



# **Parent/Student Handbook**

## **2015 - 2016**

**Gulf Coast Charter Academy South**  
215 Airport Road N  
Naples, Florida 34104  
239-784-1539  
[WWW.GCCAS.ORG](http://WWW.GCCAS.ORG)

### **FORZA Education Management**

**727-642-9319**

[www.FORZAedu.com](http://www.FORZAedu.com)

**A Collier County Charter School**  
**Gwen DaPore, Executive Director**  
**William Staros Jr., Assistant Principal**

**Board Approved: 7/30/2015**



**The Parent Guide and Code of Conduct are available in the main office and on our web page.**

**PLEASE NOTE: Throughout the *Parent/Student Handbook* the term, “parent(s)” includes legal guardian(s) or other persons standing in loco parentis, such as a grandparent(s) or stepparent(s) with whom the child lives, or the person(s) who is/are legally responsible for the welfare of the child.**

## **INTRODUCTION**

Schools accomplish their educational purposes in a learning climate in which the rights and responsibilities of each individual are known and respected. Implicit in these rights is the responsibility of respecting the rights of others. The primary function GCCAS is to provide an equal educational opportunity for all students. Education cannot take place unless there is an atmosphere of good order and discipline described as the absence of distractions and disturbances, which interfere with the optimum functioning of the student, the class, and/or the school.

This handbook is designed to be a guide for students and parents. This document outlines all the policies and procedures at GCCAS. The administration has the authority to change or modify any policies or procedures listed in this document.

## **TO THE PARENTS**

We believe that well-informed parents promote a positive learning environment. Consistent with this philosophy, we are requiring that your child bring home a copy of the Parent/Student Handbook so that you may become acquainted with the various phases of school life. In this handbook, you will note that we have included regulations, activities, clubs, and general information, which shall aid a student in becoming a productive member of the school community.

## **TO THE STUDENTS**

This handbook has been developed for the purpose of informing you and your parents of the policies, procedures, and organizations of your school. We hope that it will assist you in making your school days pleasant and productive. It is the responsibility of each student and parent to read, understand, and abide by this handbook.

**ALL POLICIES LISTED IN THIS HANDBOOK ARE SUBJECT TO CHANGE BY THE GCCAS BOARD OR SCHOOL ADMINISTRATION. PARENTS AND STUDENTS WILL BE NOTIFIED WHEN SUCH CHANGES OCCUR AND AN UPDATED HANDBOOK WILL BE POSTED ON OUR WEB PAGE. [WWW.GCCAS.ORG](http://WWW.GCCAS.ORG)**

Every effort has been made to include within the GCCAS Student Handbook, all policies and procedures pertaining to the 2015-2016 school year. However, any changes that the administration may make during the school year shall be considered a part of this document.

**Gulf Coast Charter Academy South Mission Statement:**

The **Mission** of Gulf Coast Charter Academy South is to foster pride in academic achievement for all students, coupled with a concerted effort focused on the ELL (English Language Learner) population, through the STEM Model (Science, Technology, Engineering, and Mathematics) learning opportunities, resulting in higher student learning outcomes, concurrently with teaching lifelong fitness and developing the students' creative ability. We strive to provide the students with an environment to learn and be successful in a safe and orderly school.

The **Vision** of Gulf Coast Charter Academy South is to establish an authentic learning community and environment, which will lead to greater academic achievement for all students. While authentic learning is a process that elevates all students to higher degrees of learning, our focus will be on English Language Learners (which represents one out of five students in the State of Florida) using a STEM approach.

### **Science, Technology, Engineering, Mathematics (STEM) coupled with Constructivism**

On January 8, 2002, the No Child Left Behind, (NCLB) Act was signed into law. Other similar Quality Education Acts have followed, confirming equal access to education and that Americans continue to unite behind the idea that "Every child can learn!" The NCLB law confirms that as a nation, we will not accept a public school system that educates only a portion of its children. GCCAS embraces this ideal, and does not accept that only a portion of the children should realize growth and development. GCCAS reiterates that, "Every child can learn," and purports that every child should experience significant growth in learning gains, and optimum development in the cognitive, affective, and psychomotor domains.

