASC Fair Value Measurements and Disclosures requires investments measured and reported at fair value to be classified and disclosed in one of the following categories:

<u>Level 1</u> — Quoted prices are available in active markets for identical investments as of the reporting date. The Organization does not adjust the quoted price for these investments even in situations where the Organization holds a large position and a sale could reasonably impact the quoted price.

<u>Level 2</u> – Pricing inputs are other than quoted prices in active markets, which are either directly or indirectly observable as of the reporting date, and fair value is determined through the use of models or other valuation methodologies.

<u>Level 3</u> – Pricing inputs are unobservable and include situations where there is little, if any, market activity for the investment.

In certain cases, the inputs used to measure fair value may fall into different levels of the fair value hierarchy. In such cases, an investment's level within the fair value hierarchy is based on the lowest level of input that is significant to the fair value measurement. Management's assessment of the significance of a particular input to the fair value measurement in its entirety requires judgment, and considers factors specific to the investment. For the year ended June 30, 2014, there has been no change in the Organization's valuation techniques and related inputs considered in the valuation process.

The mutual funds in which the Organization invests are reported at the net asset value made publicly available daily, at which redemptions and investments take place for the following day. The investments held by the mutual fund are required by the Securities and Exchange Commission to be measured daily at fair value. The resulting net asset value is a Level 1 measure.

Realized gains or losses on investments represent the difference between the original cost of the securities on a specific identified cost basis and the related fair market value on the date of sale or distribution. They include the original cost of the investments written-off, if any. When the investments are sold, gains or losses are classified as realized. The deemed gains or losses from any in-kind distribution of securities represent the difference between the fair value of the securities distributed as of the date of distribution and the original cost. The difference between the original cost and the fair value of investments held at the end of the year represents unrealized appreciation or depreciation.

<u>Property and Equipment</u> – The Organization's property and equipment in excess of \$2,500, with an estimated useful life in excess of one year, are carried at cost or, if donated, at estimated fair value on the date of the gift less allowances for accumulated depreciation and amortization. If donors stipulate how long the assets must be used, the contributions are recorded as restricted support. In the absence of such stipulations, contributions of property and equipment are recorded as unrestricted support.

NOTES TO FINANCIAL STATEMENTS

June 30, 2014

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

<u>Property and Equipment</u> (Continued) – Depreciation and amortization is computed using the straight-line method over the asset's estimated useful lives, which range from 3 to 10 years. Leasehold costs and improvements are amortized on the straight-line method over the shorter of the lease term or the estimated useful lives of the assets. Maintenance and repairs are charged to expense as incurred; major renewals and betterments are capitalized.

The Organization regularly evaluates its long-lived assets for indicators of possible impairment. Should an impairment exist, the impairment loss would be measured based on the excess carrying value over the asset's fair market value. The Organization has not identified any such impairment losses to date.

Restricted Cash – At June 30, 2014 and 2013, restricted cash of \$117,000 and \$93,000, respectively, was held as a minimum reserve per agreement with the SFUSD (Note 12).

<u>Deferred Revenue</u> – Deferred revenue consists of the excess of funds received in advance from state and federal agencies over the qualified expenses that has been incurred through June 30, 2014.

Revenue Recognition:

<u>State Funds</u> – The Organization's support is derived primarily from the State of California's public education monies received through the SFUSD and are recognized as revenue by the Organization based on the average daily attendance ("ADA") of students.

<u>Federal Funds</u> – The Organization also received other educational federal grants. Revenues are recognized when expenditures have been incurred in accordance with the grant agreement.

Contributions – Contributions consist principally of donations from individuals, corporations and other not-for-profit organizations. Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted support depending on the existence and/or nature of any donor restrictions. Support that is restricted by the donor is reported as an increase in unrestricted net assets if the restriction expires in the reporting period in which the support is recognized. All other donor-restricted support is reported as an increase in temporarily or permanently restricted net assets, depending on the nature of the restriction. When a restriction expires (that is, when a stipulated time restriction ends or purpose restriction is accomplished), restricted net assets are reclassified to unrestricted net assets and reported in the accompanying statements of activities and changes in net assets as net assets released from restrictions.

<u>Donated Services</u> – The Organization generally pays for services requiring specific expertise. However, many individuals volunteer their time and perform a variety of tasks that assist the Organization with campaign solicitations and various committee assignments. The services of volunteers, while often significant in value, do not meet the criteria for financial statement recognition and, accordingly, are not recorded on these financial statements.

NOTES TO FINANCIAL STATEMENTS

June 30, 2014

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

<u>Functional Expenses</u> – The costs of the Organization's various activities have been summarized on a functional basis in the accompanying statements of activities and changes in net assets. Expenses directly identifiable with programs are charged to program services. Fundraising expenses include all direct costs of inducing contributions for general and specific purposes. General and administrative expenses include expenses not directly identifiable with programs but which provide for overall support and direction of the Organization.

Concentration of Credit Risk – Financial instruments, which potentially subject the Organization to credit risk, consist principally of cash and cash equivalents, unconditional promises to give, state and federal funds receivable and investments with financial institutions. These instruments are also subject to other market risk conditions such as interest rate risk, equity market risks and their implied volatilities and market liquidity and funding risks.

The Organization's credit risk is inherent principally in its investments. Adverse economic conditions either nationwide or internationally may result in a reduction of the investments' carrying amount. The maximum loss on the investments would be the carrying amount in the financial statements, less amounts insured by the Securities Investor Protection Corporation which is generally up to \$500,000 for all brokerage accounts, including up to \$250,000 for cash. As of June 30, 2014 and 2013, the Organization had investment balances in excess of the insured limits.

Cash and cash equivalents on deposit with financial institutions are guaranteed by the Federal Deposit Insurance Corporation ("FDIC") up to \$250,000 as of June 30, 2014 and 2013 for all interest bearing cash accounts with each financial institution. At various times during the years ended June 30, 2014 and 2013, the Organization had cash balances in excess of the insured limits. The Organization has not experienced any losses in these short-term investments and believes it is not exposed to any significant credit risk.

<u>Income Taxes</u> — The Organization is a qualified organization exempt from Federal and California income taxes under the provision of Internal Revenue Code ("IRC") Section 501(a) as an organization described under IRC Section 501(c)(3) and 23701d of the California Revenue and Taxation Code, respectively. Accordingly, the Organization has paid no income taxes and the financial statements include no provision for income taxes.

Accounting principles generally accepted in the United States of America provide accounting and disclosure guidance about positions taken by an organization in its tax returns that might be uncertain. Management has considered its tax positions and believes that all of the positions taken by the Organization in its federal and state tax returns are more likely than not to be sustained upon examination. The Organization is subject to examination for the 2010 through 2013 tax years by federal taxing authority and for the 2009 through 2013 tax years by state taxing authority. If such examination results in changes to the Organization's reported income or loss, the tax liability could be changed accordingly.

NOTES TO FINANCIAL STATEMENTS

June 30, 2014

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

<u>Comparative Financial Information</u> – The accompanying financial statements include certain prior year summarized comparative information in total, but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with generally accepted accounting principles. Accordingly, such information should be read in conjunction with the Organization's financial statements for the year ended June 30, 2013, from which the summarized information was derived.

Recent Accounting Pronouncements - The FASB issued an Accounting Standards Update ("ASU") 2012-05, Not-for-Profit Entities: Classification of the Sale Proceeds of Donated Financial Assets in the Statement of Cash Flows ("ASU 2012-05"). ASU 2012-05 requires entities to classify cash receipts from the sale of donated financial assets consistently with cash donations received in the statement of cash flows if those cash receipts were from the sale of donated financial assets that upon receipt were directed without any imposed limitations for sale and were converted nearly immediately into cash. Accordingly, the cash receipts from the sale of those financial assets should be classified as cash inflows from operating activities, unless the donor restricted the use of the contributed resources to long-term purposes, in which case those cash receipts should be classified as cash flows from financing activities. Otherwise, cash receipts from the sale of donated financial assets should be classified as cash flows from investing activities. This update is effective prospectively for years beginning after June 15, 2013. The adoption of ASU 2012-05 did not have a material effect on the Organization's financial statements.

<u>Reclassification</u> – Certain amounts for the year ended June 30, 2013 on the accompanying statements of financial position and statements of activities and changes in net assets have been classified to conform to the year ended June 30, 2014 presentation with no effect on previously reported net assets and changes in net assets.

NOTE 3 - PROMISES TO GIVE

Unconditional promises to give consist of the following at June 30:

	· · ·	2014		
Temporarily Restricted: Dream Big Campaign Time Restricted	\$	2,500	\$	28,500 100,000
	\$	2,500	\$	128,500

NOTES TO FINANCIAL STATEMENTS

June 30, 2014

NOTE 3 – PROMISES TO GIVE (Continued)

Scheduled unconditional promises to give are due as follows at June 30:

	*******	2014	 2013
Receivable in Less Than One Year	\$	2,500	\$ 128,500

NOTE 4 – INVESTMENTS

The Organization's investments are recorded at fair value on a recurring basis. Investments are valued using Level 1 inputs and are therefore based on unadjusted quoted market prices within active markets at June 30, 2014 and 2013, the reporting dates.

The following tables represent fair value at June 30:

)		2014	
	Fair Value	Cost	Unrealized Gains
Mutual Funds:			
Bond Funds	\$ 1,715,838	\$ 1,676,146	\$ 39,692
Domestic Funds	2,168,249	1,560,285	607,964
International Funds	1,181,342	1,105,122	76,220
	\$ 5,065,429	\$ 4,341,553	\$ 723,876
		2013	
	Fair Value	Cost	Unrealized Gains (Losses)
Mutual Funds:			
Bond Funds	\$ 1,663,162	\$ 1,641,204	\$ 21,958
Domestic Funds	1,533,140	1,263,870	269,270
International Funds	971,187	1,053,212	(82,025)
	\$ 4,167,489	\$ 3,958,286	\$ 209,203

NOTES TO FINANCIAL STATEMENTS

June 30, 2014

NOTE 4 – INVESTMENTS (Continued)

The following summarizes the net investment income for the years ended June 30:

			 20)14			 2013
	_ <u>U</u> 1	nrestricted	nporarily estricted		nanently stricted	 Total	 Total
Dividends and Interest Net Realized and	\$	112,379	\$ 6,654	\$	-	\$ 119,033	\$ 121,115
Unrealized Gains		485,542	29,131		-	 514,673	 402,306
Net Return on Investments Less: Investment Return		597,921	35,785			633,706	523,421
Designated for Current Operations (Note 9)		-	 -			 	 _
Investment Return Reduced by the Portion of Cumulative Net Appreciation Designated for Current							
Operations	\$	597,921	\$ 35,785	\$	-	\$ 633,706	\$ 523,421

NOTE 5 – PROPERTY AND EQUIPMENT

Property and equipment consist of the following as of June 30:

	 2014	 2013
Leasehold Improvements	\$ 402,718	\$ 401,841
Library, Classroom and Office Equipment	426,628	335,120
Computer Equipment and Software	414,028	303,210
Textbooks	 175,773	 160,905
	\$ 1,419,147	\$ 1,201,076

Depreciation and amortization expense for the years ended June 30, 2014 and 2013 was \$160,220 and \$124,384, respectively.

NOTES TO FINANCIAL STATEMENTS

June 30, 2014

NOTE 6 – ADVANCES FROM STATE AGENCIES

Advances from state agencies at June 30 consist of the following:

	 2014	 2013
Common Core State Standards Implementation Funds California Clean Energy Acts Funds	\$ 131,393 104,753	\$ <u>-</u>
	\$ 236,146	\$ -

NOTE 7 – UNRESTRICTED BOARD DESIGNATED NET ASSETS

As of June 30, unrestricted net assets which have been internally designated by the Organization consist of the following:

•		2014		2013
Future Operations	\$	3,796,280	\$	3,200,279
For the years ended June 30, transfers from board do as follows:	esignate	ed net assets to un	idesig n a	ted net assets are
	2014		·	2013
General Operations	\$	325,000	\$	665,000
For the years ended June 30, transfers from undesig	nated n	et assets to hoard	designa	ted net assets are

	2014		2013	
Future Operations	\$	325,000	\$	100,000

NOTES TO FINANCIAL STATEMENTS

June 30, 2014

NOTE 8 – TEMPORARILY RESTRICTED NET ASSETS

Temporarily restricted net assets at June 30 are available for the following purposes:

		2013		
Dream Big Campaign	\$	2,500	\$	28,500
Others		3,384		3,384
Science Department		7,916		7,916
Unappropriated Endowment		73,077		37,292
Time Restricted		-		100,000
	\$	86,877	\$	177,092

For the years ended June 30, net assets were released from donor restrictions as follows:

	-	2014	2013		
Dream Big Campaign Time Restricted	\$	26,000 100,000	\$	273,500	
	\$\$	126,000	\$	273,500	

NOTE 9 – ENDOWMENT NET ASSETS AND POLICIES

The Organization's endowment funds consist of funds whose corpus is to remain intact and include those assets of donor-restricted funds that the Organization must hold in perpetuity, including investment earnings or for a donor-specified term. The endowment includes both donor-restricted, as well as board-designated funds. As required by accounting principles generally accepted in the United States of America, net assets associated with endowment funds are classified and reported based on the existence or absence of donor-imposed restrictions.

Interpretation of Relevant Law

The Organization has interpreted the State of California's enacted version of the Uniform Prudent Management of Institutional Funds Act of 2006 ("UPMIFA") as requiring the preservation of the fair value of the original gift as of the gift date of the donor-restricted endowment funds absent explicit donor stipulations to the contrary. As a result of this interpretation, the Organization classifies as permanently restricted net assets (a) the original value of gifts donated to the permanent endowment, (b) the original value of subsequent gifts to the permanent endowment, and (c) accumulations to the permanent endowment made in accordance with the direction of the applicable donor gift instrument at the time the accumulation is added to the fund.

NOTES TO FINANCIAL STATEMENTS

June 30, 2014

NOTE 9 - ENDOWMENT NET ASSETS AND POLICIES (Continued)

Interpretation of Relevant Law (Continued)

The Organization considers the following factors in making a determination to appropriate or accumulate donor-restricted endowment funds: (1) the duration and preservation of the fund, (2) the purpose of the Organization and the donor-restricted endowment fund, (3) general economic conditions, (4) the possible effect of inflation and deflation, (5) the expected total return from income and the appreciation of investments, and (6) the investment policies of the Organization. In the absence of donor restrictions, the net appreciation on a donor-restricted endowment fund is spendable. The Organization's donors have not placed restrictions on the use of the investment income or net appreciation resulting from the donor-restricted endowment funds.

Return Objectives and Risk Parameters

The Board of Trustees has approved, and the Organization has adopted, investment policies for its endowment assets that attempt to provide a predictable stream of funding sufficient to support current and future programs, while also maintaining the purchasing power of those assets held in perpetuity or for a specified term, as well as provide additional growth through net gifts and investment return. In establishing this policy, the Organization considered the long-term expected investment return on its endowment assets. Accordingly, over the long-term, the Organization targets its endowment assets, over time, to produce an average rate of return of approximately 7% annually, net of investment expenses. Endowment assets are invested in mutual funds intended to preserve capital and yield moderate income.

Spending Policy

The spending rate from the endowment will be determined annually during the budget process given the Organization's long and short-term needs, present and anticipated financial requirements, expected total return on its investments, price-level trends, and general economic conditions. The amount calculated under the spending policy of the investment pool and all investment income earned by investing cash in excess of daily requirements are used to support current operations. Although spending rates may vary, it is the Board of Trustees' recommendation that a spending rate should be equivalent to or less than 5% of the value of the board designated and endowment funds as determined on June 30 of the preceding year. For the years ended June 30, 2014 and 2013, the Board of Trustees had not appropriated the investment income earned from their endowment funds for operational purposes.

NOTES TO FINANCIAL STATEMENTS

June 30, 2014

NOTE 9 - ENDOWMENT NET ASSETS AND POLICIES (Continued)

The composition of endowment funds at June 30 is as follows:

	2014							 2013
	Unrestricted	Tempor Restric			nanently tricted		Total	 Total
Donor-Restricted Endowment Funds: Endowment Scholar's Fund	\$ -	\$ 73	,077	\$	229,786	\$	302,863	\$ 267,078

The changes in endowment net assets during the years ended June 30 are as follows:

	Unrestricted		Temporarily Restricted		Permanently Restricted		 Total
Endowment Net Assets, July 1, 2012	\$	7,916	\$	~	\$	229,786	\$ 237,702
Transfers from Unrestricted Funds		(7,916)		7,916		•	
Interest and Dividends		-		6,434			6,434
Net Unrealized and Realized Gains		-		22,942		-	 22,942
Endowment Net Assets, June 30, 2013		49		37,292		229,786	267,078
Interest and Dividends		15		6,654		-	6,654
Net Unrealized and Realized Gains		_		29,131		-	 29,131
Endowment Net Assets, June 30, 2014	\$	***	.\$	73,077	\$	229,786	\$ 302,863

NOTES TO FINANCIAL STATEMENTS

June 30, 2014

NOTE 10 - DEFINED CONTRIBUTION PENSION PLAN

The Organization has established a defined contribution pension plan (the "Plan") under Section 403(b) of the IRC for the benefit of its employees. The Organization contributes up to 5% of the employee's compensation. Faculty and staff who are members of the State Teachers Retirement System ("STRS") can elect to continue their contributions during their period of employment with the Organization. All employees who are not members of STRS are eligible to participate in the Plan. Under the provisions of the Plan, employees can elect to have a portion of their salary withheld, in addition to the employer's contribution, invested in the "funding vehicles" available under the Plan. Employer contributions of \$303,194 and \$272,995 were made to STRS and the Plan for the years ended June 30, 2014 and 2013, respectively.

NOTE 11 - CURRENT VULNERABILITY DUE TO CERTAIN CONCENTRATIONS

The Organization entered into an agreement with the California State Superintendent of Public Instruction ("CSSPI") to charter schools in the SFUSD. Public funds will be granted by CSSPI for educational purposes. The Organization's revenue largely depends on the public funds granted by the CSSPI to charter schools in the SFUSD. Any decreases in the State's allocations for the Organization's programs could have a material adverse effect on the Organization's business, financial condition, and results of operations.

As of June 30, 2013, a significant portion of the Organization's promises to give was due from one donor, who had promised to give \$100,000 for the Organization's operations. There was no concentration of promises to give as of June 30, 2014.

NOTE 12 – COMMITMENTS

Facilities

The Organization leases its high school and middle school facilities from the SFUSD in San Francisco, California. Under the terms of Proposition 39, the SFUSD does not charge the Organization rent; however, the SFUSD charges a fee, calculated at \$1.87 and \$0.95 per square foot for the years ended June 30, 2014 and 2013, respectively. This amount is subject to change in future years. The Organization has facilities use agreements under Proposition 39 between the SFUSD and the Organization for the middle school and high school premises which are renewed annually. The facility use fee for the years ended June 30, 2014 and 2013 was \$169,693 and \$86,208, respectively.

The future minimum payments under the facilities use agreements are approximately \$195,000 for year ending June 30, 2015.

NOTES TO FINANCIAL STATEMENTS

June 30, 2014

NOTE 12 - COMMITMENTS (Continued)

General Funds

The Organization has elected to maintain an unrestricted general fund reserve equal to 2% of the State revenue apportionment, which exceeds the required amount.

NOTE 13 – SUBSEQUENT EVENTS

The Organization has evaluated subsequent events through November 19, 2014, the date the financial statements were issued.



STUDENT AND FAMILY HANDBOOK



GATEWAY MIDDLE SCHOOL 1512 GOLDEN GATE AVENUE SAN FRANCISCO, CA 94115 PHONE: (415) 922-1001 FAX: (415) 922-1055 WWW.GATEWAYMIDDLE.ORG

2014-2015

WELCOME TO YOUR GATEWAY COMMUNITY!

DEAR STUDENTS AND FAMILIES,

MIDDLE SCHOOL IS AN IMPORTANT TIME IN THE LIVES OF YOUNG ADOLESCENTS, AS THEY MAKE CRITICAL AND COMPLEX LIFE CHOICES AND FORM ATTITUDES, VALUES, AND HABITS THAT WILL GUIDE THEM ON THEIR PATH TO ACADEMIC ACHIEVEMENT. CHOOSING GATEWAY AS YOUR MIDDLE SCHOOL MEANS THAT YOU HAVE MADE A CHOICE TO ACCEPT AND RESPECT OUR VALUES, POLICIES, AND EXPECTATIONS. THE PURPOSE OF THIS HANDBOOK IS TO ENSURE THAT OUR VALUES, POLICIES AND EXPECTATIONS ARE CLEAR TO ALL. MANY OF THE PROVISIONS IN THIS HANDBOOK ARE REQUIRED UNDER STATE OR FEDERAL REGULATIONS. UNFORTUNATELY, THE SHEER VOLUME AND CHARACTER OF SOME OF THE PROVISIONS MAY GIVE THE IMPRESSION OF AN OVERLY FORMAL SCHOOL SYSTEM RATHER THAN A FRIENDLY AND PERSONAL ONE. THEREFORE, IN SHARING THIS HANDBOOK, WE WOULD LIKE YOU TO UNDERSTAND THAT WE SEEK TO CULTIVATE AN ACTIVE PARTNERSHIP WITH YOU AND YOUR FAMILY. THE INFORMATION CONTAINED HERE IS TO ENRICH THIS PARTNERSHIP THROUGH THE UNDERSTANDING OF EXPECTATIONS. WHAT IS MORE IMPORTANT THAN THESE WRITTEN PROVISIONS, HOWEVER, IS MAINTAINING OPEN COMMUNICATION WITH YOU ON ISSUES AFFECTING THE PROGRESS AND GROWTH OF STUDENTS. PLEASE LET US KNOW IF YOU IF YOU HAVE QUESTIONS. THIS GATEWAY EDUCATION IS YOURS. MAKE IT MATTER.

COMMITMENT TO EDUCATIONAL PARTNERSHIP

AT GATEWAY, WE BELIEVE THAT PARENTS AND GUARDIANS PLAY A VITAL ROLE IN THE EDUCATION OF THEIR CHILDREN. WE EXPECT PARENTS AND GUARDIANS TO HELP AND ENCOURAGE THEIR STUDENTS TO ADHERE TO THE VALUES AND POLICIES SET OUT IN THIS HANDBOOK, TO MONITOR THEIR ACADEMIC PROGRESS, AND TO WORK COOPERATIVELY WITH TEACHERS AND ADMINISTRATORS TO RESOLVE ANY PROBLEMS THAT MAY ARISE. WE ENCOURAGE PARENTS AND GUARDIANS TO BECOME PARTNERS IN OUR SCHOOL COMMUNITY AND, ESPECIALLY, TO VISIT US AT SCHOOL.

ALL STUDENTS AND PARENTS/GUARDIANS MUST SIGN THE ATTACHED AGREEMENT AT THE END OF THIS HANDBOOK, STATING THEIR COMMITMENT TO ADHERING TO THE VALUES, POLICIES, AND EXPECTATIONS OUTLINED IN THIS HANDBOOK. SIGNING AND RETURNING THE LAST PAGE OF THIS HANDBOOK ENSURES THAT EACH STUDENT WILL SUCCESSFULLY BEGIN THEIR GATEWAY CAREER.