With that positive ideology in place, it is critical to face the reality of our educational efforts as a country over the last few decades. In an Organization for Economic Co-operation and Development (OECD) Global Ranking Report, focusing on the statistics released by the National Center for Education Statistics, based on the Program for International Student Assessment (PISA), results released in 2015 noted that the educational programs in the US overall, were significantly deficient. The following facts are only a few of the pejorative examples of how students from the United States ranked when compared to other industrialized countries:

The United States ranked below the OECD average in every category. It should be noted that the US slipped in all of the major categories in recent years.

The results from the 2012 PISA reported that teenagers in the U.S. slipped from 25th to 31st in math since 2009; from 20th to 24th in science; and from 11th to 21st in reading, according to the National Center for Education Statistics, which gathers and analyzes the data in the U.S."

One of the Key findings in this international assessment and report stated, "The results of the PISA noted that on average across OECD countries, schools with more autonomy over curricula and assessments tend to perform better than schools with less autonomy when they are part of school systems with more accountability arrangements and greater teacher-principal collaboration in school management. This autonomy over curricula is one of the many attributes of a Charter School, i.e. Site Based Management. This independence has been one of the main catalysts for the significant growth of the Charter School movement which had also been evident at GCCAS. With the autonomy earned by GCCAS' charter, Constructivism within a STEM framework in order to purport its interdisciplinary curriculum was adopted.

The curriculum of GCCAS is disseminated within a STEM framework and is based on the constructivist theory, which is, inquiry driven and student-centered within an environment of authentic learning, which is learning-by-doing. Constructivism is based on observation and scientific study. According to Lombardi (pg.2, 2007), most educators consider learning-by-doing the most effective way to learn. Constructivist teachers encourage students to constantly assess how the activity is helping them gain understanding. By questioning themselves and their strategies, students in the constructivist classroom ideally become "expert learners." This gives them ever-broadening tools to keep learning. Knowledge should not be divided into different subjects or compartments, but should be discovered as an integrated whole (McMahon 1997; Di Vesta 1987). This also again underlines the importance of the context in which learning is presented (Brown et al. 1989). The world, in which the learner needs to operate, does not approach one in the form of different subjects, but as a complex myriad of facts, problems, dimensions, and perceptions (Ackerman 1996). Constructivism not only acknowledges the uniqueness and complexity of the learner, but actually encourages, utilizes and rewards it as an integral part of the learning process (Wertsch 1997). With a well-planned classroom environment, the students learn HOW TO LEARN. Moreover, as the student fine-tunes his/her skills on, "How to Learn," their academic achievements will be elevated.

Constructivism within the STEM framework relates to real world situations along with critical and higher order student thinking. Moreover, it is student-centered and supports differentiated instruction, differentiated homework, problem solving, student collaboration, cooperative learning and student reflection. Constructivism modifies the teacher's role, so that teachers facilitate students to construct knowledge rather than to reproduce a series of facts. The constructivist teacher provides tools such as problem-solving, critical thinking, student-centered inquiry-based learning activities with which students formulate and test their ideas, draw conclusions and inferences, and pool and convey their knowledge in a collaborative learning environment. Constructivism transforms the student from a passive recipient of information to an active participant in the learning process. Always guided by the teacher, students construct their knowledge actively rather than just mechanically ingesting knowledge from the teacher or the textbook.

According to Brad Beheler at Boise State University and others are discovering that student-centered learning environments are a vastly untapped area within education that some research is proving can be highly successful with the ESE student population. Based on principles of constructivism, student-centered learning enables the ESE student to take over an ownership role in their learning process. By doing this, the student becomes more invested in the process and academic success generally follows.

Constructivism is based on observation and scientific study -- about how people learn. It states that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. When we encounter something new, we have to reconcile it with our previous ideas and experience, maybe changing what we believe, or maybe discarding the new information as irrelevant. In any case, we are active creators of our own knowledge. To do this, we must ask questions, explore, and assess what we know.

In the classroom, the constructivist view of learning can point towards a number of different teaching practices. In the most general sense, it usually means encouraging students to use active

techniques (experiments, real-world problem solving, and critical thinking) within the STEM framework to create more knowledge and then to reflect on and talk about what they are doing and how their understanding is changing. The teacher makes sure she understands the students' preexisting conceptions, and guides the activity to address them and then build on them.

Constructivist teachers encourage students to constantly assess how the STEM activity is helping them gain understanding. By questioning themselves and their strategies, students in the constructivist classroom ideally become "expert learners." This gives them ever-broadening tools to keep learning. With a well-planned classroom environment, the students learn HOW TO LEARN.