OBVIOUSLY, THIS IS AN EXTREMELY LARGE DOCUMENT BUT WE WANT TO ASSURE THAT YOU ARE INFORMED ABOUT POLICIES AND PROCEDURES. STUDENTS WILL BE GIVEN A CONDENSED CODE OF CONDUCT PACKET TO CARRY WITH THEM IN THEIR BINDERS AT SCHOOL.

This agreement must be signed by each student and parent/guardian and returned to GMS.

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GATEWAY CALENDAR 2014-2015

MONDAY, AUGUST 18, 2014 WEDNESDAY, AUGUST 27 FIRST DAY OF SCHOOL
GMS BACK-TO-SCHOOL NIGHT

MONDAY, SEPTEMBER 1 WEDNESDAY, SEPTEMBER 3 LABOR DAY, SCHOOL CLOSED PICTURE DAY

SEPT. 11-13

SEVENTH GRADE OUTDOOR EDUCATION TRIP TO MARIN HEADLANDS

WEDNESDAY, OCTOBER 15 THURSDAY, OCTOBER 16 END OF FIRST QUARTER

GATEWAY LUNCHEON AND PROFESSIONAL DEVELOPMENT, SCHOOL

CLOSED

FRIDAY, OCTOBER 17 OCTOBER 20-24 INDIGENOUS PEOPLES' DAY OBSERVED, SCHOOL CLOSED

FAMILY-TEACHER CONFERENCES (EARLY DISMISSAL AT 1:30PM)

MONDAY, NOVEMBER 10 TUESDAY, NOVEMBER 11 NOVEMBER 26-28 PROFESSIONAL DEVELOPMENT, SCHOOL CLOSED VETERANS' DAY, SCHOOL CLOSED THANKSGIVING BREAK, SCHOOL CLOSED

DECEMBER 15-19
FRIDAY, DECEMBER 19
DECEMBER 22-JANUARY 5

FIRST SEMESTER FINALS WEEK

END OF SECOND QUARTER AND FIRST SEMESTER

WINTER BREAK, SCHOOL CLOSED

MONDAY, JANUARY 5, 2015 TUESDAY, JANUARY 6 MONDAY, JANUARY 19 PROFESSIONAL DEVELOPMENT DAY, SCHOOL CLOSED

FULL DAY OF CLASSES, SCHOOL RESUMES FOR SECOND SEMESTER

MARTIN LUTHER KING JR. DAY, SCHOOL CLOSED

FEB. 16-17 THURSDAY, FEBRUARY 19 FRIDAY, FEBRUARY 20 SIXTH GRADE OUTDOOR EDUCATION TRIP TO MARIN HEADLANDS

LUNAR NEW YEAR OBSERVED, SCHOOL CLOSED

PRESIDENTS' DAY, SCHOOL CLOSED

FRIDAY, MARCH 13 MONDAY, MARCH 16 MARCH 30-APRIL 3

END OF THIRD QUARTER

PROFESSIONAL DEVELOPMENT DAY, SCHOOL CLOSED

SPRING BREAK, SCHOOL CLOSED

APRIL 13-MAY 1 APRIL 15-17 MONDAY, APRIL 27 SBAC STATE TESTING WINDOW

STUDENT-LED FAMILY CONFERENCES (EARLY DISMISSAL AT 1:30PM)

PROFESSIONAL DEVELOPMENT DAY, SCHOOL CLOSED

Monday, May 25 May 26-29 MEMORIAL DAY, SCHOOL CLOSED SECOND SEMESTER FINALS WEEK EIGHTH GRADE PROMOTION CEREMONY

THURSDAY, MAY 28 FRIDAY, MAY 29

END OF SECOND SEMESTER; LAST DAY OF SCHOOL

GATEWAY MIDDLE SCHOOL STAFF

ADMINISTRATION

AARON WATSON CHAD SLIFE

PRINCIPAL
AWATSON@GATEWAYMIDDLE.ORG
ASSISTANT PRINCIPAL
CSLIFE@GATEWAYMIDDLE.ORG

CASSANDRA DOUGHERTY
LEARNING CENTER DIRECTOR

CDOUGHERTY@GATEWAYMIDDLE.ORG

OFFICE AND STUDENT SUPPORT

LUPE ALVAREZ KEN ANGELO

OFFICE MANAGER SCHOOL AND MENTAL HEALTH COUNSELOR

LALVAREZ@GATEWAYMIDDLE.ORG KANGELO@GATEWAYMIDDLE.ORG

TEACHERS AND SUPPORT STAFF

AIMEE ALSTERDA 7- HUMANITIES AND LEARNING SEMINAR

AALSTERDA@GATEWAYMIDDLE.ORG

THERESE ARSENAULT 6" MATH AND SCIENCE

TARSENAULT@GATEWAYMIDDLE.ORG

GENEVIEVE BALUYOT INSTRUCTIONAL AID

GBALUYOT@GATEWAYMIDDLE.ORG

SHANISEE BAKER 8" MATH AND SCIENCE

SBAKER@GATEWAYMIDDLE.ORG

KATHRYN BERKMAN 7" MATH AND SCIENCE KBERKMAN@GATEWAYMIDDLE.ORG

ANGELICA CADDEN EXPLORATORY AND HERITAGE SPANISH

ACADDEN@GATEWAYMIDDLE.ORG

FELIX CHINCHILLA 7" MATH AND SCIENCE

FCHINCHILLA@GATEWAYMIDDLE.ORG

ELIZABETH COLEN 8- HUMANITIES AND LEARNING SEMINAR

ECOLEN@GATEWAYMIDDLE.ORG

KIRSTY GIPSON 7" HUMANITIES AND LEARNING SEMINAR

KGIPSON@GATEWAYMIDDLE.ORG

MARY GLASSANOS LIBRARIAN

MGLASSANOS@GATEWAYMIDDLE.ORG

SUZANNE HERKO 6- HUMANITIES AND LEARNING SEMINAR

SHERKO@GATEWAYMIDDLE.ORG

MELISSA HIGGINS LEARNING SPECIALIST

MHIGGINS@GATEWAYMIDDLE.ORG

LUCY HILARIDES 8- HUMANITIES AND LEARNING SEMINAR

LHILARIDES@GATEWAYMIDDLE.ORG

RACQUEL HUERTA LEARNING SPECIALIST

RHUERTA@GATEWAYMIDDLE.ORG

SAM KARY

6 HUMANITIES AND LEARNING SEMINAR SKARY@GATEWAYMIDDLE.ORG
TOMMY KILLEN

PHYSICAL EDUCATION/ATHLETIC DIRECTOR TKILLEN@GATEWAYMIDDLE.ORG

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DLAU@GATEWAYMIDDLE.ORG

ANDREA LEE 6- MATH AND SCIENCE ALEE@GATEWAYMIDDLE.ORG

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ALIAH MILLER YMCA/GMS AFTER SCHOOL DIRECTOR AMILLER@YMCASF.NET

JONATHAN MORA PHYSICAL EDUCATION ASSISTANT

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LARRY NGUYEN LEARNING AND LITERACY SPECIALIST

LNGUYEN@GATEWAYMIDDLE.ORG

EMILY PEEK 7- HUMANITIES AND LEARNING SEMINAR EPEEK@GATEWAYMIDDLE.ORG
ABBY POATS 8- MATH AND SCIENCE APOATS@GATEWAYMIDDLE.ORG

VESSNA SCHEFF VISUAL AND PERFORMING ARTS

VSCHEFF@GATEWAYMIDDLE.ORG

D'MITRI STARKS INSTRUCTIONAL AID

DSTARKS@GATEWAYMIDDLE.ORG

GATEWAY MIDDLE SCHOOL MISSION STATEMENT

"MEASURING SUCCESS ONE STUDENT AT A TIME."

GATEWAY MIDDLE SCHOOL SUPPORTS AND CHALLENGES ALL STUDENTS TO DISCOVER THEIR UNIQUE POTENTIAL, ACTIVELY PARTICIPATE IN THEIR COMMUNITY, AND DEVELOP SKILLS AND HABITS TO ACHIEVE EXCELLENCE IN HIGH SCHOOL AND COLLEGE.

GATEWAY CORE VALUES

COMMUNITY
RESPECT
RESPONSIBILITY
EXCELLENCE

MIDDLE SCHOOL PHILOSOPHY

GATEWAY MIDDLE SCHOOL SUBSCRIBES TO A PHILOSOPHY THAT THE UNIQUE NEEDS OF STUDENTS IN GRADES SIX THROUGH EIGHT ARE BEST MET IN A SCHOOL SETTING THAT PROVIDES STUDENT-CENTERED PROGRAMS AND RECOGNIZES THAT THE STUDENTS OF THIS AGE ARE UNDERGOING GREATER PHYSIOLOGICAL, PSYCHOLOGICAL AND SOCIAL REORIENTATION THAN AT ANY OTHER PERIOD IN THEIR LIVES. THE OVERALL PURPOSE OF THE MIDDLE SCHOOL SHOULD BE TO MEET THE NEEDS THAT EMERGE IN THIS TRANSITIONAL PERIOD. THE MIDDLE SCHOOL PROGRAM SHOULD PROVIDE A SUPPORTIVE AND FLEXIBLE ENVIRONMENT SO STUDENTS WILL HAVE OPPORTUNITIES TO DEVELOP BASIC SKILLS AND EXPLORE A VARIETY OF LEARNING EXPERIENCES WHILE MAKING THE TRANSITION FROM ELEMENTARY TO HIGH SCHOOL.

IN KEEPING WITH THIS PHILOSOPHY, THE MIDDLE SCHOOL WILL ESTABLISH AND PROVIDE:

- A CORE CURRICULUM OF HUMANITIES (LANGUAGE ARTS AND SOCIAL STUDIES), MATH, SCIENCE, AND PHYSICAL EDUCATION
- KNOWLEDGEABLE EDUCATORS WHO ARE COMMITTED TO CREATING EXPLORATORY PROGRAMS AND ACTIVITIES IN ALL AREAS OF THE CURRICULUM TO HELP STUDENTS DISCOVER AND EXTEND THEIR INTERESTS AND ABILITIES.
- AN ADVISORY AND LEARNING SEMINAR PROGRAM.
- A SUPPORTIVE ENVIRONMENT FOR THE PHYSICAL AND SOCIAL DEVELOPMENT OF EVERY STUDENT.
- A GRADUAL TRANSITION IN PROGRAMS FROM THE SELF-CONTAINED CLASSROOMS OF ELEMENTARY SCHOOL TO THE DEPARTMENTALIZED STRUCTURE OF SECONDARY SCHOOL.
- AN INTRAMURAL AND ACTIVITY-ORIENTED PROGRAM TO ACCOMMODATE THE NEEDS OF THE EARLY ADOLESCENT.
- A POSITIVE CLIMATE THAT FOSTERS SELF-ESTEEM, SELF-DISCIPLINE, AND STUDENT RESPONSIBILITY.
- CLOSE CONTACT AND COMMUNICATION BETWEEN PARENTS AND SCHOOL.

THESE GOALS ARE REACHED WHEN:

- THE STUDENT ASSUMES RESPONSIBILITY TO ATTEND SCHOOL REGULARLY, MAINTAIN A POSITIVE ATTITUDE, AND MAKE AN EFFORT TO FULFILL ACADEMIC REQUIREMENTS.
- PARENTS ARE SUPPORTIVE OF THE SCHOOL AND ENCOURAGE THE STUDENT IN HIS/HER LEARNING.
- TEACHERS STRIVE FOR AN OPTIMUM, PROFESSIONAL APPROACH TO MEET THE INDIVIDUAL NEEDS OF EACH STUDENT.

When these responsibilities are met, maximum learning will be achieved.

ATTENDANCE

TO SUCCEED AT GATEWAY MIDDLE SCHOOL, STUDENTS MUST BE PRESENT. STUDENTS WHO MISS EXCESSIVE AMOUNTS OF SCHOOL DO NOT PERFORM AS WELL AS THOSE WHO ATTEND EVERY DAY. THEREFORE, STUDENTS ARE TO COME TO SCHOOL 100% OF THE TIME CLASSES ARE IN SESSION UNLESS THEY ARE SO SICK THAT THEY CANNOT FUNCTION ACADEMICALLY. ATTENDANCE AND PUNCTUALITY ARE IMPORTANT ELEMENTS OF THE EDUCATIONAL PROCESS FOR ALL STUDENTS.

STUDENT ABSENCES MUST BE CLEARED **WITHIN 48 HOURS**. IF A CHILD IS TO BE OUT, THE PARENT OR LEGAL GUARDIAN MUST CALL THE SCHOOL'S MAIN OFFICE BEFORE 9:00 A.M. AND EXPLAIN THE REASON FOR THE ABSENCE. THE MAIN OFFICE PHONE NUMBER IS **(415) 922-1001**.

UPON RETURNING TO SCHOOL, STUDENTS MUST ALSO SUBMIT A WRITTEN EXCUSE TO THE MAIN OFFICE. IN THE CASE OF EXTENDED ILLNESS OVER TWO DAYS, STUDENTS ARE REQUIRED TO SUBMIT A PHYSICIAN'S NOTE UPON RETURNING TO SCHOOL. ABSENCES DUE TO FAMILY VACATIONS AND TRIPS ARE <u>NOT EXCUSED</u> AND ARE SUBJECT TO TARDY AND TRUANCY POLICIES. PLEASE SCHEDULE THESE EXCURSIONS DURING SCHOOL SCHEDULED BREAKS AND HOLIDAYS.

EXCUSED ABSENCES/TARDY:

- ILLNESS/INJURY/QUARANTINE
- MEDICAL/DENTAL APPOINTMENTS
- COURT APPEARANCE
- EMPLOYMENT APPOINTMENT
- RELIGIOUS OBSERVANCES
- FUNERAL
- FAMILY EMERGENCIES (REVIEWED CASE BY CASE BY ASSISTANT PRINCIPAL)

WRITTEN EXCUSED NOTES MUST INCLUDE:

- STUDENT'S FULL FIRST AND LAST NAME
- REASON FOR ABSENCE
- DATE OF ABSENCE
- DATE OF NOTE
- PARENT/GUARDIAN SIGNATURE
- CONTACT PHONE NUMBER

EXCUSED ABSENCES

ABSENCES FOR THE FOLLOWING REASONS SHALL BE CONSIDERED EXCUSED:

1. STUDENT PARTICIPATION IN SCHOOL SPONSORED ACTIVITIES, I.E. FIELD TRIPS, ATHLETIC CONTESTS AS MEMBERS OF A

SCHOOL SPONSORED TEAM, OR OTHER SCHOOL RELATED ACTIVITIES WHEN ATTENDANCE IS REQUIRED.

- 2. ABSENCES WILL BE EXCUSED FOR THE FOLLOWING REASONS:
 - A. PERSONAL ILLNESS OF THE STUDENT. AFTER EXTENDED ILLNESS, PARENT OR GUARDIAN CONTACT WILL BE NECESSARY; THE STUDENT WILL BE AUTHORIZED FOR CONTINUING ENROLLMENT ONLY WHEN A WRITTEN MEDICAL EXCUSE FROM A PHYSICIAN IS SUBMITTED. WHEN EXCESS ABSENCES (FIVE OR MORE) ARE DUE TO CONDITIONS DOCUMENTED BY A HEALTH PROFESSIONAL, THE STUDENT WILL HAVE THE OPPORTUNITY TO EARN CREDIT THROUGH COOPERATION WITH THE INSTRUCTOR OR HOMEBOUND TUTOR.
 - B. MEDICAL, DENTAL, OR LEGAL APPOINTMENTS WHEN SUCH APPOINTMENTS CANNOT BE SCHEDULED OTHER THAN DURING SCHOOL HOURS.
 - C. DEATH IN THE FAMILY.
 - D. OBSERVATION OF A RELIGIOUS HOLIDAY.
 - E. EMERGENCY CONDITIONS IN THE STUDENT'S HOME, WHICH REQUIRE SPECIAL HELP FROM THE STUDENT. HOWEVER, REGULAR USE OF THIS EXCUSE OR REQUEST FOR ABSENCE FOR AN EXTENDED PERIOD (FIVE OR MORE DAYS) SHOULD BE REFERRED FOR EVALUATION AND ADMINISTRATIVE APPROVAL.
 - F. OTHER APPROVED PRE-ARRANGED ABSENCES. SCHOOL ADMINISTRATION WILL USE PROFESSIONAL JUDGMENT IN MAKING A DETERMINATION, BASED ON THE WRITTEN REQUEST FOR THE PRE-ARRANGED ABSENCE AND 48 HOURS NOTICE IS REQUIRED. FACTORS SUCH AS THE EDUCATIONAL VALUE OF THE PROPOSED EXPERIENCE AND THE IMPACT OF THE ABSENCE ON THE STUDENT'S EDUCATIONAL PROGRESS SHALL BE GIVEN CONSIDERATION IN DETERMINING WHETHER A PRE-ARRANGED ABSENCE SHALL BE APPROVED OR DISAPPROVED. STUDENTS SHOULD AVOID PRE-ARRANGED ABSENCES DURING TESTS OR SEMESTER EXAMINATIONS (INCLUDING CSTS. ETC.)

WORK MISSED DURING EXCUSED ABSENCES MUST BE MADE UP. THE STUDENT MUST TALK WITH THEIR TEACHER TO GET THEIR WORK AND DETERMINE APPROPRIATE TIME TO MAKE-UP ALL MISSED ASSIGNMENTS.

MEDICAL, DENTAL OR SPECIAL APPOINTMENTS

ALL APPOINTMENTS WITH DOCTORS, DENTISTS, ETC., SHOULD BE MADE DURING HOURS WHICH DO NOT INFRINGE UPON SCHOOL TIME. IF CIRCUMSTANCES SHOULD NECESSITATE APPOINTMENTS DURING SCHOOL HOURS, THE STUDENT IS TO PRESENT A NOTE FROM HIS/HER PARENT/GUARDIAN REQUESTING THAT THE STUDENT BE DISMISSED FROM SCHOOL FOR THE APPOINTMENT. THE TIME OF THE APPOINTMENT, NAME OF DOCTOR AND PHONE NUMBER IS TO BE CLEARLY STATED. THIS NOTE IS TO BE PRESENTED TO THE ATTENDANCE OFFICE BY 8:15 A.M. ON THE DAY OF THE APPOINTMENT OR THE STUDENT MAY BE ASKED TO CANCEL THE APPOINTMENT. WHEN A STUDENT RETURNS TO SCHOOL AFTER AN APPOINTMENT, HE/SHE MUST PRESENT A NOTE FROM THE DOCTOR, DENTIST, ETC. MOST MEDICAL OFFICES HAVE A SPECIAL FORM FOR THIS PURPOSE. THIS NOTE IS TO

BE PRESENTED TO THE ATTENDANCE OFFICE AS SOON AS THE STUDENT RETURNS TO SCHOOL. THE STUDENT IS RESPONSIBLE FOR ANY WORK MISSED DURING THIS TIME.

LEAVING CAMPUS

IN ORDER TO LEAVE CAMPUS FOR ANY REASON, STUDENTS MUST HAVE A VERIFIED PARENT/GUARDIAN APPROVAL VIA A NOTE OR PHONE CALL PRIOR TO CHECKING OUT FROM SCHOOL. THE STUDENT MUST CHECK OUT AND BACK IN THROUGH THE MAIN OFFICE. STUDENTS WHO DO NOT FOLLOW THIS PROCEDURE WILL BE CONSIDERED UNEXCUSED (TRUANT) IN ALL CLASSES MISSED AND WILL BE SUBJECT TO DISCIPLINARY ACTION. SEE TARDY AND TRUANCY POLICY IN THIS HANDBOOK.

UNEXCUSED ABSENCES

ABSENCES SHALL BE CONSIDERED UNEXCUSED IF THEY DO NOT MEET THE EXCUSED ABSENCE GUIDELINE. A STUDENT WHOSE ABSENCE IS NOT EXCUSED MAY BE CITED FOR TRUANCY AND SHALL BE SUBJECT TO THE TRUANCY PROCESS AS DEFINED BY ADMINISTRATIVE REGULATION.

TARDY

STUDENTS MUST HAVE A VALID EXCUSE TO EXCUSE A TARDY. CARPOOL ISSUES, TRAFFIC, OVERSLEEPING, AND/OR LATE/MISSED BUS DO NOT QUALIFY AS VALID EXCUSES. STUDENTS WHO ARE TARDY DURING THE FIRST FIVE MINUTES OF SCHOOL GO DIRECTLY TO THEIR FIRST CLASS. STUDENTS WHO ARE MORE THAN FIVE MINUTES TARDY MUST SIGN IN WITH THE MAIN OFFICE AND RECEIVE A TARDY SLIP. TARDINESS IS VERY DISRUPTIVE TO CLASS AND STUDENTS WITH EXCESSIVE TARDINESS MAY BE SUBJECT TO DISCIPLINARY ACTION. STUDENTS WHO ARE TARDY MORE THAN 30 MINUTES MAY BE SUBJECT TO THE CALIFORNIA DEPARTMENT OF EDUCATION TRUANCY POLICY.

STUDENTS WHO REACH MORE THAN THREE UNEXCUSED TARDIES PER QUARTER WILL SERVE A DETENTION AND MAY BE RESPONSIBLE FOR LUNCH AND/OR RECESS CLEAN-UP DUTY. IF A STUDENT IS TO BE EXCUSED FOR A TARDY, THE PARENT OR LEGAL GUARDIAN MUST CALL THE SCHOOL'S MAIN OFFICE BEFORE 9:00 A.M. AND EXPLAIN THE REASON FOR THE TARDY. THE MAIN OFFICE PHONE NUMBER IS (415) 922-1001. RATHER THAN A PHONE CALL, THE PARENT OR LEGAL GUARDIAN MAY SUBMIT A WRITTEN EXCUSE TO THE MAIN OFFICE WITH THEIR CHILD UPON THE CHILD'S ARRIVAL TO SCHOOL. ALL EXCUSED TARDIES MUST ADHERE TO THE SAME GUIDELINES AS EXCUSED ABSENCES.

Students with excessive absences and tardiness will be required to have a parent/guardian conference with the Principal or Assistant Principal regarding the Tardy and Truancy Policy
On the following page.

TARDY AND TRUANCY POLICY

PUNCTUALITY IS A CLASSROOM ISSUE. TEACHERS ARE RESPONSIBLE FOR CONTROLLING TARDINESS THROUGH THE FIRST, SECOND, AND THIRD TARDY WITHIN A QUARTER. THE FOURTH TARDY BECOMES A TRUANCY ISSUE. STUDENTS IN THE HALLWAYS WITHOUT A PASS OR WHO ARE ON CAMPUS WITHOUT A NOTE/ADMIT SLIP ARE CONSIDERED ABSENT AND SUBJECT TO THE BELOW POLICY. FOR EXAMPLE, A STUDENT WHO IS ON CAMPUS, BUT NOT IN THE APPROPRIATE CLASSROOM OR LOCATION WILL BE CONSIDERED TARDY/ABSENT FROM CLASS. THESE SITUATIONS CAN LEAD TO TRUANCY. IF A STUDENT CUTS CLASS, THEY ARE CONSIDERED TRUANT. IF A STUDENT BECOMES HABITUALLY TARDY, THEY ARE ALSO CONSIDERED TRUANT.

- FIRST TRUANCY (THIRD UNEXCUSED TARDY/ABSENCE) TRUANCY NOTICE ONE SENT HOME (WARNING)
- SECOND TRUANCY (SIXTH UNEXCUSED TARDY/ABSENCE) TRUANCY NOTICE TWO SENT HOME (REQUEST FOR ATTENDANCE MEETING WITH PARENT/GUARDIAN AT SCHOOL)
- THIRD TRUANCY (MORE THAN SIX UNEXCUSED TARDIES/ABSENCES) ADDITIONAL UNEXCUSED
 ABSENCES/TARDIES WILL RESULT IN A REFERRAL TO THE SAN FRANCISCO DISTRICT ATTORNEY'S OFFICE
 FOR A MEETING AND POSSIBLE PROSECUTION.

PLEASE SEE THE FOLLOWING FREQUENTLY ASKED QUESTIONS FOR FURTHER ATTENDANCE POLICIES.

ATTENDANCE FAQ'S FOR GATEWAY MIDDLE SCHOOL

1. WHAT DO I HAVE TO DO IF MY CHILD IS GOING TO BE ABSENT FROM SCHOOL?

PLEASE CALL THE MAIN OFFICE AT (415) 922-1001. YOU MUST LEAVE YOUR CHILD'S NAME, THE REASON FOR THE ABSENCE, THE DATE OF THE ABSENCE, AND YOUR NAME TO VERIFY THAT IT WAS A PARENT/GUARDIAN THAT IS VERIFYING THE ABSENCE. OR. YOU MAY SEND A NOTE UPON YOUR CHILD'S RETURN TO SCHOOL.

2. WHAT DOES IT MEAN TO "VERIFY" MY CHILD'S ABSENCE?

WHEN A STUDENT IS ABSENT, PARENTS AND GUARDIANS ARE REQUIRED TO CALL/SEND A NOTE TO THE MAIN OFFICE IN ORDER TO VALIDATE THE REASON FOR THE CHILD'S ABSENCE. WE CALL THIS PROCESS ABSENCE VERIFICATION.

3. WHAT HAPPENS AFTER I HAVE CALLED IN MY CHILD'S ABSENCE?

THE ATTENDANCE CLERK WILL THEN PROCEED TO MARK YOUR CHILD'S ATTENDANCE RECORD WITH AN "EXCUSED" OR "UNEXCUSED" ABSENCE ACCORDING TO THE EDUCATION CODE.

4. WHAT HAPPENS IF I FORGET TO CALL MY CHILD'S ABSENCE ON THE DAY OF HIS/HER ABSENCE?

YOU MAY CALL TO VERIFY YOUR CHILD'S ABSENCE UP TO FIVE (5) BUSINESS DAYS AFTER YOUR CHILD HAS BEEN ABSENT. ABSENCES THAT ARE NOT VERIFIED WITHIN THE TIME ALLOWED WILL BE CONSIDERED UNEXCUSED ABSENCES. AFTER OUR ATTENDANCE MONTH ACCOUNTING CYCLE CLOSES, UNEXCUSED ABSENCES DUE TO NOVERIFICATION CANNOT BE OVERWRITTEN OR CHANGED.

5. WHAT IS CONSIDERED AN EXCUSED ABSENCE?

BY LAW [EDUCATION CODE § 48205], EXCUSED ABSENCES ARE: ILLNESS (FEVER OF 100° OR MORE, YOUR CHILD MUST BE FEVER FREE FOR 24 HOURS BEFORE RETURNING TO SCHOOL), PERSISTENT RUNNY NOSE WITH YELLOW-GREEN MUCOUS DISCHARGE, RASHES (UNLESS THERE IS A NOTE FROM YOUR PHYSICIAN STATING THAT YOUR CHILD IS NOT CONTAGIOUS), VOMITING (IF YOUR CHILD IS SENT HOME VOMITING, HE/SHE NEEDS TO BE VOMIT FREE FOR 24 HOURS BEFORE RETURNING TO SCHOOL), DIARRHEA (IF YOUR CHILD IS SENT HOME FROM SCHOOL WITH DIARRHEA, HE/SHE NEEDS TO BE DIARRHEA FREE FOR 24 HOURS BEFORE RETURNING TO SCHOOL), MEDICAL/DENTAL APPOINTMENTS (DOCTOR'S NOTE REQUIRED FOR VERIFICATION), DEATH IN THE FAMILY, SPECIFIC RELIGIOUS REASONS, REQUIRED APPEARANCE IN COURT, AND EXCLUSION FROM SCHOOL FOR CONTAGIOUS DISEASE.

6. HOW MANY EXCUSED ABSENCES CAN MY CHILD HAVE IN ONE SCHOOL YEAR?

WHILE WE KNOW STUDENTS DO BECOME ILL AND ARE UNABLE TO ATTEND SCHOOL, THE AVERAGE NUMBER OF DAYS MISSED DUE TO ILLNESS IS THREE (3) PER SCHOOL YEAR.

7. WHAT IF MY CHILD'S ABSENCES DO NOT FALL UNDER ANY OF THE EXCUSED ABSENCES CATEGORIES?

STATE LAW [EC § 48260-48273] IS VERY SPECIFIC ABOUT THESE TYPES OF ABSENCES. A STUDENT WHO IS ABSENT FROM SCHOOL WITHOUT A VALID EXCUSE WILL BE MARKED "UNEXCUSED" FOR THE DAY. THESE TYPES OF ABSENCES ARE ALSO CALLED "TRUANCIES".

8. I THOUGHT "TRUANCY" INDICATED THAT A CHILD SKIPPED/DITCHED SCHOOL. WHY WOULD MY CHILD BE CONSIDERED "TRUANT" IF I HAVE CALLED TO VERIFY THE ABSENCE?

IN ACCORDANCE WITH EDUCATION CODE OF THE STATE OF CALIFORNIA [EC § 48260-48273], ANY PUPIL WHO IS ABSENT FROM SCHOOL FOR THREE (3) DAYS OR MORE WITHOUT A VALID EXCUSE, OR TARDY IN EXCESS OF 30 MINUTES OR MORE (TARDIES ARE ONLY EXCUSED WITH A PARENT/GUARDIAN NOTE FOR ILLNESS, DOCTOR/DENTAL NOTE FOR APPOINTMENTS) IS "TRUANT".

9. WHAT ABOUT COMING IN LATE (TARDY) OR LEAVING EARLY FOR AN APPOINTMENT?

ACCORDING TO STATE LAW [EC § 48260-48273] A STUDENT THAT IS ABSENT FROM SCHOOL IN EXCESS OF 30 MINUTES DURING A SCHOOL DAY IS ALSO CONSIDERED "TRUANT". COMPULSORY EDUCATION LAW, THEREFORE, REQUIRES A STUDENT TO ATTEND A FULL DAY EVERY DAY.

10. What is the process for a child with more than three (3) unexcused absences/tardies?

YOU WILL RECEIVE A LETTER FROM THE SCHOOL UPON THE THIRD (3°) AND THEN CONSEQUENTLY UPON THE SIXTH (6°) ABSENCE/TRUANCY. ONE THE SECOND LETTER (6° ABSENCE/TRUANCY), YOU WILL BE ASKED TO ATTEND AN ATTENDANCE MEETING AT SCHOOL. ADDITIONAL UNEXCUSED ABSENCES/TARDIES WILL RESULT IN A REFERRAL TO THE SAN FRANCISCO DISTRICT ATTORNEY'S OFFICE FOR A MEETING AND POSSIBLE PROSECUTION.

11. WHAT CAN I DO IF MY CHILD NEEDS TO BE OUT OF SCHOOL FOR A LENGTH OF TIME?

WE DO NOT EXCUSE FAMILY TRIPS OR VACATIONS THAT OCCUR DURING SCHOOL DAYS. PLEASE SCHEDULE THESE EXCURSIONS DURING SCHOOL SCHEDULED BREAKS AND HOLIDAYS. IF THE TRIP IS EDUCATIONAL, PLEASE SPEAK TO SCHOOL ADMINISTRATION.

12. WHY IS ATTENDANCE SUCH A BIG ISSUE?

REGULAR ATTENDANCE IS VITAL TO A STUDENT'S SUCCESS IN SCHOOL. THE STUDENT WHO IS FREQUENTLY ABSENT MISSES SOCIAL INTERACTION AND DIRECT INSTRUCTION FROM HIS/HER TEACHERS EVEN THOUGH WRITTEN WORK CAN BE MADE UP. ANY DAY OR HOUR ABSENT IS A MISSED LEARNING OPPORTUNITY. ATTENDANCE IS A KEY PREDICTOR OF DROPOUTS. ALSO, SCHOOLS LOSE FUNDING FOR EACH ABSENCE, REGARDLESS OF THE REASON; INCLUDING ILLNESS OR EXCUSED ABSENCES.

13. I THOUGHT SCHOOLS GOT "PAID" WHEN KIDS ARE OUT ILL OR EXCUSED?

SCHOOLS DO NOT RECEIVE FUNDING EVEN IF THE ABSENCE IS EXCUSED. THIS LAW WENT INTO EFFECT IN 1998. ANY ABSENCE IS A LOSS OF REVENUE AS WELL AS INSTRUCTIONAL OPPORTUNITIES.

14. HOW MUCH REVENUE IS REALLY LOST DUE TO ATTENDANCE?

THE STATE OF CALIFORNIA FUNDS ATTENDANCE, NOT ABSENCES. THAT IS WHY SCHOOLS IN CALIFORNIA ARE FUNDED ON AVERAGE DAILY ATTENDANCE (ADA). ADA IS THE PRIMARY FUNDING SOURCE FOR ALL SCHOOLS IN CALIFORNIA.

15. WHAT ABOUT HOMEWORK, IS MY CHILD IS ABSENT CAN I REQUEST HOMEWORK TO BE SENT HOME?

STUDENTS ARE GIVEN THE OPPORTUNITY TO MAKEUP SCHOOLWORK MISSED DUE TO ILLNESS OR A VALID EXCUSED ABSENCE UPON THEIR RETURN. AS A GENERAL POLICY, A STUDENT IS ALLOWED ONE (1) DAY TO COMPLETE MAKEUP WORK FOR EACH DAY OF EXCUSED ABSENCES FROM SCHOOL. THIS YEAR MANY TEACHERS ARE POSTING WORK TO THEIR TEACHER WEBSITES SO THERE IS THE OPPORTUNITY TO GET THE WORK THERE AND TURN IT IN PER POLICY.

ACADEMIC POLICIES

HOMEWORK

THE PURPOSE OF HOMEWORK AT GATEWAY IS TO PROVIDE REINFORCEMENT OF MATERIAL FROM CLASS, TO ACCELERATE LEARNING OUTSIDE OF CLASS, AND TO PREPARE YOU FOR THE NEXT LESSON. HOMEWORK IS ONE OF MANY ASSESSMENTS THAT GATEWAY TEACHERS DESIGN AND USE TO MEASURE STUDENT LEARNING. YOU ARE EXPECTED TO COMPLETE HOMEWORK ASSIGNMENTS REGULARLY AND TO THE BEST OF YOUR ABILITY. HOMEWORK EFFORT AND QUALITY OF HOMEWORK ARE COMPONENTS OF YOUR GRADES IN ALL ACADEMIC COURSES.

Make sure that you understand each teacher's expectations regarding homework at the beginning of the year. For example, it is often the case that students seek to work together on homework. In general, Gateway encourages students to work in collaboration; however, you should be careful to follow teachers' instructions, especially on homework that will be graded. You should also ask your teachers about their policies for making up assignments and exams.

YOU SHOULD EXPECT TO SPEND AT LEAST ONE HOUR A NIGHT COMPLETING YOUR HOMEWORK IN THE SIXTH GRADE IN ADDITION TO READING A NOVEL (FICTION OR NONFICTION) AT LEAST 30 MINUTES EVERY DAY.

SEVENTH GRADE SHOULD EXPECT 70 MINUTES OF HOMEWORK AND EIGHTH GRADE SHOULD EXPECT 80 MINUTES OF HOMEWORK PER NIGHT.

BEING ABSENT FROM SCHOOL DOES NOT EXCUSE YOU FROM COMPLETING YOUR HOMEWORK OR FROM TURNING IN ASSIGNMENTS THAT ARE DUE ON THAT DAY. IT IS YOUR RESPONSIBILITY TO MAKE SURE THAT YOU HAVE A "HOMEWORK BUDDY" IN EACH CLASS WHOM YOU CAN CALL TO GET ASSIGNMENTS. YOU SHOULD ALSO SPEAK WITH EACH OF YOUR TEACHERS ON THE DAY OF YOUR RETURN IN ORDER TO RECEIVE ALL MAKE-UP WORK (THE ABSENCE MUST BE EXCUSED). YOUR TEACHERS WILL ALSO MAKE CLEAR AT THE BEGINNING OF EACH SEMESTER THEIR EXPECTATIONS FOR TURNING IN WORK ON THE DATE IT IS DUE EVEN IF YOU ARE ABSENT THAT DAY.

STUDENTS WHO REPEATEDLY FAIL TO DO THEIR HOMEWORK MAY BE REQUIRED TO ATTEND MANDATORY AFTER SCHOOL STUDY SESSIONS. WE ALSO MAY SET UP PARENT/GUARDIAN CONFERENCES IN THESE CASES.

MAKE-UP WORK

STUDENTS WHO ARE ABSENT FROM SCHOOL FOR LEGITIMATE, EXCUSED REASONS WILL BE GIVEN REASONABLE TIME AND OPPORTUNITY TO MAKE-UP MISSED ASSIGNMENTS. IT IS ESSENTIAL THAT THE STUDENTS COMMUNICATE WITH ADVISORS AND TEACHERS TO ARRANGE A PLAN FOR COMPLETING ASSIGNMENTS — ULTIMATELY, IT IS THE STUDENT'S RESPONSIBILITY TO DO SO. IN THE EVENT OF A SERIOUS DISCIPLINARY CASE RESULTING IN SUSPENSION, THE SCHOOL IS NOT REQUIRED TO GIVE CREDIT FOR ASSIGNMENTS DUE AND COMPLETED DURING THE SUSPENSION. AT GATEWAY, WE EXPECT YOU TO COMPLETE ASSIGNMENTS DURING A SUSPENSION REGARDLESS OF WHETHER OR NOT CREDIT IS GIVEN.

MATERIALS

PLEASE BE AWARE THAT GATEWAY STUDENTS AND THEIR FAMILIES ARE LIABLE FOR THE COSTS OF REPLACING ANY BOOKS, TECHNOLOGY TOOLS, UNIFORMS FOR SPORTS OR ANY OTHER RESOURCE ISSUED TO THE STUDENT BY THE SCHOOL AND DAMAGED OR NOT RETURNED, AS STATED IN CALIFORNIA EDUCATION CODE SECTION 48904. IF YOU DAMAGE OR LOSE GATEWAY TEXTS OR MATERIALS AND DO NOT PAY FOR THE REPLACEMENT COSTS, YOU WILL NOT RECEIVE YOUR REPORT CARD UNTIL YOU PAY AND YOU MAY LOSE YOUR OPPORTUNITY TO ATTEND GATEWAY.

MONITORING STUDENT ACADEMIC PROGRESS

OUR SCHOOL PROVIDES 24/7 ONLINE ACCESS TO STUDENT GRADES, ASSIGNMENTS, AND OTHER INFORMATION THROUGH A WEB-BASED PROGRAM CALLED **POWERSCHOOL**. EACH STUDENT FAMILY WILL BE PROVIDED A FREE USERNAME AND PASSWORD TO ACCESS THE PROGRAM AT THEIR LEISURE AT HTTPS://GATEWAY.POWERSCHOOL.COM/PUBLIC/HOME.HTML

FAMILY-TEACHER CONFERENCES — OUR SCHOOL HOSTS ONE SCHOOL-WIDE FAMILY-TEACHER CONFERENCE SESSION FOR STUDENTS AFTER THE FIRST QUARTER WHERE FAMILIES AND TEACHERS MEET FACE-TO-FACE AND TALK ABOUT STUDENT PROGRESS. ADDITIONAL CONFERENCES ARE HELD ON AN INDIVIDUAL NEEDS BASIS AND ARE SCHEDULED BY THE TEACHER IN COLLABORATION WITH THE FAMILY.

STUDENT-LED FAMILY CONFERENCES — OUR SCHOOL HOSTS ONE STUDENT-LED FAMILY CONFERENCE SESSION IN THE SPRING HOSTED BY THE STUDENTS FOR THEIR FAMILIES TO SHARE THEIR PERSONAL PROGRESS AND SHOWCASE THEIR ACADEMIC WORK AND ACCOMPLISHMENTS OVER THE COURSE OF THEIR MIDDLE SCHOOL CAREER

ASSESSMENTS AND GRADES

IN ORDER TO IMPROVE, STUDENTS NEED CONSTRUCTIVE AND FREQUENT FEEDBACK ABOUT THEIR PERFORMANCE. GATEWAY TEACHERS ARE COMMITTED TO PROVIDING MULTIPLE FORMS OF ASSESSMENT, TO REVIEWING STUDENT

WORK THOROUGHLY, AND TO RESPONDING TO WORK VERBALLY AND/OR IN WRITING SO THAT STUDENTS UNDERSTAND HOW TO IMPROVE. ALL TEACHERS MAKE THEMSELVES AVAILABLE TO GIVE STUDENTS EXTRA HELP OR MORE EXPLANATION AT LEAST ONCE A WEEK. TEACHERS WILL POST THE TIMES THAT THEY WILL BE AVAILABLE AND THE LOCATIONS REGULARLY. IT IS A STUDENT'S RESPONSIBILITY TO CHECK THESE POSTINGS AND TO SEEK EXTRA HELP IF NEEDED. STUDENTS MAY BE REQUIRED TO ATTEND AFTERNOON TUTORING OR REVIEW SESSIONS IF THEY ARE HAVING ACADEMIC DIFFICULTIES.

RECOGNIZING THAT EVERY STUDENT LEARNS DIFFERENTLY, GATEWAY ISSUES GRADE REPORTS AT EACH MARKING PERIOD THAT SHOW THE ASSESSMENT NOT ONLY OF STUDENTS' MASTERY OF COURSE CONTENT (E.G. QUALITY OF HOMEWORK, WRITTEN EXPRESSION, PERFORMANCE ON TESTS AND PROJECTS, EVIDENCE OF CRITICAL THINKING), BUT ALSO STUDENTS' MASTERY OF THE LEARNING PROCESS (PROCESS OF LEARNING) WHICH INCLUDES HOMEWORK EFFORT, IN-CLASS WORK HABITS, CLASS PARTICIPATION AND BEHAVIOR. IN ADDITION, STUDENTS WHO ARE RECEIVING AN I (INCOMPLETE) OR AN NC (NO CREDIT) WILL HAVE A PROGRESS REPORT SENT HOME AT THE MID-QUARTER POINT OF THE MARKING PERIOD. GATEWAY GRADE REPORTS ALSO INCLUDE TEACHER COMMENTS AT THE END OF THE FIRST AND THIRD QUARTERS THAT PROVIDE STUDENTS AND THEIR FAMILIES WITH A DETAILED ACCOUNT OF THE STUDENT'S INDIVIDUAL STRENGTHS AND AREAS FOR IMPROVEMENT.

GATEWAY TEACHERS RETAIN CERTAIN FLEXIBILITY IN THEIR GRADING. FOR EXAMPLE, TEACHERS TAKE INTO CONSIDERATION NOT ONLY THE FINAL PRODUCT (E.G. THE PAPER, TEST, LAB REPORT); IN ADDITION, THEY TAKE INTO ACCOUNT IMPROVEMENTS STUDENTS HAVE SHOWN AND SKILLS STUDENTS HAVE DEMONSTRATED. IN OTHER WORDS, GATEWAY TEACHERS ASSESS BOTH HOW MUCH STUDENTS LEARN AND HOW WELL STUDENTS LEARN.

REPORT CARDS - FAMILIES RECEIVE REPORT CARDS AT THE END OF EACH QUARTER (FOUR QUARTERS EACH SCHOOL YEAR).

GRADE POINT AVERAGE (GPA) – THE TOTAL NUMBER OF POINTS DIVIDED BY THE NUMBER OF COUNTED CLASSES EQUALS THE GPA. IF A STUDENT FALLS BELOW 70% (C) IN A CLASS, THE STUDENT WILL RECEIVE AN I (INCOMPLETE) AS THEIR GRADE UNTIL THE WORK MISSED OR FAILED IS COMPLETED BEFORE THE END OF THE SEMESTER. IF THE STUDENT HAS FAILED TO SHOW PROGRESS AND/OR THEIR GRADE IS STILL BELOW 70%, THE STUDENT WILL EARN AN NC (NO CREDIT) AS THEIR FINAL REPORT CARD GRADE FOR THE SEMESTER.

THE POINT SYSTEM IS AS FOLLOWS:

A = 4.0 B = 3.0 C = 2.0 INCOMPLETE/NO CREDIT = 0

GRADING SCALE:

A = 100-90% B=89-80% C=79-70% INCOMPLETE/NO CREDIT = BELOW 70%

STUDENTS WHO ACHIEVE A GRADE POINT AVERAGE (GPA) OF 3.30-3.70 AT THE END OF EACH SEMESTER WILL BE PART OF THE **HONOR ROLL**. STUDENTS WHO ACHIEVE A GPA OF ABOVE 3.70 AT THE END OF EACH SEMESTER WILL BE PART OF THE **PRINCIPAL'S HONOR ROLL**.

TESTING – OUR TEACHERS USE A VARIETY OF ASSESSMENTS FROM QUIZZES, TESTING, PROJECTS, PORTFOLIOS, AND HOMEWORK TO ENSURE STUDENTS ARE REACHING ACADEMIC GOALS. IN ADDITION, THE STATE REQUIRES ALL STUDENTS IN SIXTH THROUGH EIGHTH GRADES TAKE THE CALIFORNIA STANDARDS TEST (CST) IN APRIL/MAY AS PART OF STAR TESTING AND SEVENTH GRADE TAKE THE CALIFORNIA WRITING STANDARDS TEST IN MARCH.

PROMOTION POLICY

PROGRESSING TO THE NEXT GRADE LEVEL IS EARNED THROUGH ACADEMIC ACHIEVEMENT. AT GATEWAY MIDDLE SCHOOL, STUDENTS ARE NOT SOCIALLY PROMOTED. PROMOTION AT THE END OF EACH GRADE IS DETERMINED BY STUDENT PERFORMANCE AND PROGRESS BASED ON A VARIETY OF ASSESSMENTS. INCLUDING:

- CLASS-BASED TESTS AND PROJECTS ASSESSING COURSE STANDARDS AND EXPECTATIONS.
- STANDARDIZED PRE- AND POST-ASSESSMENTS OF SKILLS IN READING AND MATH.
- PROCESS OF LEARNING ASSESSMENTS FOCUSED ON HABITS TO SUPPORT ONE'S LEARNING.
- QUARTERLY REPORT CARDS THAT RECORD STUDENTS' PROGRESS ON CORE ACADEMIC SKILLS AND OUR PROCESS OF LEARNING SKILLS AND HABITS.

IF A STUDENT ENDS A SEMESTER WITH AN NC IN ANY COURSE, A MEETING WILL CONVENE WITH THE STUDENT, THE FAMILY OF THE STUDENT, ADMINISTRATION, AND TEACHERS (IF AVAILABLE) TO DISCUSS INTERVENTIONS AND POSSIBLE NEED FOR RETENTION. STUDENTS WHO STRUGGLE ACADEMICALLY WILL BE REFERRED TO THE STUDENT SUCCESS TEAM TO CREATE AN ALTERNATIVE PLAN THAT APPLIES TO THE STUDENT'S NEEDS. FAMILIES WILL BE ASKED TO ATTEND PLANNING MEETINGS AND THE STUDENT PLAN WILL BE SHARED WITH PARENTS AND GUARDIANS.