In Constructivism when students continually reflect on their experiences, their ideas gain in complexity and power, and they develop increasingly strong abilities to integrate new information. One of the teacher's main roles becomes to encourage this learning and reflection process.



Constructivism does not dismiss the active role of the teacher or the value of expert knowledge. Constructivism modifies that role, so that teachers help students to construct knowledge rather than to reproduce a series of facts. The constructivist teacher provides tools such as critical thinking, problem-solving and inquiry-based learning activities with which students formulate and test their ideas, draw conclusions and inferences, and pool and convey their knowledge in a collaborative learning environment. Constructivism transforms the student from a passive recipient of information to an active participant in the learning process. Always guided by the teacher, students construct their knowledge actively rather than just mechanically ingesting knowledge from the teacher or the textbook.

#### Constructivism and the ESE Population:

Student centered learning environments are steeped in the theory of constructivism. The term refers to the idea that learners construct knowledge for themselves, each learner individually (and socially) constructs meaning, as he or she learns. According to Hoover (1996), constructivism has roots in philosophy, psychology, sociology, and education. Constructivism's central idea is that human learning is constructed, that learners build new knowledge upon the foundation of previous learning.

According to researchers: David Jonassen, Susan Land, Gail Jones, have conducted research that has shown that increased technology emphasis can provide a great boost in student's self-concepts and their learning. When combined with the structure of student centered learning, students respond positively. By focusing on the solid foundation of constructivist principles, students and teachers are able to make connections that make student-centered learning situations highly effective.

#### Constructivism and the ELL Population

A constructivist approach has not only been found to be effective in improving test scores, but also overall participation and retention of material. Altun and Büyükduman (2007) conducted a qualitative study in Turkey. The twenty-six students and one teacher included in the study were from an English preparatory program. In their instruction, the teachers used constructivist principles and students and teachers were observed over the three days of implementation. Students appeared to be more on task and active during the class hour and stated that they were better able to connect their learning to previous knowledge by participating more in group work. The students were also better able to make connections by utilizing the examples of their peers. This increased participation in the classroom resulted in a more permanent retention of the vocabulary.

The GCCAS teacher:

1. explores the interdisciplinary curriculum via big ideas.
2. values student questions and interests.
3. utilizes technology along with other manipulatives.
4. promotes learning as being interactive, building on what the student already knows along with using differentiated instruction and differentiated homework to meet the needs of all students in their classroom.
5. fosters teacher dialogue with students, enhancing the students ability to construct their own knowledge.
6. promotes the teacher's role as interactive using higher-order questions and fostering student critical thinking.
7. maintains ongoing monitoring and tallies student mastery of the Florida Standards along with vertical and data team meetings that are conducted weekly.
8. presents knowledge is presented as dynamic, ever changing the students' experiences.
9. instructs via whole group, small group, and individualized instruction engaging the students by bringing the "real world" inside of the classroom along with multicultural examples.
10. implements a continuous improvement methodology (through Multi-Tiered System of Supports) wherein student assessment results offer opportunities for differentiated and targeted instruction that is tailored to students' individual needs, ensuring consistent increased student achievement outcomes.
11. prompts students to formulate their own questions (inquiry).
12. allows multiple interpretations and expressions of learning (multiple intelligences).
13. encourages group work and the use of peers as resources (collaborative learning).
14. is to visit other classrooms in order to observe other teachers utilizing Best Practices in teaching methods and classroom management techniques.

Additional Suggestions for Teaching with the Constructivist Learning Theory

1. Encourage and accept student autonomy and initiative.
2. Try to use raw data and primary sources, in addition to manipulative, interactive, and physical materials.
3. When assigning tasks to the students, use cognitive terminology such as "classify," "analyze," "predict," and "create."
4. Build off and use student responses when making "on-the-spot" decisions about teacher behaviors, instructional strategies, activities, and content to be taught.

5. Search out students' understanding and prior experiences about a concept before teaching it to them.
6. Encourage communication between the teacher and the students and also between the students.
7. Encourage student critical thinking and inquiry by asking them thoughtful, open-ended questions, and encourage them to ask questions to each other.
8. Ask follow up questions and seek elaboration after a student's initial response.
9. Put students in situations that might challenge their previous conceptions and that will create contradictions that will encourage discussion.
10. Make sure to wait long enough after posing a question so that the students have time to think about their answers and be able to respond thoughtfully.
11. Provide enough time for students to construct their own meaning when learning something new.