ALTERNATIVE CRITERIA MAY INCLUDE, BUT IS NOT LIMITED TO, THE FOLLOWING:

- + MEET GOALS ESTABLISHED IN SPECIAL EDUCATION INDIVIDUALIZED EDUCATION PLAN
- + MEET GOALS ESTABLISHED IN ENGLISH LANGUAGE LEARNER PLAN

SUPPORT AND RESOURCES

AT GATEWAY, WE EXPECT MUCH OF OUR STUDENTS AND WITH THIS, PROVIDE SIGNIFICANT SUPPORT IN HELPING STUDENTS REACH THEIR GOALS. WE PROVIDE MANY SERVICES THAT SUPPORT STUDENTS' ACADEMIC AND PERSONAL SUCCESS. EACH OF THESE SERVICES IS DESCRIBED IN MORE DETAIL BELOW.

THE LEARNING CENTER

THE LEARNING CENTER ASSISTS STUDENTS IN DEVELOPING, ENHANCING, AND REFINING THE ACADEMIC AND COGNITIVE SKILLS, HABITS, AND PROCESSES NECESSARY FOR SUCCESS DURING MIDDLE SCHOOL, HIGH SCHOOL, AND BEYOND. LEARNING CENTER SERVICES WILL HELP STUDENTS BECOME AWARE OF THEIR UNIQUE LEARNING STRENGTHS, AS WELL AS TO IDENTIFY AREAS WHERE IMPROVEMENT IS NEEDED. IN ADDITION, LEARNING CENTER SERVICES WILL TEACH STUDENTS TO UTILIZE THE WIDE VARIETY OF RESOURCES AVAILABLE TO HELP REACH THEIR LEARNING POTENTIAL. FINALLY, STUDENTS WILL LEARN HOW TO ADVOCATE EFFECTIVELY AND APPROPRIATELY FOR THEMSELVES IN ACADEMIC AND OTHER SITUATIONS TO ASSURE THAT THEY ACQUIRE WHAT THEY NEED TO BE A LIFELONG LEARNER

THE LEARNING CENTER IS AVAILABLE TO ALL STUDENTS. ALL STUDENTS WILL HAVE ACCESS TO THE FOLLOWING RESOURCES:

- ✓ ASSISTIVE MATERIALS (SUCH AS WORD PROCESSORS, ELECTRONIC DICTIONARIES, ETC.) CHECKED OUT ON AN AS-
 - NEEDED AND AS-AVAILABLE BASIS
- ✓ BOOKS-ON-TAPE RESOURCE LIBRARY
- ✓ ASSISTIVE COMPUTER SOFTWARE
- ✓ MEETING WITH LEARNING CENTER STAFF TO DISCUSS STUDENT'S LEARNING PROFILE AND ACADEMIC PROGRESS
- ✓ EXTRA ACADEMIC HELP (BY PRIOR ARRANGEMENT)
- ✓ AFTER SCHOOL TUTORING AND QUIET STUDY

STUDENTS MAY CHECK OUT ALL LEARNING CENTER MATERIALS BEFORE OR AFTER SCHOOL WITH APPROPRIATE STUDENT IDENTIFICATION. PARENTS AND GUARDIANS ARE WELCOME TO CALL OR MAKE AN APPOINTMENT TO VISIT THE LEARNING CENTER TO EXPLORE AND UTILIZE RESOURCES. IN ADDITION, STUDENTS WHO HAVE IEPS (INDIVIDUAL EDUCATION PROGRAMS) ARE ENTITLED TO THE SERVICES PRESCRIBED IN THEIR CURRENT IEPS. SPECIAL EDUCATION SERVICES ARE COORDINATED BY GATEWAY'S LEARNING SPECIALISTS. IF STUDENTS OR PARENTS/GUARDIANS HAVE ANY QUESTIONS ABOUT THE SPECIAL EDUCATION SERVICES TO WHICH THEY ARE ENTITLED, PLEASE CALL THE ASSIGNED LEARNING SPECIALIST.

ADVISORY

AS A GATEWAY STUDENT, STUDENTS HAVE A FACULTY ADVISOR WITH WHOM THEY MEET WITH REGULARLY AT SPECIFIED TIMES AND INFORMALLY THROUGHOUT THE YEAR. THE ROLE OF THE ADVISOR IS TO PROVIDE SUPPORT TO THE STUDENT, ACADEMICALLY AND PERSONALLY. ADVISORS MEET WITH THEIR GROUPS EVERY DAY TO CHECK IN WITH STUDENTS, RESPOND TO ISSUES AND CONCERNS, DO ACTIVITIES, AND PROVIDE ACADEMIC GUIDANCE AS APPROPRIATE. ADVISORS COMMUNICATE REGULARLY WITH TEACHERS TO MONITOR STUDENT PROGRESS AND TO HELP STUDENTS SUCCEED. REGULAR COMMUNICATION AMONG STUDENTS, ADVISORS, TEACHERS, AND PARENTS AND GUARDIANS IS IMPORTANT AS IT ALLOWS GATEWAY TO SUPPORT STUDENTS AND HELP STUDENTS BE SUCCESSFUL.

FROM TIME TO TIME, ADVISORS MAY CONTACT PARENTS AND GUARDIANS TO CHECK-IN. PARENTS AND GUARDIANS MAY ALSO CONTACT ADVISORS IF THEY HAVE QUESTIONS ABOUT A STUDENT'S OVERALL PROGRESS AND WELL-BEING. PARENTS SHOULD DIRECT QUESTIONS/CONCERNS RELATED TO A SPECIFIC CLASS TO THE TEACHER OF THAT CLASS.

STUDENT TECHNOLOGY POLICIES

CELL PHONE USE AND ELECTRONIC DEVICES IN SCHOOL

GATEWAY STRONGLY ENCOURAGES STUDENTS TO NOT BRING CELL PHONES, IPODS, CD OR MP3 PLAYERS, AND OTHER ELECTRONIC DEVICES TO SCHOOL. IF STUDENTS BRING ANY OF THESE ITEMS, STUDENTS MUST **KEEP**THEM IN THEIR POCKETS AND TURNED OFF DURING SCHOOL HOURS AS MANY ARE STOLEN FROM BACKPACKS THROUGHOUT THE YEAR.

IF A PARENT OR GUARDIAN NEEDS TO CONTACT A STUDENT DURING SCHOOL HOURS, PLEASE CALL THE MAIN OFFICE AND NOT A STUDENT'S CELL PHONE. IF A STUDENT NEEDS TO PHONE A PARENT/GUARDIAN OR RELATIVE, HE OR SHE MUST COME TO THE MAIN OFFICE TO MAKE THE CALL. IF USING A DEVICE TO LISTEN TO AUDIO AT ANY TIME, EARPHONES MUST BE WORN. STUDENTS MAY NOT USE THEIR PORTABLE ELECTRONIC DEVICES DURING BREAKS AND PASSING PERIODS, ONLY BEFORE AND AFTER SCHOOL.

TAKING PICTURES, VIDEOS, OR RECORDINGS OF TEACHERS WITHOUT THEIR KNOWLEDGE IS A VIOLATION OF OUR ELECTRONIC USE POLICY. THE TRANSMISSION AND DISPLAY/SHARING OF INAPPROPRIATE IMAGES IS SUBJECT TO DISCIPLINARY AND LEGAL ACTION.

STUDENTS MUST HAVE PERMISSION FROM ALL PARTIES INVOLVED (TEACHERS AND STUDENTS) BEFORE A RECORDING DEVICE IS TO BE USED. STUDENTS ARE STRICTLY PROHIBITED FROM USING GM5'S NAME, INITIALS, LOGOS, PICTURES, OR REPRESENTATIONS OF THE FACULTY, STAFF, STUDENTS, OR OTHER INDIVIDUALS THAT, IN THE DETERMINATION OF THE SCHOOL ADMINISTRATION, ARE DEGRADING, LEWD, THREATENING OR INAPPROPRIATE. STUDENTS ARE TO USE TECHNOLOGY RESOURCES IN WAYS THAT PROMOTE RATHER THAN DEGRADE THE SCHOOL COMMUNITY OR ANY INDIVIDUAL MEMBER OR GROUP WITHIN THE SCHOOL COMMUNITY. DELIBERATE PUBLICATION OR POSTINGS OF INAPPROPRIATE MATERIAL WILL RESULT IN SERIOUS DISCIPLINARY ACTION UP TO AND INCLUDING DISMISSAL FROM THE SCHOOL.

IF A STUDENT CELL PHONE IS SEEN OR HEARD OR IF IT IS USED ON CAMPUS DURING SCHOOL HOURS WITHOUT STAFF PERMISSION, THE STUDENT MAY BE ASKED TO GIVE IT TO A FACULTY MEMBER IMMEDIATELY UPON REQUEST. IN THE OCCASION THAT A STUDENT VIOLATES OUR TECHNOLOGY POLICY, THE FOLLOWING STEPS WILL OCCUR:

- + FIRST OFFENSE: CELL PHONE/ELECTRONIC DEVICE IS CONFISCATED FOR THE DAY AND RETURNED TO STUDENT AFTER SCHOOL. PARENT/GUARDIAN MAY BE NOTIFIED AS A WARNING TO THE STUDENT.
- + SECOND OFFENSE: CELL PHONE/ELECTRONIC DEVICE IS CONFISCATED AND TURNED INTO THE OFFICE.
 PARENT/ GUARDIAN MAY PICK UP AT THE END OF THE SCHOOL DAY. STUDENT MAY SERVE DETENTION.
- + THIRD OFFENSE: CELL PHONE/ELECTRONIC DEVICE IS CONFISCATED AND TURNED INTO THE OFFICE. CONSEQUENCES GIVEN AT ADMINISTRATIVE DISCRETION.

STUDENT INTERNET AND COMPUTER USE

THE USE OF TECHNOLOGICAL RESOURCES AT GATEWAY MIDDLE IS AN INTEGRAL PART OF OUR PROGRAM, AND STUDENTS ARE ENCOURAGED TO LEARN TO USE AND THEN TAKE ADVANTAGE OF THE TOOLS THAT ARE AVAILABLE BOTH IN CLASS AND IN THE LEARNING CENTER. AS YOU MIGHT EXPECT, ALONG WITH ACCESS TO THESE TOOLS COMES THE RESPONSIBILITY TO USE THEM CAREFULLY AND APPROPRIATELY. STUDENTS AND PARENTS/GUARDIANS MUST SIGN AN "ACCEPTABLE USE POLICY" OR AUP BEFORE STUDENTS ARE PERMITTED TO HAVE ACCESS TO TECHNOLOGY AT GATEWAY, AND OF COURSE, STUDENTS WILL HAVE TO ABIDE BY THE POLICIES LAID OUT IN THAT AGREEMENT. PLEASE NOTE THAT GATEWAY STUDENTS AND THEIR FAMILIES ARE LIABLE FOR THE COSTS OF REPLACING ALL TECHNOLOGICAL TOOLS, OR ANY OTHER RESOURCES USED BY OR ISSUED TO THE STUDENT BY GATEWAY AND DAMAGED OR NOT RETURNED.

PLEASE BE AWARE THAT STUDENT EMAIL COMMUNICATION AND INTERNET ACCESS ARE NOT PRIVATE COMMUNICATIONS; GATEWAY RESERVES THE RIGHT TO ACCESS STUDENT ELECTRONIC FILES AT ANY TIME. ALL GATEWAY RESOURCES ARE TO BE USED FOR SCHOOL RELATED PURPOSES. FOR EXAMPLE, STUDENTS ARE NOT ALLOWED TO USE COMPUTERS TO PLAY GAMES OR ENTER CHAT ROOMS. IF STUDENTS VIOLATE THESE RULES, THEY WILL LOSE THEIR COMPUTER PRIVILEGES.

SCHOOL PHONE USE

STUDENTS AT GATEWAY MIDDLE ARE PERMITTED TO USE SCHOOL PHONES, WITH TEACHER PERMISSION, IN SITUATIONS THAT STEM FROM HEALTH AND SAFETY ISSUES, EMERGENCIES, OR WHEN STUDENTS NEED TO CONTACT PARENTS FOR AN AFTER SCHOOL ACTIVITY. STUDENTS AND THEIR PARENTS/GUARDIANS MUST ARRANGE PICK-UP TIMES IN ADVANCE OF SCHOOL AND SHOULD NOT COME TO EXPECT A DAILY PHONE CALL FROM THEIR CHILD. IN ADDITION, PARENTS/GUARDIANS SHOULD NOT RELY ON GATEWAY STAFF TO RELAY MESSAGES TO THEIR CHILDREN DURING SCHOOL HOURS EXCEPT IN EMERGENCY CASES.

SAFETY AND SECURITY OPERATIONS

GATEWAY IS COMMITTED TO PROTECTING OUR STUDENTS' RIGHT TO ATTEND A SAFE AND SECURE SCHOOL. AS SUCH, STUDENTS ARE NEVER ALLOWED TO ADMIT ANYONE TO THE SCHOOL PREMISES EXCEPT FOR A TEACHER, STAFF MEMBER OR FELLOW STUDENT UNLESS A STAFF MEMBER IS PRESENT AND GIVES PERMISSION.

GATEWAY STUDENTS WILL NOT ENGAGE IN INTENTIONAL OR CARELESS BEHAVIOR SUCH AS PROPPING DOORS, ALLOWING VISITORS INTO THE BUILDING WITHOUT SPECIFIC PERMISSION, INTERACTING INAPPROPRIATELY WITH THE LOCAL COMMUNITY, STAFF OR STUDENTS WITH WHOM WE SHARE OUR FACILITIES, TAMPERING WITH LOCKS, FIRE ALARMS OR OTHER SAFETY DEVICES OR GOING BEYOND THE ESTABLISHED CAMPUS AND NEIGHBORHOOD

BOUNDARIES. GATEWAY STUDENTS WILL NOT CAUSE OR ATTEMPT TO CAUSE DAMAGE TO CAMPUS OR PRIVATE PROPERTY IN ANY MANNER INCLUDING TAGGING. WE HAVE WORKED HARD TO PROVIDE A BUILDING THAT ALLOWS US TO SUPPORT A STRONG EDUCATIONAL PROGRAM FOR YOU. IT IS YOUR RESPONSIBILITY TO HELP SEE THAT IT REFLECTS THE BEST OF US.

SCHOOL HOURS OF OPERATION

GATEWAY MIDDLE SCHOOL IS OPEN FROM 7:45 A.M. TO 6:00 P.M. MONDAY THROUGH FRIDAY. SCHOOL DISMISSAL IS AT 3:30 P.M. MONDAYS, TUESDAYS, THURSDAY, AND FRIDAYS, AND UNTIL 2:00 P.M. ON WEDNESDAYS, UNLESS OTHERWISE NOTED BY A MINIMUM DAY SCHEDULE. THE YMCA/GATEWAY AFTER SCHOOL PROGRAM RUNS DAILY FROM 3:30 P.M. TO 6:00 P.M. STUDENTS MUST BE ENROLLED IN THE AFTER SCHOOL PROGRAM IN ORDER TO PARTICIPATE.

AT 6:00 P.M. STUDENTS ENROLLED IN THE YMCA/GMS AFTER SCHOOL PROGRAM MUST EITHER LEAVE THE BUILDING OR WAIT FOR THEIR RIDE ON GOLDEN GATE AVENUE SO THAT SUPERVISING STAFF ARE ABLE TO CHECK IN WITH THEM AND ARE AWARE OF THE LOCATION OF STUDENTS AT THIS TIME. EXCEPTIONS TO THIS INCLUDE EVENING EVENTS HELD AT GATEWAY AND STUDENT ATHLETES RETURNING FROM PRACTICE OR GAMES.

ARRIVAL BEFORE SCHOOL AND DISMISSAL AFTER SCHOOL SCHOOL

ALL PICK-UP AND DROP-OFF OF STUDENTS WILL HAPPEN ON GOLDEN GATE AVENUE, AT THE FRONT OF THE SCHOOL BUILDING ALONG THE WHITE CURB ZONE. WE WILL HAVE GATEWAY MIDDLE STAFF AND PARENT VOLUNTEERS SUPERVISING THE SIDEWALK AND ENTRANCE AT THE BEGINNING OF THE SCHOOL DAY AND DURING AFTER SCHOOL DISMISSAL TO ENSURE STUDENT SAFETY. PLEASE DO NOT LEAVE A CAR UNATTENDED DURING PICK-UP AND DROP-OFF TIMES — THE VEHICLE MAY BE SUBJECT TO A CITATION OR TOWING.

BOUNDARIES

GATEWAY MIDDLE SCHOOL SHARES THE SCHOOL CAMPUS WITH CREATIVE ARTS CHARTER SCHOOL, ALONG WITH SHARED USE OF THE CAFETERIA – STUDENTS SHOULD NOT BE FOUND IN ANY OTHER AREAS OF THE CAMPUS UNLESS SUPERVISED BY GATEWAY STAFF. WE ALSO SHARE THIS HISTORIC NEIGHBORHOOD WITH MERCHANTS AND RESIDENTS, MANY OF WHOM HAVE CALLED THIS AREA HOME FOR DECADES. IT IS ESSENTIAL THAT WE JOIN THIS COMMUNITY COOPERATIVELY, RESPECTFULLY AND IN ADHERENCE TO THE FOLLOWING SPECIFIC GUIDELINES:

CAMPUS: ON CAMPUS, GATEWAY STUDENTS:

- BEFORE 8:15 A.M. MUST ENTER THROUGH YARD GATE ON GOLDEN GATE AVENUE.
- AFTER 8:15 A.M. MUST ENTER AND EXIT THROUGH THE PEDESTRIAN GATE ON GOLDEN GATE AVENUE.
- May not enter the cafeteria, library, or classrooms unless supervised by Gateway staff.

NEIGHBORHOOD: WE EXPECT ALL GATEWAY STUDENTS TO BE RESPECTFUL OF LOCAL MERCHANTS AND NEIGHBORS WHILE COMING TO AND FROM SCHOOL AND WHILE WAITING FOR MUNI. IT IS ALSO ESSENTIAL THAT GATEWAY STUDENTS MAKE SAFE AND PRUDENT CHOICES IN THE NEIGHBORHOOD, PARTICULARLY AFTER DARK.

STUDENTS ACCESSING AND DEPARTING CAMPUS

ATTENDING SCHOOL EVERY DAY IS ESSENTIAL TO STUDENT SUCCESS. ONCE STUDENTS ARRIVE, STUDENTS MAY NOT LEAVE CAMPUS PRIOR TO THE END OF THE SCHOOL DAY WITHOUT PARENT/GUARDIAN PERMISSION. TO ENSURE WE KNOW WHERE THE CHILD IS DURING SCHOOL HOURS, STUDENTS ARE ASKED TO CHECK OUT THROUGH THE OFFICE AND EXIT THROUGH THE MAIN PEDESTRIAN GATE ON GOLDEN GATE AVENUE. SEE ATTENDANCE SECTION FOR FURTHER EXPLANATION.

SCHOOL-PROVIDED TRANSPORTATION

GATEWAY MIDDLE SCHOOL DOES NOT PROVIDE TRANSPORTATION TO AND FROM SCHOOL, UNLESS PLANS ARE MADE FOR FIELD TRIPS. STUDENTS AND THEIR FAMILIES ARE RESPONSIBLE FOR THEIR OWN TRANSPORTATION.

STUDENT AND FAMILY-PROVIDED TRANSPORTATION

FAMILIES ARE WELCOME TO TRANSPORT THEIR CHILDREN TO SCHOOL. WE ASK THAT THE ENTRANCE AND EXITING PATHS BE FOLLOWED TO ENSURE A SMOOTH FLOW OF TRAFFIC DURING PEAK TIMES.

STUDENTS ARE WELCOME TO WALK OR BIKE TO SCHOOL. ONCE THEY ARRIVE AT SCHOOL, BIKES SHOULD BE LOCKED IN DESIGNATED RACKS. IF STUDENTS ARE PLANNING TO BIKE TO SCHOOL, MAKE SURE THEY HAVE AN ADEQUATE LOCKING DEVICE AND REMEMBER THAT CALIFORNIA LAW REQUIRES STUDENTS UNDER 18 YEARS OF AGE TO WEAR A HELMET. BIKES MAY NOT BE LEFT IN THE OFFICE OR HALLWAYS, OR LOCKED TO FENCES DURING THE SCHOOL DAY. WE DO NOT RECOMMEND RIDING SKATEBOARDS OR SCOOTERS TO SCHOOL AS WE DO NOT HAVE THE SPACE TO STORE AND SECURE THEM. WHILE YOU MAY USE A SKATEBOARD, BICYCLE OR SCOOTER TO GET TO AND FROM SCHOOL, DUE TO INSURANCE PROVISIONS **STUDENTS MAY NOT SKATEBOARD OR USE SCOOTERS**

OR BICYCLES ON CAMPUS. THE SCHOOL IS NOT RESPONSIBLE FOR TRANSPORTATION DEVICES THAT ARE LOST OR STOLEN.

MANY GATEWAY STUDENTS RIDE MUNI TO SCHOOL. IF THIS IS THE CASE, WE EXPECT ALL STUDENTS TO ACT RESPECTFULLY AND RESPONSIBLY AT ALL TIMES AND TO REMAIN AWARE OF THOSE AROUND THEM AT ALL TIMES. AT NO TIME IS IT ACCEPTABLE TO PARTICIPATE IN VERBAL OR PHYSICAL CONFLICTS WITH STUDENTS FROM OTHER SCHOOLS OR OTHER INDIVIDUALS ON THE BUS. TO DO SO IS TO RISK SERIOUS DISCIPLINARY ACTION. AT THE END OF THE DAY, WE ADVISE STUDENTS NOT TO WAIT FOR MUNI ALONE. WHEN POSSIBLE, STUDENTS SHOULD WALK TO THE BUS STOP WITH SOMEONE ELSE. ADDITIONALLY, WE ADVISE STUDENTS NOT TO HAVE CELL PHONES OR OTHER MUSICAL DEVICES VISIBLE WHEN LEAVING THE BUILDING. IF WALKING HOME, AGAIN WE ADVISE THAT STUDENTS WALK WITH A FRIEND.

EXPECTED HALLWAY BEHAVIOR

DURING THE SCHOOL DAY WE EXPECT STUDENTS TO ACT IN A RESPECTFUL MANNER IN OUR HALLWAYS. RUNNING AND SCREAMING, WRESTLING, POKING HEADS IN AND OUT OF CLASSROOMS OR ANY BEHAVIOR THAT IS NOT HALLWAY APPROPRIATE WILL NOT BE TOLERATED. STUDENTS THAT ARE CONSISTENTLY CONTRIBUTING TO A DISRUPTIVE ATMOSPHERE WILL FACE CONSEQUENCES UP TO AND INCLUDING SUSPENSION AND POSSIBLE EXPULSION. OUTSIDE BEHAVIOR BELONGS OUTSIDE, NOT IN THE BUILDING.