(Ref: Brooks, J. and Brooks, M. (1993). *In Search of Understanding: The Case for Constructivist Classrooms*, ASCD)

In addition to the above, an authentic learning, “learning-by-doing” environment, coupled with equipping the students with **21<sup>st</sup> Century tools** will be implemented along with effective assessment strategies and monitoring of student learning gains. Data from said monitoring will drive the scope and sequence of the curriculum. GCCAS will also introduce lifelong physical fitness and cultivate the students’ character and creative ability to an optimum level, all within a safe and orderly school environment. The culminating effect will be student mastery of the standards-based curriculum, fostering a successful high school and college career. This in turn will empower students to reach their fullest potential and generate access to more opportunities in the job market, enhancing their probability of making significant contributions and creating a healthier, globally competitive and more productive society.

## **BOARD OF DIRECTORS:**

**Mark McCabe**  
**Helen Deitrich**  
**Adaer Carreno**

## **SCHOOL HOURS/SCHEDULE**

<b>Main Office</b>	<b>7:30 AM - 5:00 PM</b>
<b>Classroom Teachers</b>	<b>7:30 AM - 4:00 PM</b>
<b>Students</b>	<b>7:50 AM - 3:15 PM</b>
<b>Tardy Bell</b>	<b>8:00 AM</b>
<b>Before School Care</b>	<b>7:00 AM - 7:30 AM</b>
<b>Breakfast</b>	<b>7:30 AM - 7:50 AM</b>
<b><u>Staggered Dismissal Times:</u></b>	<b>3:20 PM - 3:35 PM</b>
<b><u>Parents must comply with these times and are not to come too early, or too late. If a parent has a child in both dismissals, they should arrive for the second dismissal only!</u></b>	<b>K, 1, 2, 3</b>
<b>Tutoring Program (September 15<sup>th</sup> – FSA is Administered)</b>	<b>3:35 PM - 3:55 PM</b>
<b>After-School Care</b>	<b>4, 5, 6, 7, 8</b>
<b>Team Sports, Clubs, and Activities</b>	<b>4:00 PM - 5:00 PM</b>
	<b>3:20 PM - 6:00 PM</b>
	<b>4:00 PM - 5:00 PM</b>

## **ACADEMIC DISHONESTY**

Any student who uses or copies another person's work and presents it as his/her own without proper documentation will receive a suspension. Any student who participates in using, copying, or providing another student with any test answers, answer keys or another person's work representing it to be his/her own work is considered to be guilty of unacceptable academic conduct.

Furthermore, students who knowingly share or offer their work to those who cheat must understand that they are equally guilty in perpetrating a dishonesty that tarnishes the academic integrity of the school. Therefore, these students who knowingly share their work will have the same punishment equal to that of the plagiarist.

Cheating and Plagiarism constitutes academic dishonesty and students can be suspended 1-5 days. Students may justly be denied awards, privileges, and honors that the school bestows on those students that uphold the integrity of GCCAS. Furthermore, any student suspended for academic dishonesty is barred from participating in any field trips and after school activities on the days they are punished, including sports, practices, and games.

## **PROGRESS MONITORING PLANS (PMPs):**

It is mandatory that any teacher having a student that is not meeting the Florida Standards must generate a Progress Monitoring Plan (PMP). The purpose of a PMP is to identify a student's academic strengths, challenges, and provide recommendations to the parents. All recommendations for improvement must be documented. PMP forms can be found on Data Warehouse.

## **ACTIVITY CALENDAR**

The main office will maintain a master calendar of all school related events. An updated copy will also be posted on our web page: [WWW.GCCAS.ORG](http://WWW.GCCAS.ORG). An updated month-to-month calendar will be sent home each month.

## **ATTENDANCE POLICY**

To fully benefit from the instructional program, students are expected to attend school regularly, be on time for classes and satisfy all course requirements. Students are required to attend 180 days of school. Poor attendance or excessive tardiness may result in failing grades. The school will contact parents per Florida Statute 1003.26. Upon each unexcused absence or absence for which the reason is unknown, the Executive Director or designee shall contact the student's parent/guardian to determine the reason for the absence.