HALL PASSES

A HALL PASS IS A NECESSITY WHENEVER A STUDENT IS OUT OF ASSIGNED CLASSROOMS. STUDENTS WITHOUT HALL PASSES WILL BE ESCORTED TO THEIR CURRENT CLASS AND MAY BE ASSIGNED A DETENTION. STUDENTS CAN MOVE THROUGH THE HALLS DURING CLASS TIME ONLY WITH A VALID HALL PASS AND PERMISSION FROM THE TEACHER. TEACHERS ARE ENCOURAGED NOT TO ISSUE HALL PASSES THE FIRST TEN MINUTES OR LAST TEN MINUTES OF CLASS.

FOOD AND DRINK

WE ALL PLAY A ROLE IN KEEPING OUR CAMPUS AND FACILITIES CLEAN. AS SUCH, WE EXPECT GATEWAY STUDENTS TO CLEAN UP AFTER THEMSELVES. GATEWAY STUDENTS MAY EAT AND DRINK ONLY IN DESIGNATED AREAS. WE EXPECT GUM TO REMAIN IN MOUTHS OR IN THE GARBAGE. TEACHERS RESERVE THE RIGHT TO NOT ALLOW GUM TO BE CHEWED IN THEIR CLASSROOM. PLEASE PUT ALL TRASH IN RECEPTACLES, RECYCLABLE ITEMS IN THE BLUE CONTAINERS, AND KEEP AN EYE OUT FOR COMPOSTING BEING DONE. EVERY QUARTER, ALL STUDENTS AND STAFF WILL PARTICIPATE IN AN SCHOOL CLEAN-UP THAT WILL INCLUDE CLEANING DESKS AND CAMPUS.

THIS YEAR LUNCH IS AVAILABLE FOR PURCHASE AT REASONABLE PRICES EACH DAY FROM THE CAFETERIA. STUDENTS MAY EAT IN DESIGNATED AREAS WHEN GIVEN PERMISSION BY AN ADULT. AT NO TIME ARE FOOD OR DRINK ALLOWED IN THE MAIN OFFICE, LEARNING CENTER, OR AREAS OF CAMPUS USED BY CACS STAFF AND STUDENTS.

AFTER SCHOOL SAFETY AND SUPERVISION

GATEWAY HAS A VERY ACTIVE AFTER SCHOOL PROGRAM FROM 3:30-6:00 P.M. STUDENTS STAYING AFTER SCHOOL ARE TO BE IN A TUTORING CLASSROOM OR THE LEARNING CENTER. STUDENTS ARE EXPECTED TO BEHAVE APPROPRIATELY IN THE BUILDING DURING THIS TIME. STUDENTS WHO ARE UNABLE TO ACT ACCORDINGLY WILL BE ASKED TO LEAVE THE BUILDING AND WILL FACE FURTHER CONSEQUENCES IF THE BEHAVIOR CONTINUES. STUDENTS IN THE PROGRAM ARE EXPECTED TO REMAIN IN THE AFTER SCHOOL CLASSROOM AND ARE NOT PERMITTED IN THE HALLWAYS OR STAIRWELLS FOR THEY ARE NOT SUPERVISED SPACES - STUDENTS IN THESE AREAS WILL BE ASKED TO ENTER A TUTORING CLASSROOM OR LEAVE THE BUILDING. ALL GATEWAY BEHAVIORAL EXPECTATIONS APPLY DURING OUR AFTER SCHOOL PROGRAM.

SCHOOL SEARCHES

GATEWAY MIDDLE SCHOOL AUTHORIZES THE PRINCIPAL AND PRINCIPAL'S DESIGNEE(S) TO CONDUCT SEARCHES OF STUDENTS AND THEIR BELONGINGS IF THE AUTHORIZED SCHOOL OFFICIAL HAS REASONABLE SUSPICION TO BELIEVE THAT THE SEARCH WILL RESULT IN EVIDENCE THAT THE STUDENT VIOLATED THE LAW OR ANY OF GATEWAY MIDDLE'S RULES. IN AUTHORIZING SEARCHES, GATEWAY MIDDLE ACKNOWLEDGES BOTH STATE AND FEDERAL CONSTITUTIONAL RIGHTS WHICH ARE APPLICABLE TO PERSONAL SEARCHES OF STUDENTS AND SEARCHES OF THEIR POSSESSIONS.

AN AUTHORIZED SCHOOL OFFICIAL MAY SEARCH A STUDENT OR THE STUDENT'S BELONGINGS BASED UPON INFORMATION RECEIVED FROM A RELIABLE INFORMANT. INDIVIDUALS, OTHER THAN GATEWAY'S EMPLOYEES, WILL BE CONSIDERED RELIABLE INFORMANTS IF THEY HAVE PREVIOUSLY SUPPLIED INFORMATION THAT WAS ACCURATE AND VERIFIED, THEY MAKE AN ADMISSION AGAINST THEIR OWN INTEREST, THEY PROVIDE THE SAME INFORMATION THAT IS RECEIVED INDEPENDENTLY FROM OTHER SOURCES, OR THEY APPEAR TO BE CREDIBLE AND THE INFORMATION THEY ARE COMMUNICATING RELATES TO AN IMMEDIATE THREAT TO SAFETY. GATEWAY EMPLOYEES WILL BE CONSIDERED RELIABLE INFORMANTS UNLESS THEY ARE KNOWN TO HAVE PREVIOUSLY SUPPLIED INFORMATION THAT THEY KNEW WAS NOT ACCURATE.

STUDENTS MAY BE SUBJECT TO PERSONAL SEARCHES AND SEARCHES OF THEIR POSSESSIONS WHERE REASONABLE

INDIVIDUALIZED SUSPICION EXISTS TO CONDUCT SUCH SEARCH. REASONABLE INDIVIDUALIZED SUSPICION TO CONDUCT A SEARCH OF A STUDENT OR A STUDENT'S POSSESSIONS AND THE SCOPE OF THE PARTICULAR SEARCH SHALL BE BASED UPON, AMONG OTHER THINGS, THE STUDENT'S AGE, THE PREVALENCE AND SERIOUSNESS OF THE PROBLEM TO WHICH THE SEARCH IS DIRECTED, THE URGENCY NECESSITATING AN IMMEDIATE SEARCH, AND THE PROBATIVE VALUE AND RELIABILITY OF INFORMATION USED AS JUSTIFICATION FOR THE SEARCH.

STUDENTS HAVE NO REASONABLE EXPECTATION OF PRIVACY RIGHTS IN SCHOOL LOCKERS, CUBBIES, DESKS, OR OTHER SCHOOL STORAGE PLACES. GATEWAY EXERCISES OVERRIDING CONTROL OVER SUCH SCHOOL PROPERTY, WHICH MAY BE OPENED AND SUBJECTED TO INSPECTION AT ANY TIME BY SCHOOL OFFICIALS. GATEWAY WILL PROVIDE NOTIFICATION TO PARENTS/FAMILIES IF A SEARCH HAS TAKEN PLACE AS SOON AS IS PRACTICABLY REASONABLE.

LOCKERS, CUBBIES, AND DESKS: ALL REMAIN THE PROPERTY OF THE SCHOOL. THE SCHOOL IS AUTHORIZED TO OPEN LOCKERS, CUBBIES, AND DESKS TO EXAMINE THEIR CONTENTS, INCLUDING PERSONAL BELONGINGS OF STUDENTS, WHEN OFFICIALS HAVE REASONABLE CAUSE TO BELIEVE THAT THE CONTENTS THREATEN THE SAFETY, HEALTH, OR WELFARE OF STUDENTS OR INCLUDE SUSPECTED STOLEN PROPERTY OR ITEMS, WHICH ARE SPECIFICALLY PROHIBITED BY LAW, BOARD POLICY, OR SCHOOL REGULATIONS.

STUDENTS ARE PERSONALLY RESPONSIBLE FOR ALL CONTENTS OF THEIR LOCKERS, CUBBIES, AND DESKS. ADMINISTRATORS MAY IMPOSE DISCIPLINARY CONSEQUENCES FOR VIOLATION OF LOCKER, CUBBIE, AND DESK POLICIES.

REQUIREMENTS FOR STUDENT ACTIVITIES TRANSPORTATION

THE FOLLOWING RULES APPLY TO EXTRA-CURRICULAR TRIPS:

- SCHOOL ADMINISTRATION MUST APPROVE ALL SCHOOL-RELATED TRIPS.
- TRAVEL IS BY BUS OR OTHER ADMINISTRATIVE APPROVED TRANSPORTATION.
- EACH BUS MUST HAVE AT LEAST ONE (1) SCHOOL EMPLOYEE.
- STUDENTS MUST RIDE ON SCHOOL TRANSPORTATION BOTH WAYS. THE ONLY EXCEPTION IS IF THE
 PARENT/LEGAL GUARDIAN SIGNS A RELEASE FORM AT THE ACTIVITY TO TRANSPORT THE STUDENT HOME.

VISITORS

ALL VISITORS MUST ENTER AND EXIT OUR SCHOOL BUILDING THROUGH THE GOLDEN GATE AVENUE GATES AND PROCEED TO THE MAIN OFFICE. AS PART OF OUR EFFORT TO KEEP STUDENTS SAFE, WE REQUIRE VISITORS - PARENTS AND GUARDIANS INCLUDED - TO CHECK IN AT THE OFFICE AND OBTAIN A VISITOR'S PASS. VISITORS MAY ALSO BE REQUIRED TO SHOW ID. WE WELCOME PARENT AND GUARDIAN VISITORS, BUT ASK THAT YOU SCHEDULE APPOINTMENTS WITH TEACHERS OR STAFF SO CLASSROOM TEACHING WILL NOT BE DISPURITED.

TO PROTECT STUDENTS AND SCHOOL PROPERTY, OUR SCHOOL HAS A "NO LOITERING/NO TRESPASSING" POLICY. SCHOOL ADMINISTRATORS MUST HAVE IMMEDIATE KNOWLEDGE OF ANY UNAUTHORIZED PERSONS INSIDE THE BUILDING OR ON ITS GROUNDS. VISITORS WHO ARE NOT AUTHORIZED ON CAMPUS ARE CONSIDERED TO BE LOITERING AND MAY BE CHARGED WITH TRESPASSING. CHILDREN WHO ARE NOT STUDENTS ENROLLED IN OUR SCHOOL ARE NOT ALLOWED ON CAMPUS UNLESS AUTHORIZED BY THE PRINCIPAL OR DESIGNEE. UNAUTHORIZED VISITORS ARE TRESPASSING.

FIRE ALARM

ANY TIME THE FIRE ALARM GOES OFF (INCLUDING REGULARLY SCHEDULED FIRE DRILLS) STUDENTS MUST OBEY THE FOLLOWING PROCEDURES:

- LISTEN FOR THE FIRE ALARM
- LINE UP IMMEDIATELY, BE SILENT, AND FOLLOW ADULT DIRECTIONS
- WALK SILENTLY TO THE DESIGNATED EXIT AND LINE UP OUTSIDE.

LOST, STOLEN, OR CONFISCATED ITEMS

PERSONAL PROPERTY

THE BEST METHOD FOR STUDENTS TO PROTECT THEIR PERSONAL PROPERTY IS TO **LEAVE VALUABLES AT HOME**. THE SCHOOL IS NOT RESPONSIBLE FOR ITEMS LOST OR STOLEN.

CONFISCATED MATERIALS

ITEMS THAT MAY DISRUPT CLASSROOM INSTRUCTION OR OUR SAFE ENVIRONMENT WILL BE TAKEN AWAY. CONFISCATED ELECTRONIC DEVICES FROM A STUDENT WILL BE RETURNED TO STUDENT OR PARENT/GUARDIAN AT ADMINISTRATIVE DISCRETION. ANY WEAPONS, DRUGS, ALCOHOL, INAPPROPRIATE MATERIAL CONFISCATED FROM A STUDENT WILL NOT BE RETURNED. THE SCHOOL IS NOT RESPONSIBLE FOR CONFISCATED ITEMS THAT ARE LOST OR STOLEN.

DRESS CODE

GATEWAY RECOGNIZES THAT CLOTHING IS ONE WAY TO BE WHO YOU ARE. CERTAIN CLOTHING, HOWEVER, CAN BE INAPPROPRIATE, DISTRACTING, AND PERHAPS EVEN OFFENSIVE. SUCH CLOTHING DETRACTS FROM THE SERIOUS AND PURPOSEFUL LEARNING ENVIRONMENT WE ALL HOPE TO FOSTER. AS A COLLEGE PREPARATORY SCHOOL, WE SEEK TO PREPARE STUDENTS FOR SITUATIONS WHERE APPROPRIATE DRESS IS NECESSARY, SUCH AS COLLEGE OR JOB INTERVIEWS. CONSISTENT WITH THE SCHOOL'S MISSION, GATEWAY'S DRESS CODE REQUIRES STUDENTS TO DRESS IN WAYS THAT ARE RESPECTFUL OF THOSE AROUND YOU AND APPROPRIATE FOR OUR SCHOOL COMMUNITY.

GATEWAY STUDENTS MAY NOT WEAR CLOTHING THAT:

*EXPOSES THEIR UNDERGARMENTS AND/OR TORSOS.

*DISPLAYS OBSCENE, INAPPROPRIATE WORDS OR IMAGES.

*DISPLAYS DEMEANING OR OFFENSIVE WORDS OR IMAGES.

*SUGGESTS GANG AND/OR HATE GROUP AFFILIATION.

*EXPOSES THE THIGH MORE THAN THREE INCHES ABOVE

THE KNEE, INCLUDING MINISKIRTS, MICRO-MINI SKIRTS,

AND SHORT SHORTS.

*HAS HOLES OR RIPS THAT ARE HIGHER THAN THREE INCHES

ABOVE THE KNEE.

*SAGS, IS NOT SIZE APPROPRIATE, OR CONSIDERED BAGGY.

*IS CONSIDERED TOO TIGHT.

GATEWAY STUDENTS MAY NOT WEAR:

*HOODS, IF ASKED TO REMOVE THEM BY ANY ADULT MEMBER OF THE COMMUNITY.

*HATS, BEANIES, VISORS, OR OTHER HEAD ATTIRE INDOORS.

INCLUDING HOLIDAY-INSPIRED HATS (UNLESS INFORMED

OTHERWISE BY GATEWAY MIDDLE SCHOOL)

*RAGS, SCARVES, OR BANDANAS OF ANY KIND ON THEIR HEADS OR HANGING FROM THEIR POCKETS.

*SUNGLASSES INDOORS.

*PAJAMA PANTS OR HOUSE SLIPPERS.

*JEWELRY CONTAINING GANG RELATED SYMBOLS.

*BODY ART INCLUDING WRITING AND DRAWINGS WITH INK. *EXCESSIVE MAKEUP, INCLUDING FALSE EYELASHES.

OTHER DRESS CODE REQUIREMENTS:

- + CLOTHING ADVERTISING OR PROMOTING DRUGS, ALCOHOL, TOBACCO, VIOLENT ACTS, LEWD OR SEXUAL THEMES OR ARE DEMEANING, DEGRADING OR OFFENDING ARE NOT ALLOWED. THIS INCLUDES ANY CLOTHING PROMOTING 420.
- * BRIEF GARMENTS SUCH AS HALTER-TOPS, BARE MIDRIFFS, TUBE TOPS, TANK TOPS, SPAGHETTI TOPS AND PLUNGING NECKLINES CANNOT BE WORN AT SCHOOL.
- + GARMENTS EXPOSING CLEAVAGE ARE NOT SCHOOL APPROPRIATE.
- + BELTS ARE TO BE THROUGH THE BELT LOOPS AND NOT HANGING.
- + ALL CLOTHING MUST FIT PROPERLY NOT TOO BAGGY, NOT TOO TIGHT.
- + CLOTHING OR ACCESSORIES INCLUDING COLLARS, BRACELETS, PIERCINGS AND BOOTS THAT INCLUDE BUT NOT LIMITED TO:

 $\ensuremath{\mathsf{SPIKES}},$ $\ensuremath{\mathsf{HOOPS}},$ $\ensuremath{\mathsf{GAUGES}}$ or other dangerous items are not allowed.

- + SPIKES, NAILS, CHAINS AND SAFETY PINS ON CLOTHING ARE UNSAFE AT SCHOOL.
- + ANY OTHER ATTIRE DEEMED TO BE A DISRUPTION OF THE EDUCATIONAL PROCESS OR DETRIMENTAL TO THE HEALTH AND SAFETY OF STUDENTS IS NOT TO BE WORN.

NOTE: THE SCHOOL ADMINISTRATION RESERVES THE RIGHT TO ALTER THE DRESS CODE FOR SPECIAL OCCASIONS OR EXTRACURRICULAR ACTIVITIES. PARENTS AND GUARDIANS WHO REQUIRE AN EXEMPTION FOR THEIR CHILD FROM THE DRESS CODE FOR RELIGIOUS, CULTURAL, OR SHORT-TERM MEDICAL REASONS MAY SPEAK TO THE ASSISTANT PRINCIPAL.

DISCIPLINARY PROCEDURES

GATEWAY MIDDLE SCHOOL USES THE THEORY OF <u>RESTORATIVE PRACTICES</u> AS THE FOUNDATION FOR OUR DISCIPLINE. RESTORATIVE PRACTICES ARE A PRACTICE OF DISCIPLINE THAT REPAIRS HARM DONE TO RELATIONSHIPS AND PEOPLE OVER AND ABOVE THE NEED FOR ASSIGNING BLAME AND DISPENSING PUNISHMENT. KEY VALUES INCLUDE RESPECT, RESPONSIBILITY, INCLUSION, ACCOUNTABILITY, COLLABORATION AND EMPOWERMENT. KEY SKILLS INCLUDE ACTIVE LISTENING, FACILITATING DIALOGUE, PROMOTING PROBLEMSOLVING, LISTENING TO AND EXPRESSING EMOTION, AND EMPOWERING OTHERS TO TAKE OWNERSHIP OF PROBLEMS. RESTORATIVE PRACTICES HELP STUDENTS DEAL WITH THE HARM THEY HAVE CAUSED TO INDIVIDUALS AND TO THE SCHOOL COMMUNITY. THE APPROACH CAN PROVIDE NEW AND CREATIVE POSSIBILITIES RATHER THAN SIMPLY OFFERING COOKIE-CUTTER ANSWERS TO SITUATIONS WHICH TEACHERS AND ADMINISTRATORS EXPERIENCE EVERY DAY. THE VIEWERS, BYSTANDERS, VICTIMS, AND SIGNIFICANT ADULTS IN THE LIFE OF THOSE INVOLVED GATHER TO DECIDE WHAT WOULD MAKE THINGS RIGHT AND PREVENT SIMILAR BEHAVIORS IN THE FUTURE. WE START WITH THE BELIEF THAT WHEN WE CELEBRATE WHAT'S RIGHT, WE WILL HAVE THE ENERGY, CREATIVITY, AND INSPIRATION TO WORK AT CHANGING WHAT IS WRONG.

In the event that a student is suspected of engaging in conduct for which suspension or expulsion may be considered, the Assistant Principal or designee will contact parents or guardians of the student to discuss the situation and provide specific information about how the

MATTER WILL BE PROCESSED. THIS PROCESS DOES NOT APPLY TO SITUATIONS WHERE IMMEDIATE SUSPENSION IS NECESSARY. IN SUCH AN INSTANCE, THE STUDENT WILL BE REMOVED FROM SCHOOL AND A MEETING WILL BE ARRANGED WITH THE STUDENT'S PARENTS OR GUARDIANS AS SOON AS POSSIBLE FOLLOWING THE INCIDENT.

THROUGH A DISCIPLINARY PROCESS. STUDENTS CAN EXPECT:

- ✓ TO KNOW "WHY." IT IS THE SCHOOL'S BELIEF THAT CLEAR EXPLANATIONS OF POLICIES AND EXPECTATIONS. INCREASE THE LIKELIHOOD THAT STUDENTS UNDERSTAND THE IMPACT OF AND LEARN FROM THEIR
- TO BE TREATED RESPECTFULLY AND FAIRLY AND IN AN APPROPRIATE CONFIDENTIAL MANNER
- TO KNOW AS SOON AS POSSIBLE WHY THEY ARE BEING COUNSELED OR DISCIPLINED
- TO BE GIVEN OPPORTUNITY TO 'MAKE RIGHT' WHAT THEY HAVE DONE WRONG AND THEN ACKNOWLEDGED FOR THEIR MORE POSITIVE CONTRIBUTIONS TO THE COMMUNITY

GUIDELINES FOR WRITTEN STATEMENTS

TI IS ORDINARILY THE CASE THAT STUDENTS ARE ASKED TO WRITE STATEMENTS REGARDING THEIR BEHAVIOR IN OR WITNESSING OF A SERIOUS DISCIPLINARY INCIDENT. WHEN THIS IS THE CASE, THE ASSISTANT PRINCIPAL WILL MEET WITH THE STUDENT TO ENSURE THAT THE STUDENT UNDERSTANDS THE PURPOSE AND PROCESS FOR THIS WRITING. IT IS ESSENTIAL THAT THE STUDENT HAS THE OPPORTUNITY TO EXPLAIN WHAT HAPPENED FROM HIS OR HER PERSPECTIVE. WRITING ALSO PROVIDES AN OPPORTUNITY FOR REFLECTION AND PERSPECTIVE. THE RESTORATIVE APPROACH CONSISTS IN ASKING AND ANSWERING FIVE KEY QUESTIONS:

- WHAT HAPPENED, AND WHAT WERE YOU THINKING AT THE TIME?
 WHAT HAVE YOU THOUGHT ABOUT SINCE?
- 3. Who has been affected by what happened and how?
- 4. What about this has been the hardest for you?
- 5 WHAT DO YOU THINK NEEDS TO BE DONE TO MAKE THINGS AS RIGHT AS POSSIBLE?

CLASSROOM MANAGEMENT

THE TEACHER/MIDDLE SCHOOL TEAM WILL HAVE IN PLACE A CLASSROOM MANAGEMENT PLAN. THE PLAN WILL INCLUDE EXPECTATIONS FOR STUDENT BEHAVIOR, CLASSROOM CONSEQUENCES FOR INAPPROPRIATE BEHAVIOR, AND PROVISIONS FOR STUDENT CONFERENCING AND PARENT/GUARDIAN CONTACT. WHEN A STUDENT MISBEHAVES, THE TEACHER WILL DEAL WITH THE STUDENT THROUGH ASSERTIVE DISCIPLINE, POSTED CLASS RULES, AND FAIR ENFORCEMENT. IF THE STUDENT DOES NOT CHANGE HIS OR HER BEHAVIOR, THE TEACHER WILL CONTACT THE STUDENT'S PARENTS TO ENLIST PARENT/GUARDIAN SUPPORT. IF DISRUPTIVE BEHAVIOR CONTINUES, THE STUDENT WILL BE REFERRED TO THE ADMINISTRATION. A TEACHER WILL REFER STUDENTS TO AN ADMINISTRATOR FOR CONTINUOUS INFRACTIONS AND SEVERE MISBEHAVIOR. IF THE BEHAVIOR BECOMES EXCESSIVE, THE STUDENT WILL BE SENT TO THE ASSISTANT PRINCIPAL TO SUPPORT THE CLASSROOM MANAGEMENT PLAN. THE ASSISTANT PRINCIPAL WILL FOLLOW THE DISCIPLINE STEPS LISTED BELOW.