1. When a student accumulates five (5) days of absences, other than out-of-school suspensions, whether excused or unexcused, the Executive Director or designee shall make a good faith effort to contact the parent or guardian by telephone to discuss the reasons for the absences and shall document such contact.
2. When a student accumulates seven (7) days of absences, other than out-of-school suspensions, whether excused or unexcused, a record of absences will promptly be mailed to the



parent/guardian of the student. The letter/records of absences will include information about Truancy Court.

3. When a student is absent ten (10) or more days, whether excused or unexcused, a record of absences will promptly be mailed to the parent/guardian of the student. If appropriate, a parent conference will be required and at the discretion of the Executive Director or designees, the parent or guardian may be required to verify absences with appropriate documentation (e.g., doctor's visits, etc.). A student found to be habitually truant, will be referred to Truancy Court.

4. For the safety of all boys and girls, we urge that children arrive at school no earlier than 7:30 AM unless they are enrolled in Before School Care. Children must be in their rooms and seated by **8:00 AM** for Homeroom. If the student arrives after **8:00 AM**, said student will be considered tardy.

5. Students may **NOT** be signed out and back in during the day without a doctor's note.

6. Students must be in school for a reasonable amount of classroom instruction, which is **three hours or more, for their attendance to be considered a full day.**

7. Students arriving after **8:00 AM** must be signed into school by the parent.

## **TO REPORT AN ABSENCE**

It is the responsibility of the student's parent or guardian to explain a student's absence to the main office in person or by telephone. Parents are expected to notify the school the day of the absence. A note from a parent or guardian must be submitted to the main office upon a student's return.

### **Parents have the responsibility to:**

1. Notify the school of any change of address, phone numbers and emergency contact numbers.
2. Notify school personnel if the family is relocating or if there is a family emergency.
3. Be aware of the school calendar and coordinate trips, vacations, and personal business to support attendance on school days.

## **EXCUSED ABSENCES**

Examples of excused absences:

1. An illness of the student or a medical or dental appointment; a doctor's note must be submitted to the main office when the student returns if the absence is more than two consecutive days.
2. An accident resulting in injury to the student.
3. A death in the student's immediate family.
4. An observance of an established religious holiday; documentation of the religious affiliation of the student may be required by school officials.
5. If the religious holiday observance cannot be identified as a traditionally well-known day, a required note from the parent and a letter from the leader of the faith organization stating that the day will be required for religious observance. If the letters are submitted, the absence will be excused and also recognized as an established religious holiday that does not impact any attendance incentives including exam exemptions.

6. A subpoena by a law enforcement agency or a required court appearance.
7. An emergency deemed acceptable by the administration.
8. Severe weather conditions.
9. A major personal or family problem.
10. Fire, flood, or other major damage to the home.
11. An accident on the way to school.

## **UNEXCUSED ABSENCES**

1. Are not accepted as excused.
2. Are caused by truancy of the student.
3. Are caused by an out-of-school suspension. A student suspended out of school is responsible for all work missed. The teacher will decide if the work missed will count as a "0," or will be made up for credit or partial credit.
4. When a student accumulates ten unexcused absences (not including suspensions) within a ninety calendar day period, a letter will be sent to the parent.
- 5. The administration will notify the district for excessive unexcused absences. The district will contact the home education program to refer the student who is exhibiting a pattern of non-attendance. If an initial meeting does not resolve the problem, a Child Study Team shall implement the following:**
  - A. Frequent attempts at communication between GCCAS and the family.
  - B. Evaluation for alternative education programs.
  - C. Attendance contracts.
6. Students who display a pattern of nonattendance may be required to present medical evidence. The teacher will report to the main office any student who is absent from class but not listed on the absentee bulletin.

## **TARDINESS**

A student is tardy when the student arrives after the beginning of the school day or when the student is not in their assigned seat or station when the school day begins. **Students who are tardy to school must be signed in at the Main Office.** For safety reasons students must not be dropped off late. Students must be in their homerooms and seated by **8:00 AM**. It is preferred that students are in their homerooms between **7:50 AM** and **7:55 AM**.

A student must make every effort to be in class on time. A student failing to make an effort to attend class shall be considered truant and subject to disciplinary action. A student's excessive unexcused tardiness shall be considered willful disobedience, and the student shall be subject to disciplinary action and will be reported to the District of Collier County.

### **Excused Tardiness:**

A student will be considered as excused only if a parent/guardian personally escorts their child to the front desk and has a viable reason. The reasons for excused tardiness are as follows:

1. Doctor's appointments with notes from the doctor/orthodontist or
2. Extreme emergencies approved by administration.

Excused tardiness will not count toward the student's tardy record.

## **Unexcused Tardiness:**

A student will be considered as unexcused because of alarm clock failures, car trouble, and inclement weather conditions. Unexcused tardiness will count toward the student's record. Your children must be in school and ON TIME by state law.

## **STUDENT ACCIDENTS**

Any student injured at school should be sent, or, brought to the office as soon as possible and the parents should be contacted by office personnel. If the student is incapacitated, unconscious, etc., call 911 and then contact the office. A student incident/accident report **must** be completed by the teacher at the time of the accident and submitted to the office **immediately**. Incident/Accident reports are located next to the teacher mailboxes. Please carefully monitor all student activities to ensure student safety. We have a "NO RUNNING POLICY" at GCCAS that should be reinforced daily in the classroom as one of the school-wide procedures of "WALKING QUIETLY" through the hallways.

## **BEFORE AND AFTER-SCHOOL CARE**

Before school care is offered to all GGCAS students from 7:00 AM - 7:30 AM and After-School care is offered from 4:00 PM - 6 PM. The cost for before care is \$2.00 per day. After-School care is \$10.00 per day. Students will have a scheduled study hall session, organized physical activity, and snack provided daily.

Payments should be made to the main office a week before the scheduled care. Payments can also be directly mailed to the school. **There will be a late fee of \$25.00 if the payment is not received the week after the scheduled care. Students will not be able to use the after care service if parents or guardians have an outstanding balance of more than \$100.00.** The funds collected are used to pay the employees responsible for before and after care. Funds are also used for supplies for teachers. Please make payments on time.

## **BICYCLE RIDERS**

All bicycle riders should park their bicycles in the racks or location provided. After bicycles are parked in the morning, they will not be moved until dismissal. All bicycle riders are required to use a lock on their bicycles while being parked at school. ***Florida law now requires all bicycle riders to wear safety helmets when riding to and from school.*** No motorized bicycles or scooters are permitted. Moreover, no skateboards or roller blades are permitted. Parents must fill in the walker /bicycle rider form for any child that is requesting to ride their bike.

## **BOARD MEETINGS**

Board meetings are held as scheduled by the Board of Directors as scheduled. The meeting days and times are posted on the bulletin board outside the main office and are also posted on the web page: [www.gccas.org](http://www.gccas.org).

## **SCHOOL TRANSPORTATION - BUS**

GCCAS is offering Bus Service on a limited basis. As we add busses to our fleet, GCCAS will then be able to broaden this service. Parents will complete and submit a bus application to the Administration by a certain due date. A lottery will then be conducted and names will be drawn to receive said service. Students not picked up at Bus Stops will be returned to GCCAS. If students are not picked up in a timely manner, they will be placed in After Care and the parent will be charged for said service.

## **BUS RIDERS**

A student who misses their assigned bus at dismissal shall promptly go the office and report to the secretary. The student's parents will be contacted immediately to arrange transportation. It is important that students realize that the same high standards of conduct are expected on the bus as in all other aspects of school life. Students are asked to sit facing the front of the bus, and talk quietly. Students receiving bus referrals will be disciplined. Repeated referrals will result in suspensions from the bus.

## **SCHOOL BUS DISCIPLINE**

**1st offense - Verbal warning and parents will be contacted.**

**2nd offense - Not permitted to ride the bus for 3 days.**

**3rd offense - Not permitted to ride the bus for 5 days.**

**4th offense - Suspended from riding the school bus for the remainder of the year.**

**NOTE:** Late bus notices are posted, as needed, on our home page: [www.gccas.org](http://www.gccas.org). The "Late Bus Notice" link will be on the right side of the page. It appears any afternoon that a school bus is running more than a half-hour behind schedule. Just click to learn if your child's bus will be late.