LEVEL ONE MISBEHAVIOR - THIS IS ANY BEHAVIOR THAT INTERFERES WITH THE LEARNING PROCESS, SUCH AS PUBLIC DISPLAY OF AFFECTION, DISRUPTING CLASS, LACK OF PREPAREDNESS, NONCONFORMITY TO DRESS CODE, AND ANY OTHER BEHAVIORS THAT DISRUPT THE LEARNING PROCESS.

SEVERE BEHAVIOR, LEVELS TWO AND THREE - THIS IS ANY ACTION THAT THREATENS THE SAFETY OR WELFARE OF PEOPLE ON CAMPUS AND/OR STOPS THE LEARNING PROCESS: SUCH AS FIGHTING, WEAPONS, HARASSMENT, VANDALISM, EXTREME DISRUPTION, DRUGS, ALCOHOL, OR TOBACCO.

DISCIPLINE STEPS

WHEN A REFERRAL IS MADE BY A TEACHER REGARDING MISCHIEVOUS OR SEVERE BEHAVIOR, IT WILL BE SUBMITTED TO THE ASSISTANT PRINCIPAL. REFERRALS WILL BE PROCESSED AS FOLLOWS BELOW:

- 1. LEVEL ONE (BEHAVIORAL INTERVENTIONS MAY BEGIN ON STEP 1 OR STEP 2):
 - ✓ STEP 1: TEACHER CONFERENCES WITH STUDENT AND DOCUMENTS STUDENT BEHAVIOR.
 - STEP 2: TEACHER DOCUMENTS STUDENT BEHAVIORS AND DETERMINES APPROPRIATE INTERVENTION STRATEGIES. TEACHER CONTACTS PARENTS/GUARDIANS AND POSSIBLY THE ADMINISTRATION.
 - ✓ STEP 3: TEACHER REFERS STUDENT TO THE ADMINISTRATION AND PARENTS/GUARDIANS ARE CONTACTED. THIS INDICATES THAT THE STUDENT HAS NOT RESPONDED TO STEP 2 AND/OR 3 INTERVENTIONS IN THE CLASSROOM. REFERRALS WILL RESULT IN A CONFERENCE WITH THE STUDENT/PARENT/GUARDIAN AND ASSIGNMENT OF A CONSEQUENCE DETERMINED BY THE ADMINISTRATION. A REVIEW OF STEP 1 AND 2 INTERVENTIONS AND ALTERNATE STRATEGIES MAY BE CONSIDERED BY THE ADMINISTRATION AND THE TEACHER.
- 2. LEVEL TWO: FOR SEVERE DEVIANT BEHAVIOR, INCORRIGIBILITY, OR REPEATED VIOLATIONS, THE STUDENT MAY BE SUSPENDED FROM SCHOOL FOR A PERIOD OF ONE TO FIVE (1-5) DAYS BY THE ASSISTANT PRINCIPAL OR CERTIFIED DESIGNEE. AN INFORMAL MEETING WILL BE AFFORDED PARENTS/GUARDIAN BEFORE SUSPENDING.

CONTINUED REFERRALS MAY RESULT IN PROGRESSION TO LEVEL THREE. THIS MAY TAKE PLACE BY A TELEPHONE OR SCHOOL CONFERENCE.

3. LEVEL THREE: WHEN THE STUDENT DOES NOT RESPOND TO INTERVENTIONS OR ALTERNATIVE PLACEMENT, RECOMMENDATION FOR EXPULSION WILL BE CONSIDERED.

PARENT/GUARDIAN BEHAVIOR

PARENTS AND GUARDIANS ARE EXPECTED TO MODEL GOOD BEHAVIOR FOR THE CHILDREN. ALL CONCERNS MAY BE BROUGHT TO THE PRINCIPAL OR ASSISTANT PRINCIPAL AND DISCUSSED PROFESSIONALLY. HOWEVER, GATEWAY MIDDLE IS NOT A SCHOOL THAT WILL TOLERATE SHOUTING, THREATS, OR CURSING BY PARENTS OR FAMILY MEMBERS. SUCH BEHAVIORS WILL RESULT IN SEVERELY LIMITING A PARENT'S OR OTHER FAMILY MEMBER'S ACCESS TO TEACHERS AND TO VISITING THE SCHOOL, AND MAY RESULT IN CONSEQUENCES FOR THE CHILDREN.

CONSEQUENCES

LUNCH DETENTION – STUDENTS MUST BE ON TIME, PREPARED WITH READING MATERIALS ENOUGH TO OCCUPY THE DETENTION TIME. RULES INCLUDE NO TALKING, NO SLEEPING, AND NO HEADS DOWN ON DESKS. LUNCH DETENTION MAY ALSO BE SERVED THROUGH LUNCH CLEAN-UP DUTY.

AFTER SCHOOL DETENTION – STUDENTS MUST BE ON TIME TO AFTER SCHOOL DETENTION. RULES INCLUDE NO TALKING, NO SLEEPING, AND NO HEADS DOWN ON DESKS. THE STUDENT MUST SERVE AFTER SCHOOL DETENTION FROM 3:35 – 4:15 p.m. IN A DESIGNATED CLASSROOM. THE STUDENT'S PARENT/GUARDIAN WILL BE NOTIFIED THE DAY OF THE INFRACTION THAT AFTER-SCHOOL DETENTION WILL BE SERVED AND THE DATE AND TIME OF THE DETENTION. THE STUDENT'S PARENT OR GUARDIAN IS RESPONSIBLE FOR PICKING UP THE CHILD AT SCHOOL AT 4:15 p.m. ON THE DAY OF DETENTION, UNLESS THE STUDENT IS ENROLLED IN THE YMCA/GATEWAY AFTER SCHOOL PROGRAM. A STUDENT WILL NOT BE EXCUSED FROM DETENTION BECAUSE OF A PARENT/GUARDIAN'S SCHEDULE OR LACK OF VEHICLE OWNERSHIP. NO STUDENT WILL BE PLACED ON ANY PUBLIC TRANSPORTATION OR SENT HOME WITH ANY PERSON OTHER THAN THE STUDENT'S PARENT/GUARDIAN AND/OR THOSE LISTED ON THEIR EMERGENCY CARD FILED WITH SCHOOL. THE ADMINISTRATION OF GATEWAY MIDDLE SCHOOL HAS AT HIS DISCRETION, THE RIGHT TO REQUIRE THAT THE DETENTION BE HELD THE SAME DAY AS THE BEHAVIOR.

IN SCHOOL SUSPENSION (ISS) — PROVIDED DAILY DURING SCHOOL HOURS. STUDENTS MAY BE ASSIGNED FOR A PORTION OF A DAY, UP TO THREE (3) DAYS OF ISS. STUDENTS WILL BE PROVIDED WITH ACADEMIC MATERIALS AND WILL CONFERENCE WITH AN ADMINISTRATOR PRIOR TO ASSIGNMENT IN ISS AND BEFORE RETURNING TO THEIR REGULAR CLASSES. RULES WILL INCLUDE NO TALKING, NO SLEEPING, NO HEADS DOWN ON DESK, AND NO CONTACT WITH OTHER STUDENTS.

SUSPENSION FROM SCHOOL (OSS) — STUDENTS MAY BE SUSPENDED FROM SCHOOL AND ALL SCHOOL-RELATED ACTIVITIES FOR A PERIOD OF ONE TO FIVE DAYS, WITH AN EXTENSION OF UP TO 10 DAYS FOR VIOLENT OR SEVERE BEHAVIOR. STUDENTS MAY NOT COME ON CAMPUS FOR ANY REASON DURING THE PERIOD OF SUSPENSION. A CONFERENCE WILL BE HELD WITH THE STUDENT, PARENT AND ADMINISTRATOR PRIOR TO THE SUSPENSION AND BEFORE THE STUDENT RETURNS TO CLASSES.

EXPULSION — ANY STUDENT WHO IS A HABITUAL TRUANT, INCORRIGIBLE, AND CONTINUALLY DISRUPTIVE OF SCHOOL DISCIPLINE, DISRUPTS THE INSTRUCTIONAL PROCESS, OR WHOSE PRESENCE IS A DETRIMENT TO THE HEALTH AND SAFETY OF OTHER STUDENTS MAY BE DENIED ATTENDANCE BY EXPULSION. EXPULSION IS REMOVAL FROM SCHOOL FOR A DETERMINED PERIOD OF TIME (USUALLY A SEMESTER OR YEAR). ONLY THE BOARD OF TRUSTEES CAN MAKE THIS DECISION. IF A STUDENT IS BEING REFERRED FOR EXPULSION THE PARENT/GUARDIAN WILL RECEIVE THE FOLLOWING: NOTICE OF CHARGES, EXPLANATION OF RECOMMENDATION, OPPORTUNITY TO EXPRESS THEIR POINT OF VIEW AT THE SCHOOL LEVEL. IF IT IS STILL DEEMED NECESSARY TO REFER FOR EXPULSION, THE STUDENT WILL ATTEND A HEARING BEFORE THE SCHOOL BOARD TO DETERMINE CONTINUED ATTENDANCE OR REMOVAL FROM SCHOOL. SHOULD ANY STUDENT WISH TO CHALLENGE THAT DECISION, HE/SHE WILL BE ENTITLED TO A HEARING BEFORE THE APPROPRIATE ADMINISTRATOR WITH THE RIGHT TO APPEAL THE DECISION TO THE BOARD OF TRUSTEES.

GROUP CONSEQUENCES

GATEWAY MIDDLE SCHOOL RETAINS THE RIGHT, DURING PARTICULARLY DIFFICULT CIRCUMSTANCES, TO KEEP GROUPS OF STUDENTS OR AN ENTIRE CLASS OF STUDENTS DURING LUNCH OR AFTER SCHOOL. THE SCHOOL DOES NOT SEEK TO PUNISH THE GOOD WITH THE BAD, BUT IT BELIEVES THAT WE ARE ALL RESPONSIBLE FOR EACH OTHER — THAT THE ACTIONS OF SOME OF US DO IMPACT, AND ARE IMPACTED BY, THE ENTIRE GROUP.

Loss of Privileges

GATEWAY MIDDLE SCHOOL OFFERS STUDENTS MANY PRIVILEGES THAT CAN BE TAKEN AWAY AS A CONSEQUENCE FOR POOR BEHAVIOR. THESE INCLUDE BUT ARE NOT LIMITED TO ARRIVING AT SCHOOL EARLY OR STAYING LATE ON SCHOOL GROUNDS, PARTICIPATING IN SPECIALS CLASSES AND AFTER SCHOOL CLUBS AND TEAMS, ATTENDING FIELD TRIPS, ATTENDING DANCES AND SOCIAL EVENTS, AND USING THE COMPUTER ROOM OR OTHER SCHOOL EQUIPMENT.

JURISDICTION FOR SUSPENSION AND EXPULSION

STUDENTS MAY BE SUSPENDED OR EXPELLED FOR THE BEHAVIORS OUTLINED BELOW WHEN THAT ACT IS RELATED TO SCHOOL ACTIVITY OR SCHOOL ATTENDANCE OCCURRING WITHIN GATEWAY MIDDLE'S JURISDICTION OR WITHIN THE JURISDICTION OF ANY OTHER SCHOOL DISTRICT. STUDENTS MAY BE SUSPENDED OR EXPELLED FOR SUCH ACTS WHEN THEY ARE RELATED TO SCHOOL ACTIVITY OR ATTENDANCE THAT OCCUR AT ANY TIME, INCLUDING, BUT NOT LIMITED TO. ANY OF THE FOLLOWING:

- 1. WHILE ON SCHOOL GROUNDS
- 2. WHILE GOING TO OR COMING FROM SCHOOL
- 3. DURING THE LUNCH PERIOD OR DURING RECESS
- 4. DURING, OR WHILE GOING TO OR COMING FROM, A SCHOOL SPONSORED ACTIVITY

SCHOOL POLICIES FOR BEHAVIOR

GIVEN OUR COMMUNITY VALUES, THESE ARE THE FUNDAMENTAL POLICIES WE EXPECT EACH STUDENT TO HONOR AND FOLLOW. CHOOSING OTHERWISE WILL RESULT IN SERIOUS DISCIPLINARY CONSEQUENCES.

BREAKING ANY OF THE FOLLOWING RULES IS GROUNDS FOR SUSPENSION AND/OR EXPULSION:

- 1. THREATS OF VIOLENCE: GATEWAY STUDENTS WILL NOT CAUSE OR THREATEN TO CAUSE PHYSICAL INJURY TO ANOTHER PERSON. AN ACTION OR BEHAVIOR THAT DISRUPTS THE EDUCATIONAL PROCESS OR THAT THREATENS HARM TO STUDENTS, STAFF OR PROPERTY MAY LEAD TO SUSPENSION OR RECOMMENDATION FOR EXPULSION. THIS MAY INCLUDE THE PULLING OF SCHOOL FIRE ALARMS.
- 2. **DEMEANING AND DISRESPECTFUL LANGUAGE:** ANY LANGUAGE THAT DEMEANS OTHERS WILL NOT BE TOLERATED. SPECIFICALLY, THE USE OF HOMOPHOBIC, SEXIST, OR RACIAL SLURS ARE PROHIBITED AND CONSIDERED A SEVERE MISBEHAVIOR. THIS BEHAVIOR, PROFANE LANGUAGE, OR INAPPROPRIATE GESTURES COULD ALL RESULT IN SUSPENSION FROM SCHOOL.
- 3. SEXUAL HARASSMENT: GATEWAY STUDENTS WILL NOT COMMIT SEXUAL HARASSMENT OF A STAFF MEMBER OR ANOTHER STUDENT INCLUDING HARASSING, THREATENING, OR INTIMIDATING A FELLOW STUDENT WHO IS A COMPLAINING WITNESS OR WITNESS IN A SCHOOL DISCIPLINARY PROCEEDING FOR THE PURPOSE OF EITHER PREVENTING THAT STUDENT FROM BEING A WITNESS OR RETALIATING AGAINST THAT STUDENT FOR BEING A WITNESS OR BOTH. PLEASE ALSO BE AWARE THAT ELECTRONIC ITEMS SUCH AS TEXTING, EMAIL OR SOCIAL NETWORKING SITES (AN EXAMPLE BEING FACEBOOK OR MYSPACE) THAT ARE USED TO CREATE A HOSTILE ENVIRONMENT OR TO SEXUALLY HARASS A STUDENT OR GROUPS OF STUDENTS ARE ALSO GROUNDS FOR EXPULSION.

GATEWAY STUDENTS WILL NOT INTENTIONALLY ENGAGE IN HARASSMENT, THREATS, OR INTIMIDATION, DIRECTED AGAINST A STUDENT OR GROUP OF STUDENTS, THAT IS SUFFICIENTLY SEVERE OR PERVASIVE TO HAVE THE ACTUAL OR REASONABLY EXPECTED EFFECT OF MATERIALLY DISRUPTING CLASS WORK, CREATING SUBSTANTIAL DISORDER, CREATING AN INTIMIDATING OR HOSTILE ENVIRONMENT OR OTHERWISE INVADING THE RIGHTS OF ANOTHER. PLEASE SEE GATEWAY'S SPECIFIC SEXUAL HARASSMENT POLICY LATER IN THIS HANDBOOK.

- 4. **DISCRIMINATION:** NO STUDENT OR EMPLOYEE OF GATEWAY MIDDLE SCHOOL SHALL, BECAUSE OF RACE, COLOR, CREED, NATIONAL ORIGIN, SEX, DISABILITY, OR RELIGION, BE EXCLUDED FROM PARTICIPATION IN, BE DENIED THE BENEFITS OF, OR BE SUBJECTED TO DISCRIMINATION UNDER ANY PROGRAM OR ACTIVITY CONDUCTED BY OR SANCTIONED BY GATEWAY MIDDLE SCHOOL. GATEWAY MIDDLE SCHOOL RECOGNIZES THAT DIFFERENT TREATMENT BECAUSE OF RACE IS PROHIBITED IN ALL PROGRAMS AND ACTIVITIES. STUDENTS AND PARENTS ARE ENCOURAGED TO BRING FORMAL AND INFORMAL CONCERNS OF RACE DISCRIMINATION BY SCHOOL STAFF OR STUDENTS TO SCHOOL ADMINISTRATION. THESE CONCERNS SHOULD BE MADE IN WRITING. PLEASE SEE GATEWAY'S SPECIFIC DISCRIMINATION POLICY LATER IN THIS HANDBOOK.
- 5. **BULLYING:** BULLYING OCCURS WHEN ONE OR MORE STUDENTS REPEATEDLY HURT ANOTHER STUDENT THROUGH WORDS OR ACTIONS. IN BULLYING INCIDENTS THERE IS AN IMBALANCE OF REAL OR PERCEIVED POWER, SUCH THAT THE VICTIM HAS A HARD TIME DEFENDING HIM/HER AGAINST THE TORMENTORS. STATE LAW AND GATEWAY MIDDLE SCHOOL BOARD POLICY PROHIBIT ANY FORM OF RACIAL OR ETHNIC HARASSMENT

BY ANY STUDENT OR STAFF MEMBER THAT IS MEANT TO DEMEAN, DEGRADE, EMBARRASS OR CAUSE HUMILIATION TO ANY STUDENT OR STAFF MEMBER. ANY STUDENT FOUND TO BE IN VIOLATION OF THIS POLICY MAY BE SUSPENDED. CONSEQUENCES FOR STAFF MEMBERS ARE DEFINED BY EXISTING BOARD POLICY FOR SIMILAR OFFENSES.

- 6. **FIGHTING:** FIGHTING WILL NOT BE TOLERATED UNDER ANY CIRCUMSTANCES. STUDENTS WHO FIGHT MAY BE SUSPENDED FOR UP TO FIVE (5) DAYS AND/OR RECOMMENDED FOR EXPULSION. STUDENTS WHO EITHER ENCOURAGE A FIGHT OR INCITE A FIGHT THROUGH TEASING, HARASSING, POSTURING, STARING, "DOGGING", OR INTIMIDATING ANOTHER STUDENT WILL BE SUBJECT TO THE SAME CONSEQUENCES AS THOSE WHO ARE PHYSICALLY FIGHTING.
- 7. GANGS AND HATE GROUPS: GANGS, HATE GROUPS, AND SIMILAR ORGANIZATIONS OR GROUPS, WHICH ADVOCATE HATRED OR DISCRIMINATION ON THE BASIS OF RACE, COLOR, RELIGION, SEX, ANCESTRY, NATIONAL ORIGIN, OR HANDICAP, ARE INCONSISTENT WITH THE FUNDAMENTAL VALUES AND EDUCATIONAL ENVIRONMENT AT OUR SCHOOL. THE ACTIVITIES OF SUCH GROUPS AND THEIR MEMBERS ARE PROHIBITED ON SCHOOL PROPERTY AND AT ALL SCHOOL FUNCTIONS. SUCH PROHIBITED ACTIVITIES INCLUDE, BUT ARE NOT LIMITED TO:
 - THE CONGREGATION OF MEMBERS THAT BLOCK BUILDING ENTRANCES, HALLWAYS, OR OTHERWISE DISRUPTS CAMPUS;
 - THE SOLICITATION OR RECRUITMENT OF MEMBERS;
 - THE POSSESSION OF GROUP PARAPHERNALIA AND MATERIALS;
 - THE INTIMIDATION OF OTHERS;
 - THE ADVOCACY OF DISCRIMINATION: AND
 - ANY OTHER BEHAVIOR, (SUCH AS WEARING CLOTHING WITH GANG COLORS OR INSIGNIA, OR THE USE OF LANGUAGE, CODES, OR GESTURES) THAT PROVOKES VIOLENCE OR SEEKS TO ADVOCATE THE PURPOSE AND OBJECTIVES OF SUCH GROUPS.
- 8. POSSESSION OF WEAPONS: THERE IS NO PLACE FOR WEAPONS AT GATEWAY. GATEWAY STUDENTS WILL NOT POSSESS, SELL, OR OTHERWISE FURNISH ANY FIREARM, KNIFE, EXPLOSIVE, OR OTHER DANGEROUS OBJECT UNLESS, IN THE CASE OF POSSESSION OF ANY SUCH OBJECT, YOU HAVE OBTAINED WRITTEN PERMISSION TO POSSESS THE ITEM BY THE PRINCIPAL OR THE DESIGNEE OF THE PRINCIPAL. THIS POLICY INCLUDES ANY KIND OF IMITATION FIREARM OR WEAPON. AS USED IN THIS SECTION, "IMITATION FIREARM" MEANS A REPLICA OF A FIREARM THAT IS SO SUBSTANTIALLY SIMILAR IN PHYSICAL PROPERTIES TO AN EXISTING FIREARM AS TO LEAD A REASONABLE PERSON TO CONCLUDE THAT THE REPLICA IS A FIREARM. WEAPONS ARE DESCRIBED AS ANY OBJECT, WHICH CAN BE USED TO CAUSE EITHER TEMPORARY OR PERMANENT HARM TO A PERSON OR PROPERTY. ANY VIOLATION OF THIS POLICY OR RULES AND/OR REGULATIONS TO ADMINISTER THIS POLICY, MAY RESULT IN EXPULSION FROM SCHOOL FOR A PERIOD OF NOT LESS THAN ONE SEMESTER.
- 9. Possession of Alcohol, Tobacco, or other drugs: All school property is a Drug-Free 70NF.

GATEWAY STUDENTS WILL NOT UNLAWFULLY POSSESS, USE, SELL, OR OTHERWISE FURNISH, OR BE UNDER THE INFLUENCE OF ANY CONTROLLED SUBSTANCE (INCLUDES PRESCRIPTION DRUGS THAT ARE NOT YOUR OWN), AN ALCOHOLIC BEVERAGE, OR AN INTOXICANT OF ANY KIND. THIS INCLUDES ATTENDING A SCHOOL ACTIVITY OR EVENT, AND/OR WHILE BEING TRANSPORTED IN A CONTRACTED OR SCHOOL VEHICLE OF ANY KIND OR AT ANY LOCATION, PUBLIC OR PRIVATE, WHERE STUDENTS ARE ATTENDING AS REPRESENTATIVES OF GATEWAY MIDDLE SCHOOL. GATEWAY STUDENTS WILL NOT UNLAWFULLY OFFER, ARRANGE, OR NEGOTIATE TO SELL ANY CONTROLLED SUBSTANCE, AN ALCOHOLIC BEVERAGE OR AN INTOXICANT OF ANY KIND, AND THEN EITHER SELL, DELIVER, OR OTHERWISE FURNISH TO ANY PERSON ANOTHER LIQUID, SUBSTANCE OR MATERIAL AS A CONTROLLED SUBSTANCE, ALCOHOLIC BEVERAGE OR INTOXICANT. IN ADDITION, GATEWAY STUDENTS WILL NOT POSSESS OR USE TOBACCO, OR ANY PRODUCTS CONTAINING TOBACCO OR NICOTINE PRODUCTS INCLUDING, BUT NOT LIMITED TO, CIGARETTES, CIGARS, MINIATURE CIGARS, CLOVE CIGARETTES, SMOKELESS TOBACCO, SNUFF, AND CHEW PACKETS OR POSSESS OR UNLAWFULLY OFFER, ARRANGE OR NEGOTIATE TO SELL ANY FORM OF DRUG PARAPHERNALIA. PLEASE SEE GATEWAY'S SPECIFIC HEALTH AND WELL-BEING SECTION LATER IN THIS HANDBOOK.