## **CAFETERIA PROCEDURES**

**The GCCAS 2015-2016 meal prices will be \$3.50 for lunch and \$2.10 for breakfast.**

Teachers must check the lunch schedule for the exact times that their students should arrive to the cafeteria and when the students need to be picked up. Moreover, lunch times may be adjusted for special events. However, on regular days, the scheduled lunchtime must be strictly adhered to. Upon entering the cafeteria, the students should be in one line. Those students with a packed lunch must be in the front of the line so they may be seated first. Those students buying lunch must have their lunch ID card with them as they go through the line. For the first month of school, the teacher is required to wait with the students who are receiving hot lunch and monitor

said them while they are being served. The cafeteria attendant/cashier on duty will scan each student's card as they exit the line.

It may be necessary to teach the students correct cafeteria procedures and rules. The teacher is invaluable in helping GCCAS maintain a well-run cafeteria. By praising and rewarding the students for a job well done and letting them know when they need to work on their behavior can enhance the overall lunch experience. The cafeteria is a learning environment. Good manners and appropriate behavior need to be taught in the classroom and practiced in the cafeteria. The lunch duty calendar will specify when each teacher is expected to be in the cafeteria for their turn for lunch duty.

### **CAFETERIA RULES INCLUDE:**

The cafeteria rules are posted and all students are expected to follow them at all times.

The students must:

1. Enter and exit the cafeteria in a line that is quiet and orderly.
2. Students are to stand in a single file line while waiting for food.
3. Students are to sit in assigned area and eat only their food.
4. Not exchange food items.
5. Students are expected to sit and eat quietly for the first 15 minutes of lunch. After said 15 minutes, use quiet, indoor voices.
6. Each student is required to show good manners, courtesy and consideration of other students and adults in the cafeteria.
7. **Students are to follow instructions of the cafeteria monitors or other adults at all times.**
8. No student is allowed to leave the cafeteria during the lunch period without a written pass to some other area of the school.
9. No food or beverages will be taken out of the designated eating areas.
10. **Students are not allowed to leave the school grounds during the lunch period.**
11. Food or objects are not allowed to be thrown at any time while in the cafeteria as this poses a safety concern; such acts will result in a disciplinary action from school.
12. **LEAVE TABLE AND FLOOR CLEAN! Each student is required to dispose of trash from his/her table in the containers provided for trash when instructed to do so by monitors. Excuses such as, "It is not mine," or "I did not put that there," and so forth, are not permitted.**

GCCAS participates in the Federal Lunch Program and the school must follow its guidelines. Students are not permitted to exchange food! No child should ever be forced to eat, but each student is required to take everything being offered. Encourage children to sample new food. Food should never be withheld as a punishment. Carbonated drinks, candy and glass containers should not be part of a student's lunch. Teachers are not to spend their lunch period with students or parents in their classroom, unless it has been pre-approved by the administration. Parents can bring a lunch from outside the school, but must sign their child out and eat on the outside porch. Fast food is not permitted under National School Lunch Policy.

## **CHILD ABUSE/NEGLECT**

Under the law, teachers are obligated to report any case of suspected child abuse. Teachers are protected under the law against a lawsuit from parents for reporting a case.

## **CLINIC, HEALTH ISSUES AND MEDICATION**

**Medication** Whenever possible, medications should be given at home. However, if it is necessary for your child to receive a medication at school, the parent must bring the medication to school in the original container and complete and sign a Medication Authorization Form. If a prescription medication is required at school, the prescribing doctor must also complete and sign the Authorization. **Medication is never to come or go home with a child.** Medications are kept in the school clinic. Students may not carry medications at school except in very specific situations, which require the written approval of the physician, parent and clinic aide.

Only prescription medication shall be administered at school. Over-the-counter or sample medications must be accompanied by orders from a physician. Only medication approved by the Food and Drug Administration will be accepted for administering at school. All medications must be brought to school by the parent or guardian.

Medication must be delivered to school in the container in which it was purchased (dispensed).

A separate supply of medication must be kept at school. Medication shall not be transported between home and school on a daily or weekly basis.

The medication label must indicate the student's name, name of medication, physician's name, dosage (amount) and time (frequency).

If the medication requires equipment for administration (cup, spoon or dropper), the parent is responsible for supplying the articles labeled with the student's name.

Inhaler use - If parent and physician provide their approval to the administration, students with asthma may carry a metered dose inhaler on their person while in school.

The administration shall be provided a copy of the parent's and physician's approval.