- 10. **ITEMS INAPPROPRIATE FOR SCHOOL:** ITEMS THAT ARE INAPPROPRIATE FOR SCHOOL ARE THOSE ITEMS THAT CAN CAUSE A DISRUPTION TO THE LEARNING ENVIRONMENT AND SERVE NO EDUCATIONAL PURPOSE. THE FOLLOWING ARE EXAMPLES OF ITEMS THAT MAY BE DEEMED INAPPROPRIATE FOR SCHOOL:
 - SUNFLOWER SEEDS, TOOTHPICKS, RUBBER BANDS, SQUIRT GUNS, ETC. THESE ITEMS ARE NOT PERMITTED BECAUSE OF THE PROBLEMS CAUSED BY MISUSE.
 - RIDING SKATEBOARDS, BIKES, ROLLER SKATES, SCOOTERS, SHOES WITH WHEELS, AND ROLLER BLADES ON SCHOOL PROPERTY IS PROHIBITED.
 - TRADING CARDS, VIDEO GAME SYSTEMS, TOYS OR OTHER ITEMS OF VALUE
 - ANIMALS, UNLESS BROUGHT WITH ADMINISTRATIVE APPROVAL
 - LARGE CHAINS
 - LASER PENS, SHOCK PENS

- 11. NO TOUCH POLICY: STUDENTS ARE TO KEEP THEIR HANDS AND FEET TO THEMSELVES AT ALL TIMES. THIS INCLUDES, BUT IS NOT LIMITED TO, PUBLIC DISPLAYS OF AFFECTION, HORSEPLAY, PUSHING, SHOVING OR BUMPING INTO EACH OTHER. DEPENDENT UPON THE SEVERITY, NO TOUCH VIOLATIONS CAN BE MINOR OR MAJOR VIOLATIONS OF THE SCHOOL DISCIPLINE POLICY.
- 12. STUDENT BEHAVIOR AT SCHOOL ACTIVITIES: STUDENTS IN SCHOOL OR INVOLVED IN SCHOOLSPONSORED ACTIVITIES EITHER ON OR AWAY FROM THE SCHOOL PREMISE ARE EXPECTED TO OBEY THEIR
 SCHOOL OFFICIALS, PROTECT PROPERTY, MAINTAIN ORDER AND DECORUM, AND CONDUCT THEMSELVES IN
 SUCH A MANNER AS TO REFLECT CREDIT UPON THEMSELVES AND THEIR SCHOOL. ANY STUDENT WHO DOES
 NOT MEET THESE STANDARDS IS IN VIOLATION OF THE DISCIPLINE REGULATION OF GATEWAY MIDDLE SCHOOL
 AND WILL BE SUBJECT TO DISCIPLINARY CONSEQUENCES.
- 13. **STEALING AND THEFT:** STUDENTS ARE TO HONOR THE PROPERTY OF OTHERS. TAKING ANY OBJECT FROM SOMEONE WITHOUT THEIR PERMISSION WILL RESULT IN SEVERE DISCIPLINARY CONSEQUENCES.
- 14. TARDIES AND POOR ATTENDANCE: STUDENTS ARE TO ATTEND CLASS REGULARLY AND ON TIME. SHOULD A STUDENT CONTINUE TO BE TARDY/ABSENT FROM CLASSES THROUGHOUT THE SCHOOL DAY WITHOUT VALID EXCUSES. THEY MAY BE SUBJECT TO SERIOUS DISCIPLINARY ACTION.
- 15. **BUS RULES:** THE STUDENTS ARE TO CONDUCT THEMSELVES IN AN ORDERLY MANNER WHEN WAITING FOR OR RIDING THE BUS. IT IS IMPORTANT NOT TO DISTRACT THE BUS DRIVER. MISBEHAVIOR ON THE BUS OR AT THE BUS STOPS CAN DEPRIVE A STUDENT OF THE PRIVILEGE TO RIDE THE BUS AND MAY RESULT IN ADDITIONAL SCHOOL CONSEQUENCES.
- 16. SPECTATOR CODE OF ETHICS
 - SPECTATORS ARE AN IMPORTANT PART OF THE GAME AND SHOULD CONFORM TO ACCEPTED STANDARDS OF GOOD SPORTSMANSHIP AND BEHAVIOR.
 - SPECTATORS SHOULD AT ALL TIME RESPECT OFFICIALS, COACHES, AND PLAYERS AS GUESTS IN THE COMMUNITY AND EXTEND ALL COURTESIES TO THEM.
 - ENTHUSIASTIC AND WHOLESOME CHEERING IS ENCOURAGED.
 - BOOING AND OTHER DISRESPECTFUL GESTURES, ACTIVITIES, OR REMARKS SHOULD BE AVOIDED AT ALL
 TIMES.
 - BELLS, WHISTLES, OR NOISEMAKERS OF ANY KIND ARE NOT ACCEPTABLE AT ATHLETIC ACTIVITIES AND/OR SPECTATOR EVENTS.
- 17. CHEATING: STUDENTS ARE EXPECTED TO ACT WITH INTEGRITY AND SUBMIT ORIGINAL WORK AND USE THEIR OWN KNOWLEDGE AND SKILLS WHEN TESTED. ON OCCASION, HOWEVER, INDIVIDUALS MAY CHOOSE TO CHEAT WHICH VIOLATES OUR SCHOOL CORE VALUES. BELOW IS DESCRIPTION OF THAT BEHAVIOR:
 - PLAGIARISM IS WHEN A PERSON TAKES CREDIT FOR ANOTHER'S WORK BE IT FROM PRINTED MATERIAL
 (EX: INTERNET, BOOKS, NEWSPAPER, ENCYCLOPEDIAS, OR PERIODICALS) OR FROM A PEER WITHOUT
 PROPER DOCUMENTATION. THE FOLLOWING ARE EXAMPLES OF INSTANCES OF PLAGIARISM:
 - COPYING FROM ANOTHER STUDENT'S TEST/WORK
 - OBTAINING BY ANY MEANS ANOTHER PERSON'S WORK AND SUBMITTING IT AS ONE'S OWN WORK.
 - FAILING TO GIVE PROPER CREDIT TO SOURCES USED IN PAPERS AND PROJECTS.
 - ACADEMIC DISHONESTY IS WHEN A STUDENT FRAUDULENTLY GAINS ACCESS TO KNOWLEDGE FOR THE PURPOSE OF ASSIGNMENTS, ETC. THE FOLLOWING SHOULD BE USED AS A GUIDE TO HELP STUDENTS UNDERSTAND ACADEMIC DISHONESTY:
 - SEEKING AID FROM ANOTHER STUDENT DURING A TEST.
 - PREPARING ANY ACADEMIC WORK WITH ANOTHER STUDENT, UNLESS PERMITTED BY AN EDUCATOR.
 - Possessing or using material or notes not authorized by an educator during a test.

PLAGIARISM AND ACADEMIC DISHONESTY CAN BE AVOIDED BY THE FOLLOWING:

- PROPER DOCUMENTATION
- CLEAR COMMUNICATION BETWEEN STUDENT AND TEACHER
- INTEGRITY, THROUGH PERSONAL AND SOCIAL RESPONSIBILITY

IF A STUDENT CHEATS, SHE/HE MAY BE ABLE TO REDO THE ASSIGNMENT OR ONE THAT IS SIMILAR IN CONTENT TO SHOW MASTERY. THE STUDENT, HOWEVER, WILL NOT RECEIVE CREDIT FOR THE ASSIGNMENT. THIS IS UP TO THE INDIVIDUAL TEACHER'S JUDGMENT.

FINALLY, THE FOLLOWING ARE ALSO GROUNDS FOR EXPULSION HERE AT GATEWAY:

- 1. COMMITS OR ATTEMPTS TO COMMIT ROBBERY OR EXTORTION;
- 2. STEALS OR ATTEMPTS TO STEAL SCHOOL PROPERTY OR PRIVATE PROPERTY:
- 3. COMMITS AN OBSCENE ACT OR ENGAGES IN HABITUAL PROFANITY OR VULGARITY;
- 4. KNOWINGLY RECEIVES STOLEN SCHOOL PROPERTY OR PRIVATE PROPERTY;
- 5. COMMITS OR ATTEMPTS TO COMMIT A SEXUAL ASSAULT OR SEXUAL BATTERY.

DISCRIMINATION AND HARASSMENT POLICY

THE BOARD OF GATEWAY MIDDLE SCHOOL PROHIBITS ACTS OF HARASSMENT, INTIMIDATION OR BULLYING BY OR TOWARD ANY STUDENTS OR SCHOOL COMMUNITY MEMBERS. GATEWAY MIDDLE SCHOOL EXPECTS STUDENTS TO CONDUCT THEMSELVES IN KEEPING WITH THE CORE VALUES OF COMMUNITY, RESPECT, RESPONSIBILITY, AND EXCELLENCE.

GATEWAY POLICY AGAINST DISCRIMINATION

GUIDED BY OUR MISSION AND CORE COMMUNITY VALUES, WE ARE COMMITTED TO CREATING A SAFE AND SECURE EDUCATIONAL ENVIRONMENT FOR ALL. WE EXPECT ALL MEMBERS OF THE GATEWAY COMMUNITY TO ADHERE TO OUR COMMUNITY EXPECTATIONS. IN PARTICULAR, WE EXPECT STUDENTS, STAFF AND FAMILIES TO TREAT OTHERS WITH RESPECT. GATEWAY STRICTLY PROHIBITS DISCRIMINATION BASED ON A PERSON'S RACE, GENDER, ETHNICITY, RELIGION, AGE, DISABILITY, SEXUAL ORIENTATION OR SOCIO-ECONOMIC BACKGROUND. IF YOU HAVE QUESTIONS ABOUT THIS POLICY, OR YOU BELIEVE THAT THIS POLICY HAS BEEN VIOLATED, PLEASE CONTACT GATEWAY MIDDLE'S ASSISTANT PRINCIPAL.

GATEWAY POLICY AGAINST HARASSMENT

SEXUAL HARASSMENT IS A TYPE OF GENDER DISCRIMINATION THAT IS A VIOLATION OF FEDERAL AND STATE LAWS. SEXUAL HARASSMENT IS DEFINED AS UNWELCOME CONDUCT OF A SEXUAL NATURE, INCLUDING UNWANTED SEXUAL ADVANCES, REQUESTS OR PRESSURE FOR SEXUAL FAVORS, SEXUAL GESTURES, GRAFFITI OF A SEXUAL NATURE, SPREADING RUMORS ABOUT SEXUAL ACTIVITIES OR OTHER VERBAL, VISUAL OR PHYSICAL CONDUCT OF A SEXUAL NATURE MADE BY ONE MEMBER OF THE COMMUNITY TO ANOTHER. SUCH HARASSMENT IN ALL OF ITS FORMS IS STRICTLY FORBIDDEN AT GATEWAY MIDDLE SCHOOL. SUCH ACTIONS, WHETHER PHYSICAL, WRITTEN, SPOKEN OR OTHERWISE EXPRESSED, WILL BE SUBJECT TO SERIOUS DISCIPLINARY CONSEQUENCES THAT MAY INCLUDE PROBATION, SUSPENSION AND EXPULSION.

ANY STUDENT WHO EXPERIENCES OR OBSERVES SUCH HARASSMENT SHOULD IMMEDIATELY INFORM GATEWAY MIDDLE'S ASSISTANT PRINCIPAL. THE ASSISTANT PRINCIPAL IS LOCATED IN THE MAIN OFFICE AND HIS OFFICE PHONE NUMBER IS (415) 922-1001. At the request of the student filing the complaint, the Assistant Principal May attempt to resolve the Matter Informally. Otherwise, the following procedures will be used.

Working in a prompt, thorough and sensitive manner that respects the rights of all parties, the Assistant Principal will conduct an investigation to determine all of the facts and circumstances that led to the complaint. In addition, the Assistant Principal will determine whether interim measures should be taken to address the alleged harassment while the investigation is being conducted. The investigation will include privately and discreetly interviewing appropriate students and staff (including witnesses identified by the students), consultation with members of the Gateway staff as deemed necessary, and appropriate communication to students and families at the conclusion of the investigation. The Assistant Principal will keep students informed of the status of their complaints. Following the conclusion of the investigation, the Assistant Principal will report his findings and his conclusions to the Principal, and recommend to the Principal an appropriate course of action to address and end the harassment. This course of action may involve, but need not be limited to a disciplinary response including suspension or expulsion. The Assistant Principal will inform the parties of the outcome of the complaint. It is anticipated that, in most cases, this entire process will be completed in 10 school days.

FEDERAL AND STATE LAW MAKE IT ILLEGAL TO RETALIATE AGAINST A STUDENT FOR REPORTING SEXUAL HARASSMENT. ANY MEMBER OF THE GATEWAY COMMUNITY WHO ATTEMPTS TO THREATEN, INTIMIDATE OR TAKE OTHER ACTION AGAINST ANOTHER WHO HAS REPORTED AN INCIDENT OF SEXUAL HARASSMENT IN GOOD FAITH WILL BE SUBJECT TO SEPARATE AND SERIOUS DISCIPLINARY ACTION UP TO AND INCLUDING SUSPENSION AND EXPULSION.

THIS POLICY APPLIES TO ALL MEMBERS OF THE GATEWAY COMMUNITY UNDER THE SCHOOL'S JURISDICTION INCLUDING, BUT NOT LIMITED TO: WHILE ON OR IN THE IMMEDIATE VICINITY OF CAMPUS, TRAVELING TO OR COMING FROM SCHOOL, DURING LUNCH PERIODS WHETHER ON OR OFF THE CAMPUS, WHILE ATTENDING AND WHILE TRAVELING TO AND FROM SCHOOL SPONSORED GAMES, EVENTS, MEETINGS, DANCES, TRIPS AND OTHER SCHOOL SPONSORED ACTIVITIES.

DIRECTORY INFORMATION AND MEDIA RELEASES

DIRECTORY INFORMATION MEANS PERSONALLY IDENTIFIABLE INFORMATION CONTAINED IN A STUDENT EDUCATION RECORD NOT CONSIDERED HARMFUL OR AN INVASION OF PRIVACY IF RELEASED (SUCH AS STUDENT'S NAME, TOWN OF RESIDENCE, TELEPHONE LISTING, CLASSROOM TEACHER, OFFICIALLY RECOGNIZED ACTIVITIES AND SPORTS

PARTICIPATED IN, WEIGHT AND HEIGHT [IF ON ATHLETIC TEAM], DATES OF ATTENDANCE, AWARDS RECEIVED AND THE PREVIOUS SCHOOL OR PROGRAM ATTENDED, PHOTOS, SCHOOL NEWSPAPER, INCLUDING YEARBOOK AND SUCH CATEGORIES OF INFORMATION AS THE PRINCIPAL SHALL DESIGNATE).

DIRECTORY INFORMATION WILL BE RELEASED ONLY WITH ADMINISTRATIVE DIRECTION. INFORMATION WILL NOT BE GIVEN VIA PHONE, EXCEPT IN CASE OF HEALTH AND SAFETY EMERGENCY. FAMILIES WILL BE NOTIFIED ANNUALLY (THROUGH THE DISTRIBUTION OF THIS HANDBOOK) AND THEIR STUDENT'S REGISTRATION OR VERIFICATION FORM. THE PARENT/STUDENT WILL BE GIVEN THE OPPORTUNITY TO LIMIT THE RELEASE OF DIRECTORY INFORMATION BY COMPLETING THE NEW STUDENT REGISTRATION FORM OR UPDATING THE YEARLY VERIFICATION FORM AND RETURNING IT TO THE SCHOOL.

MEDIA ACCESS

THROUGHOUT THE YEAR, OUR STAFF, STUDENTS, AND REPRESENTATIVES OF THE MEDIA MAY BE IN OUR SCHOOL OR AT SCHOOL-SANCTIONED EVENTS TO TAKE PICTURES AND WRITE ABOUT THE GOOD NEWS HAPPENING HERE FOR SCHOOL NEWSLETTERS AND OTHER PRINT AND ELECTRONIC PUBLICATIONS, AS WELL AS FOR NEWSPAPER, TELEVISION, AND RADIO COVERAGE. THESE TEND TO BE "HUMAN INTEREST" OR "GOOD NEWS" STORIES.

FEDERAL LAWS ALLOW THE SCHOOL TO RELEASE SOME INFORMATION - CALLED DIRECTORY INFORMATION - WITHOUT PRIOR PERMISSION. THIS INFORMATION INCLUDES NAMES, PHOTOGRAPHS AND OTHER BASIC INFORMATION ABOUT STUDENTS PARTICIPATING IN SCHOOL-RELATED ACTIVITIES.

WE ALSO UNDERSTAND THAT SOME PARENTS HAVE CONCERNS. IF YOU OBJECT TO HAVING YOUR STUDENT PARTICIPATE IN DISTRICT MEDIA COVERAGE PLEASE COMPLETE A FORM AT OUR OFFICE. PLEASE NOTE, YOUR PERMISSION WILL BE ASSUMED IF THE SCHOOL DOES NOT HAVE THIS COMPLETED FORM ON FILE.

EXTRACURRICULAR AND CO-CURRICULAR ACTIVITIES

GATEWAY MIDDLE SCHOOL IS DEDICATED TO OFFERING AN ACTIVITIES PROGRAM TO ITS STUDENTS. IT IS THE SCHOOL'S BELIEF THAT THERE SHOULD BE A PROPER BALANCE BETWEEN THE ACADEMIC AND ACTIVITY PROGRAMS. A PROPERLY BALANCED AND WELL-SUPERVISED ACTIVITIES PROGRAM WILL PROVIDE SOCIAL, EMOTIONAL, AND PHYSICAL OPPORTUNITIES FOR THOSE WISHING TO PARTICIPATE. THIS SCHOOL WILL TAKE THE RESPONSIBILITY FOR PROVIDING A PROGRAM THAT REPRESENTS THE INTERESTS OF THE MAJORITY OF ITS STUDENTS.

EXTRACURRICULAR OR CO-CURRICULAR ACTIVITIES ARE SUPPLEMENTS TO THE REGULAR INSTRUCTIONAL PROGRAMS AND AFFORD STUDENTS OPPORTUNITIES FOR ENRICHMENT. PARTICIPATION IN EXTRACURRICULAR AND CO-CURRICULAR ACTIVITIES IS A PRIVILEGE, NOT A RIGHT. AS REPRESENTATIVES OF THEIR SCHOOL, STUDENTS PARTICIPATING IN SUCH ACTIVITIES ARE EXPECTED TO MEET HIGH STANDARDS OF BEHAVIOR. GATEWAY MIDDLE SCHOOL WILL ADHERE TO ALL RULES AND REGULATIONS OF ITS ASSOCIATED LEAGUE.

GATEWAY MIDDLE SCHOOL PARTICIPATES IN A SAN FRANCISCO ATHLETIC LEAGUE WITH OTHER SAN FRANCISCO MIDDLE SCHOOLS. OUR SPORTS TEAMS ARE KNOWN AS THE GRIFFINS. ALL ATHLETES MUST ADHERE TO BOTH THE POLICIES SET BY GATEWAY AND BY THE SAN FRANCISCO ATHLETIC LEAGUE.

DEFINITION OF EXTRACURRICULAR AND CO-CURRICULAR ACTIVITIES:

- + EXTRACURRICULAR ACTIVITIES ARE SCHOOL-AUTHORIZED ACTIVITIES, WHICH TAKE PLACE OUTSIDE OF THE REGULAR SCHOOL DAY AND DO NOT INVOLVE CLASS CREDIT, INCLUDING, BUT NOT LIMITED TO ATHLETICS, STUDENT GROUPS OR ORGANIZATIONS, AND COMMUNITY ACTIVITIES.
- + CO-CURRICULAR ACTIVITIES MAY BE SCHOOL-AUTHORIZED ACTIVITIES HELD IN CONJUNCTION WITH A CREDIT CLASS.

ACTIVITY SUSPENSION

THE SCHOOL BELIEVES THAT THE SAFETY AND WELFARE OF OTHER STUDENTS MAY BE ADVERSELY AFFECTED WHEN STUDENTS WHO ARE INVOLVED IN EXTRACURRICULAR OR CO-CURRICULAR ACTIVITIES COMMIT MAJOR INFRACTIONS OR REPEATED MINOR INFRACTIONS AT SCHOOL OR DURING SCHOOL ACTIVITIES, AND/OR ARE INVOLVED IN CRIMINAL CONDUCT OR DRUG USE IN ANY LOCATION. AT THE BEGINNING OF EACH SEMESTER, TEACHERS OR COACHES OF CO-CURRICULAR COURSES WILL IDENTIFY FOR STUDENTS HOW PARTICIPATION IN THE CO-CURRICULAR ACTIVITY AFFECTS THEIR PARTICIPATION AND/OR GRADE. STUDENTS WHO DO NOT UPHOLD A 2.0 GPA, HAVE AN INCOMPLETE, OR BOTH, WILL BE ON SUSPENSION FROM THEIR SPORT.

PHYSICAL EDUCATION ATTIRE

STUDENTS WILL BE REQUIRED TO WEAR APPROPRIATE PE ATTIRE AND ATHLETIC SHOES DURING ALL PHYSICAL EDUCATION CLASSES. MORE DETAILED INFORMATION WILL BE GIVEN TO STUDENTS WHEN THEY BEGIN PE CLASS.

FUNDRAISING ACTIVITIES

MOST OF THE ACTIVITIES, CLUBS, ORGANIZATIONS, AND CLASSES CONDUCT FUND-RAISING ACTIVITIES DURING THE SCHOOL YEAR. THESE MUST BE APPROVED IN ADVANCE BY THE ADMINISTRATION, AND ALL FUNDS COLLECTED ARE DISPERSED TO THE STUDENT BODY FUND ACCORDING TO ESTABLISHED GUIDELINES. STUDENTS COLLECTING

MONEY FOR SCHOOL ORGANIZATIONS MUST TURN IN THE MONEY TO THE FACULTY SPONSOR ON A DAILY BASIS. STUDENTS MAY NOT USE THE SCHOOL, OR REPRESENT THE SCHOOL, TO CONDUCT FUND-RAISING ACTIVITIES TO BENEFIT OUTSIDE ORGANIZATIONS (NOT SCHOOL-RELATED).

HEALTH AND WELL-BEING

THE FOLLOWING ARE GUIDELINES FOR KEEPING YOUR CHILD HOME FROM SCHOOL TO ENSURE HIS/HER WELL-BEING AND PREVENT THE SPREAD OF ILLNESS:

- + A 100-DEGREE TEMPERATURE OR MORE
- + Nausea, vomiting, abdominal pain, diarrhea
- + Nasal discharge with a Yellow/Green color
- + STUDENT WITH MORE LETHARGY THAN USUAL
- + COUGH IN COMBINATION WITH OTHER SYMPTOMS
- + CONTAGIOUS PROCESS- RASH, PINK EYE, HEAD LICE, ETC.

HEALTH AND EMERGENCY POLICY

IF A STUDENT IS INJURED OR BECOMES ILL AT SCHOOL, EFFORTS WILL BE MADE TO NOTIFY THE PARENT/GUARDIAN. IF PARENT/GUARDIAN CANNOT BE REACHED, THE DESIGNATED EMERGENCY CONTACT WILL BE NOTIFIED. PLEASE ADVISE THE SCHOOL OF ANY CHANGES IN TELEPHONE NUMBERS, PLACES OF WORK, OR EMERGENCY CONTACTS.

IN THE EVENT OF SERIOUS ILLNESS OR INJURY, THE PARAMEDICS MAY BE NOTIFIED TO ASSESS THE STUDENT'S CONDITION AND TRANSPORT TO THE EMERGENCY ROOM IF THEY DETERMINE IT IS NECESSARY. EVERY EFFORT WILL BE MADE TO CONTACT THE PARENT, WHO MAY THEN MEET THE STUDENT AT THE EMERGENCY ROOM OR AT SCHOOL. IT IS THE PARENT'S RESPONSIBILITY TO PAY FOR MEDICAL SERVICES — INCLUDING TRANSPORTATION TO THE EMERGENCY ROOM.

THE SCHOOL HAS PERSONNEL TRAINED IN PERFORMING CPR AND FIRST AID; THESE PERSONNEL ALONG WITH THE SCHOOL ADMINISTRATORS WILL BE RESPONSIBLE FOR DETERMINING THE NEED TO CALL FOR FURTHER MEDICAL ASSISTANCE. IF YOUR STUDENT HAS A CHRONIC OR ACUTE HEALTH CONDITION THAT MAY AFFECT THEM AT SCHOOL. PLEASE CONTACT SCHOOL.

IMMUNIZATIONS

IN ACCORDANCE WITH THE CALIFORNIA SCHOOL IMMUNIZATION LAW, WE ARE REQUIRING PARENTS TO SUBMIT A COPY OF THEIR CHILD'S IMMUNIZATION STATUS TO THE SCHOOL OFFICE. THIS SHOULD BE DONE WITHIN 60 DAYS OF THE FIRST ADMISSION OF THEIR CHILD TO THE SCHOOL. OUR GOAL IS THAT EVERY STUDENT WILL BE PROPERLY IMMUNIZED FOR THE HEALTH OF STUDENTS, SCHOOL, AND COMMUNITY. EXEMPTIONS FOR RELIGIOUS, PERSONAL, OR MEDICAL REASONS CAN BE MADE; FORMS ARE AVAILABLE IN THE SCHOOL OFFICE. IF AN OUTBREAK OF A CONTAGIOUS DISEASE OCCURS, STUDENTS WHO ARE NOT IMMUNIZED WILL BE EXCLUDED FROM SCHOOL ATTENDANCE.

MEDICATIONS

MOST MEDICATIONS SHOULD BE ADMINISTERED AT HOME. IF A STUDENT MUST TAKE MEDICATION (NON-PRESCRIPTION OR PRESCRIPTION) AT SCHOOL, THE MEDICATION IS TO BE ADMINISTERED THROUGH THE OFFICE. THE MEDICATION MUST BE IN THE ORIGINAL CONTAINER, WITH ONE WEEK'S SUPPLY OR LESS. THE MEDICATION MUST BE ACCOMPANIED BY A WRITTEN RELEASE ON FILE WITH THE OFFICE. FORMS ARE AVAILABLE FROM THE OFFICE AND REQUIRE:

- + NAME OF MEDICATION.
- + DOCTOR'S NAME.
- + REASON FOR TAKING THE MEDICATION.
- + Dosage and Length of time to be administered.
- + PARENT/GUARDIAN SIGNATURE.

EMERGENCY MEDICATION (I.E. FOR ASTHMA OR ALLERGIES) MUST BE CARRIED BY THE STUDENT FOR SELF-ADMINISTRATION OR ADMINISTRATION BY STAFF, AS NEEDED. THE OFFICE MUST BE ADVISED OF STUDENT'S EMERGENCY SELF-MEDICATION(S) AND RELATED NEEDS. THE OFFICE KEEPS FIRST AID KIT AND EMERGENCY MEDICATION TO BE ADMINISTERED FOR SMALL EMERGENCIES AND MISHAPS.

GENERAL POLICIES

STUDENT RECORDS

ANY STUDENT, PARENT, OR LEGAL GUARDIAN MAY HAVE ACCESS TO RECORDS (CUMULATIVE FOLDERS), WHICH PERTAINS TO THEM PERSONALLY. UNLESS THERE IS A COURT ORDER PROHIBITING IT, NON-CUSTODIAL PARENTS ARE ALLOWED TO SEE THESE RECORDS. ADMINISTRATORS MAY DISCLOSE PERSONAL INFORMATION ABOUT STUDENTS WITHOUT PRIOR CONSENT FROM THE PARENT/GUARDIAN IF IT IS DEEMED NECESSARY BY THE

ADMINISTRATOR. CUMULATIVE RECORDS ARE AVAILABLE TO CERTIFIED STAFF. RECORDS OF A CONFIDENTIAL NATURE ARE NOT OPEN, AND REMAIN WITH THE PERSON RESPONSIBLE FOR THEM (I.E. ADMINISTRATORS, COUNSELOR, ETC.).

MESSAGES

WE ARE ANXIOUS TO MAXIMIZE STUDENTS' UNINTERRUPTED LEARNING TIME. WE DELIVER EMERGENCY MESSAGES AT THE TIME OF THE CALL. PARENTS PLEASE DO NOT CONTACT YOUR STUDENT ON THEIR CELL PHONES AT ANY TIME DURING THE DAY. BALLOONS, FLOWERS, AND OTHER SPECIAL DELIVERIES ARE KEPT IN THE OFFICE UNTIL THE END OF THE DAY. THE RECIPIENTS WILL BE NOTIFIED DURING THEIR FINAL CLASS PERIOD.

MOVING?

DURING THE SCHOOL YEAR, PLEASE NOTIFY THE SCHOOL IF THERE ARE ANY CHANGES TO YOUR STUDENT'S HOME ADDRESS OR PHONE NUMBER.

WITHDRAWAL FROM SCHOOL

- A PARENT/GUARDIAN MUST NOTIFY THE SCHOOL OFFICE AS EARLY AS POSSIBLE REGARDING THE STUDENT'S WITHDRAWAL. NOTIFICATION CAN BE A VISIT TO THE SCHOOL (PREFERRED), WRITTEN NOTE OR PHONE CALL.
- THE STUDENT WILL COMPLETE A CHECK OUT FORM ON THEIR LAST DAY OF ATTENDANCE.
- STUDENT/PARENT WILL BE ISSUED A COMPLETED CHECK OUT FORM AS WELL AS BIRTH CERTIFICATE AND IMMUNIZATION RECORD (AS NEEDED) TO TAKE TO THE NEW SCHOOL.
- ALL SCHOOLBOOKS AND EQUIPMENT MUST BE RETURNED ON THE STUDENT'S LAST DAY OF ATTENDANCE.
- PARENT/GUARDIANS WILL BE CHARGED FOR ALL BOOKS OR EQUIPMENT THAT IS NOT RETURNED.

GATEWAY MIDDLE SCHOOL HOME AND SCHOOL HANDBOOK AGREEMENT

PRINCIPAL: I SUPPORT AND ENCOURAGE STUDENT/PARENT/TEACHER PARTNERSHIPS. I WILL:

- PROVIDE AN ENVIRONMENT THAT PERMITS POSITIVE COMMUNICATION BETWEEN STUDENT, PARENT AND TEACHER(S).
- ENCOURAGE TEACHERS AND PARENTS TO PROVIDE REGULAR OPPORTUNITIES FOR PRACTICING ACADEMICS AT SCHOOL AND AT HOME.
- PROVIDE EQUAL AND FAIR OPPORTUNITIES TO ACCESS STAFF AND THE OPPORTUNITY TO VOLUNTEER.

TEACHERS: WE UNDERSTAND THE IMPORTANCE OF THE SCHOOL EXPERIENCE TO EVERY STUDENT AND OUR POSITION AS A TEACHER AND A ROLE MODEL. WE AGREE TO:

- BE AWARE OF YOUR CHILD'S NEEDS.
- COMMUNICATE WITH YOU ABOUT YOUR CHILD'S PROGRESS FREQUENTLY.
- TEACH CONCEPTS AND SKILLS TO YOUR CHILD TO MEET STATE ACADEMIC STANDARDS.
- MOTIVATE AND ENCOURAGE YOUR CHILD TO PRACTICE ACADEMICS AT HOME.
- HOLD PARENT/TEACHER CONFERENCES ANNUALLY.
- DELIVER HIGH QUALITY CURRICULUM AND INSTRUCTION.
- PROVIDE MATERIALS FOR HOME TO ENHANCE LITERACY AND OTHER ACADEMIC SUBJECTS.

STUDENT: IT IS IMPORTANT THAT I DO MY BEST. I KNOW MY PARENTS AND TEACHERS WANT TO HELP ME, BUT I AM THE ONE WHO HAS TO DO THE WORK. SO, I WILL:

- BELIEVE THAT I CAN AND WILL LEARN.
- BE RESPONSIBLE FOR MY BEHAVIOR.
- GIVE WORK AND SCHOOL PAPERS TO MY PARENT/CAREGIVER.
- PAY ATTENTION AND ASK FOR HELP WHEN NEEDED.
- COMPLETE CLASS WORK ON TIME AND TO THE BEST OF MY ABILITY.

PARENT/CAREGIVER: I WANT MY CHILD TO SUCCEED. I WILL ENCOURAGE HIM/HER BY DOING THE FOLLOWING:

- ENCOURAGE POSITIVE ATTITUDES ABOUT SCHOOL.
- SUPPORT THE SCHOOL DISCIPLINE POLICY AND SCHOOL POLICIES
- Make sure my child attends school regularly.
- ENCOURAGE MY CHILD TO GET ENOUGH SLEEP AND TO EAT NUTRITIOUS MEALS.
- ESTABLISH WITH MY CHILD A PLACE AND TIME TO STUDY AND A DAILY READING TIME.

RECEIPT OF GATEWAY MIDDLE SCHOOL STUDENT AND FAMILY HANDBOOK:

I RECEIVED THE GATEWAY MIDDLE SCHOOL STUDENT AND FAMILY HANDBOOK AND ACCEPT THE RESPONSIBILITY TO REVIEW AND DISCUSS IT WITH MY CHILD AND FOR MY CHILD TO FOLLOW THE HANDBOOK POLICIES. PLEASE DETACH AND RETURN THIS PAGE TO GATEWAY MIDDLE SCHOOL.

PARENT/GUARDIAN NAME	PARENT/GUARDIAN SIGNATURE	DATE
STUDENT NAME	STUDENT SIGNATURE	DATE



CODE OF CONDUCT

Mission

Gateway Middle School supports and challenges all students to discover their unique potential, actively participate in their community, and develop skills and habits to achieve excellence in high school and college.

Expectations and Core Values

Four core values – Community, Respect, Responsibility, and Excellence – are at the heart of Gateway's community and represent the cornerstones of the school's Code of Conduct. Students examine and discuss the core values daily and it is expected that all students will try to live by these values.

COMMUNITY

- ✓ We lend a hand when someone needs help.
- ✓ We are good role models and stand up for what is right.
- ✓ We take action to improve the community.
- ✓ We cooperate to get along with others and solve problems peacefully.

RESPECT

- ✓ We appreciate differences and accept others for who they are.
- ✓ We keep our school grounds and supplies in good order.
- ✓ We take care when using other people's things.
- ✓ We respond respectfully to all adults.

RESPONSIBILITY

- ✓ We are honest and do the right thing at the right time.
- ✓ We work before play.
- ✓ We take responsibility for our actions.
- ✓ We come to school each day on time and bring the necessary supplies to each class.

EXCELLENCE

- ✓ We challenge ourselves to do our best.
- ✓ We keep trying when something is hard.
- ✓ We ask for help when we need it.
- ✓ We recognize personal strengths.
- ✓ We set goals and work towards them.
- ✓ We complete all assignments on time and to the best of our ability.
- ✓ We take advantage of opportunities to grow and improve.

Attendance

To succeed at Gateway Middle School, students must be present. Students who miss excessive amounts of school do not perform as well as those who attend every day. Therefore, students are to come to school 100% of the time classes are in session unless they are so sick that they cannot function academically. If a child is absent, the parent or legal guardian must call the school's main office before 9:00 a.m. and explain the reason for the absence. The main office phone number is **(415) 922-1001**.

Upon returning to school, students must also submit a written excuse to the main office. In the case of extended illness, students are required to submit a physician's note upon returning to school. Absences due to family vacations and trips are not excused. Please schedule these excursions during school scheduled breaks and holidays.

Leaving Campus:

In order to leave campus for any reason, students must have a verified parent/guardian approval via a note or phone call prior to checking out from school. The student must check out and back in through the main office. Students who do not follow this procedure will be considered unexcused (truant) in all classes missed and will be subject to disciplinary action. See Tardy and Truancy Policy in the handbook.

Tardy

Students must have a valid excuse to excuse a tardy. Carpool issues, traffic, oversleeping, and/or late/missed bus DO NOT qualify as valid excuses. Students who are tardy during the first five minutes of school go directly to their first class. Students who are more than five minutes tardy must sign in with the main office and receive a tardy slip. Tardiness is very disruptive to class and students with excessive tardiness may be subject to disciplinary action. Students who are tardy more than 30 minutes may be subject to the California Department of Education Truancy Policy.

Students who reach more than three unexcused tardies per quarter may be responsible for lunch and/or recess clean-up duties. If a student is to be excused for a tardy, the parent or legal guardian must call the school's main office before 9:00 a.m. and explain the reason for the tardy. The main office phone number is **(415) 922-1001**. Rather than a phone call, the parent or legal guardian may submit a written excuse to the main office with their child upon the child's arrival to school. All excused tardies must adhere to the same guidelines as excused absences.

School Safety and Security

Gateway is committed to protecting our students' right to attend a safe and secure school. As such, students are never allowed to admit anyone to the school premises except for a teacher, staff member or fellow student unless a staff member is present and gives permission.

Gateway students will not engage in intentional or careless behavior such as propping doors, allowing visitors into the building without specific permission, interacting inappropriately with the San Francisco Public Montessori School staff or students with whom we share our facilities, tampering with locks, fire alarms or other safety devices or going beyond the established campus and neighborhood boundaries. Gateway students will not cause or attempt to cause damage to campus or private property in any manner including tagging. We have worked hard to provide a building that allows us to support a strong educational program for you. It is your responsibility to help see that it reflects the best of us.

Boundaries

Gateway Middle School only shares the third and fourth floors of the Jackson Street building, along with shared use of the auditorium, library, and yard – students should not be found in any other areas of the building unless supervised by Gateway staff. We share this facility and campus with another school, San Francisco Public Montessori School. We also share this historic neighborhood with merchants and residents, many of whom have called this area home for decades. It is essential that we join this community cooperatively, respectfully and in adherence to the following specific guidelines:

Campus: On campus, Gateway students:

- Before 8:15 a.m. must enter through yard gate on Jackson Street
- After 8:15 a.m. must enter and exit through the side gate on Webster Street
- May not enter the second floor at any time (San Francisco Public Montessori classrooms)
- May not enter the Auditorium, library, or classrooms unless supervised by Gateway staff
- May not enter the first floor unless supervised by Gateway staff

Neighborhood: We expect all Gateway students to be respectful of local merchants and neighbors while coming to and from school and while waiting for MUNI. It is also essential that Gateway students make safe and prudent choices in the neighborhood, particularly after dark.

Expected Hallway Behavior

During the school day we expect students to act in a respectful manner in our hallways. Running and screaming, wrestling, poking heads in and out of classrooms or any behavior that is not hallway appropriate will not be tolerated. Students that are consistently contributing to a disruptive atmosphere will face consequences up to and including suspension and possible expulsion. Outside behavior belongs OUTSIDE, not in the building. A hall pass is a necessity whenever a student is out of assigned classrooms. Students without hall passes will be escorted to their current class. Students can move through the halls during class time only with a valid hall pass and permission from the teacher.

Food and Drink

We all play a role in keeping our campus and facilities clean. As such, we expect Gateway students to clean up after themselves. Gateway students may eat and drink only in designated areas. **We expect gum to remain in mouths or in the garbage.** Teachers reserve the right to not allow gum to be chewed in their classroom. Please put all trash in receptacles, recyclable items in the blue containers, and keep an eye out for composting being done. Every quarter, all students and staff will participate in an school clean-up that will include cleaning desks and campus.

After School Safety and Supervision

Gateway has a very active after school tutoring program from 3:30-5:45 p.m. Students staying after school are to be in a tutoring classroom or the Learning Center. Students staying after school for the tutoring program are to sign into the tutoring program and must have parental/guardian permission to sign out before 5:45 p.m. Students are expected to behave appropriately in the building during this time. Students who are unable to act accordingly will be asked to leave the building and will face further consequences if the behavior continues. Students in the program are expected to remain in the after school classroom and are not permitted in the hallways or stairwells for they are not supervised spaces - students in these areas will be asked to enter a tutoring classroom or leave the building. All Gateway behavioral expectations apply during our after school program.

School Searches

Gateway Middle School authorizes the Principal and Principal's designee(s) to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or any of Gateway Middle's rules. In authorizing searches, Gateway Middle acknowledges both state and federal constitutional rights which are applicable to personal searches of students and searches of their possessions.

Monitoring Student Academic Progress

Our school provides 24/7 online access to student grades, assignments, and other information through a web-based program called **PowerSchool**. Each student family will be provided a free username and password to access the program at their leisure at https://gateway.powerschool.com/public/home.html.

Students who achieve a grade point average (GPA) of 3.30-3.70 at the end of each semester will be part of the **Honor Roll**. Students who achieve a GPA of above 3.70 at the end of each semester will be part of the **Principal's Honor Roll**.

Student Technology Policies

Cell Phone Use and Electronic Devices in School

Gateway STRONGLY encourages students to NOT bring cell phones, iPods, CD or MP3 players, and other electronic devices to school. If students bring any of these items, students must keep them in their pockets AND turned off as many are stolen from backpacks throughout the year. Cell phones must remain silent, unseen, and may not be used in the building at any time during the school day. If a parent or guardian needs to contact a student during school hours, please call the main office and NOT a student's cell phone. If a student cell phone is seen or heard or if it is used on campus, the student must give it to a faculty member immediately upon request. Before school and after school, electronic devices can be used outside the building only. In the occasion that a student violates our technology policy the following steps will occur:

- **First offense:** Cell phone/electronic device is confiscated and turned into the front office. Parent/guardian must pick-up the device.
- **Second offense:** Cell phone/electronic device is confiscated and turned into the office. Parent/ guardian may pick up at the end of five (5) school days. Student may serve detention.
- **Third offense**: Cell phone/electronic device is confiscated and turned into the office. Consequences given at administrative discretion.

School Phone Use

Students at Gateway Middle are permitted to use school phones, with teacher permission, in situations that stem from health and safety issues, emergencies, or when students need to contact parents for an after school activity. Students and their parents/guardians must arrange pick-up times in advance of school and should not come to expect a daily phone call from their child. In addition, parents/guardians should not rely on Gateway staff to relay messages to their children during school hours except in emergency cases.

Student Internet and Computer Use

The use of technological resources at Gateway Middle is an integral part of our program, and students are encouraged to learn to use and then take advantage of the tools that are available both in class and in the Learning Center. Please note that Gateway students and their families are liable for the costs

of replacing all technological tools, or any other resources used by or issued to the student by Gateway and damaged or not returned.

Please be aware that student email communication and Internet access are not private communications; Gateway reserves the right to access student electronic files at any time. All Gateway resources are to be used for school related purposes. For example, students are not allowed to use computers to play games or enter chat rooms. If students violate these rules, they will lose their computer privileges.

Dress Code

Gateway recognizes that clothing is one way to be who you are. Certain clothing, however, can be inappropriate, distracting, and perhaps even offensive. Such clothing detracts from the serious and purposeful learning environment we all hope to foster. As a college preparatory school, we seek to prepare you for situations where appropriate dress is necessary, such as college or job interviews. Consistent with the school's mission, Gateway's dress code requires you to dress in ways that are respectful of those around you and appropriate for our school community.

Academic Dishonesty

Students are expected to act with integrity and submit original work and use their own knowledge and skills when tested. On occasion, however, individuals may choose to cheat which violates our school core values. Below is description of that behavior:

- **Plagiarism** is when a person takes credit for another's work be it from printed material (ex: Internet, books, newspaper, encyclopedias, or periodicals) or from a peer without proper documentation. The following are examples of instances of plagiarism:
 - Copying from another student's test/work
 - Obtaining by any means another person's work and submitting it as one's own work (this
 includes copying information from the Internet without giving due credit).
 - Failing to give proper credit to sources used in papers and projects.
- Academic Dishonesty is when a student fraudulently gains access to knowledge for the purpose of assignments, etc. The following should be used as a guide to help students understand academic dishonesty:
 - Seeking aid from another student during a test.
 - Preparing any academic work with another student, unless permitted by an educator.
 - Possessing or using material or notes not authorized by an educator during a test.

If a student cheats, she/he may be able to redo the assignment or one that is similar in content to show mastery. The student, however, will not receive credit for the assignment. This is up to the individual teacher's judgment.

Disciplinary Procedures

Through a disciplinary process, students can expect:

- ✓ To know "why." It is the school's belief that clear explanations of policies and expectations increase the likelihood that students understand the impact of and learn from their mistakes.
- ✓ To be treated respectfully and fairly and in an appropriate confidential manner
- \checkmark To know as soon as possible why they are being counseled or disciplined
- ✓ To be given opportunity to 'make right' what they have done wrong and then acknowledged for their more positive contributions to the community

Guidelines for Written Statements

It is ordinarily the case that students are asked to write statements regarding their behavior in or witnessing of a serious disciplinary incident. When this is the case, the Assistant Principal will meet with the student to ensure that the student understands the purpose and process for this writing. It is essential that the student has the opportunity to explain what happened from his or her perspective. Writing also provides an opportunity for reflection and perspective. The restorative approach consists in asking and answering **FIVE** key questions:

- 1. What happened, and what were you thinking at the time?
- 2. What have you thought about since?
- 3. Who has been affected by what happened and how?
- 4. What about this has been the hardest for you?
- 5. What do you think needs to be done to make things as right as possible?

Group Consequences

Gateway Middle School retains the right, during particularly difficult circumstances, to keep groups of students or an entire class of students during lunch or after school. The school does not seek to punish the good with the bad, but it believes that we are all responsible for each other – that the actions of some of us do impact, and are impacted by, the entire group.

Loss of Privileges

Gateway Middle School offers students many privileges that can be taken away as a consequence for poor behavior. These include but are not limited to arriving at school early or staying late on school grounds, participating in specials classes and after school clubs and teams, attending field trips, attending dances and social events, and using the computer room or other school equipment.

Resources

At Gateway, we expect much of you and with this, provide significant support in helping you reach your goals. We provide many services that support your academic and personal success. Each of these services is described in more detail below.

The Learning Center

The Learning Center is available to all students. All students will have access to the following Learning Center resources:

- ✓ Assistive materials (such as word processors, electronic dictionaries, etc.) checked out on an asneeded and as-available basis
- ✓ Books-on-tape resource library
- ✓ Assistive computer software
- ✓ Meeting with Learning Center staff to discuss your learning profile and academic progress
- ✓ Extra academic help (by prior arrangement)
- ✓ After school tutoring and quiet study

Advisory

As a Gateway student, students have a faculty advisor with whom they meet with regularly at specified times and informally throughout the year. The role of the advisor is to provide support to the student, academically and personally. Advisors meet with their groups every day to check in with students, respond to issues and concerns, do activities, and provide academic guidance as appropriate.