Epinephrine use - a student who has experienced or is at risk for life-threatening allergic reactions may carry an epinephrine auto-injector and self-administer epinephrine by auto-injector while in school, participating in school-sponsored activities, or in transit to or from school or school-sponsored activities if the school has been provided with parental and physician authorization. The State Board of Education, in cooperation with the Department of Health, shall adopt rules for such use of epinephrine auto-injectors. A school district, county health department, public-private partner, and their employees and volunteers shall be indemnified by the parent of a student authorized to carry an epinephrine auto-injector for any and all liability with respect to the student's use of an epinephrine auto-injector pursuant to this paragraph.

When medication is discontinued or the end of the school year arrives, medication not taken home by the parent shall be destroyed.

Special arrangements must be made if a student is self-medicating.

**Illness:** The health and physical well-being of all students is a matter of great concern to us. For the sake of classmates, children should not be permitted to come to school if they are suffering from fever (**100 degrees or higher**), diarrhea or vomiting. Health conditions such as pink eye are highly contagious and must be properly treated before your child may return to school. The student must be without a fever for 24 hours before returning to school.

GCCAS has a “No Nit” policy. If a child is identified as having head lice, he or she shall be excluded from school and shall not be permitted to return to school until his or her head is free from lice and nits. Nits are the white eggs that lice lay which adhere to strands of hair. Parents are responsible to provide the appropriate treatment to eliminate head lice and nits before the child returns to school. A child should miss no more than one or two days of school because of head lice. Excessive absences due to head lice shall be addressed according to the provisions of the compulsory school attendance law.

#### **“NO NIT” POLICY PROCEDURES:**

1. If a student has signs or symptoms of head lice, the clinic aide or trained staff will check the student’s hair and scalp to determine if live lice or nits are present.
2. If live lice or nits are present, the parent will be asked to pick up the child and will be given instructions for treatment and removal of the nits and/or lice. Siblings will also be checked.
3. The parent must accompany the child to school after treatment. Students who continue to have live lice upon recheck may not return to class.
4. Please check your young child frequently and notify the clinic aide if lice and/or nits are found.

#### **STUDENT ILLNESS**

When a child becomes too ill to remain in class, the parents will be contacted. For this reason, *it is most important that we are notified immediately if a telephone number is changed and that emergency contact information be kept up to date.*

Clinic facilities for emergency care in school are very limited. Arrangements for taking your child home should be made promptly.

#### **CHARACTER EDUCATION**

Character Education is one way to enhance every child’s self-concept, improve overall behavior, enhance learning gains, moreover, reduce tardiness, absences, and conduct that results in student suspensions. In addition, Character Education will increase a sense of purpose, citizenship, responsibility, and community. The Guidance Counselor will be in charge of the Character Education curriculum and will disseminate the information that needs to be addressed by teachers with their students.

## **CLUBS AND ACTIVITIES**

Clubs and organizations can provide learning experiences that broaden the cultural horizon of students, supplement the formal curriculum by increasing knowledge and skills, introduce participation in vocational and technical education programs, afford constructive use of leisure time, provide services to the school and community, and promote and recognize students' academic achievements and accomplishments. Clubs and organizations will be shared with all parents once schedules have been established. Students have the opportunity to join any club that is offered. Research clearly suggests that involvement in clubs and activities is beneficial for most students. Additional clubs can be added contingent upon student interest coupled with securing a faculty sponsor and parent support. Permission forms must be completed and signed by a parent or guardian prior to a child participating in any club or activity.

## **GCCAS SCHOOL STORE**

The GCCAS School Store is a place where students can purchase supplies for their classes at reasonable prices within a safe and orderly school setting. This venture is a small store selling items such as binders, notebooks, pens, pencils, calculators, rulers, paper, etc. The store will also be stocked with many fun and trendy novelty items chosen by the Administration or their Designee.

## **CONFERENCES**

Parents are required to contact their child's teacher when they wish to arrange a conference. Please send a note or call the teacher and indicate two or three dates and times, which are convenient for you. At least one-day notice should be given to the school, unless it is an emergency situation. There will be at least **three scheduled Conference Nights** this school year. Parents will visit the school to meet with one or more teachers and said conferences will be scheduled in advance. All conferences will have a strict time limit.

## **DISCIPLINE**

The design of the Student Handbook and Code of Student Conduct enables the school to enforce its provisions consistently and uniformly. The administration is responsible for discipline and determines the level of the offense and its appropriate consequence.

Discipline can be enforced for any violation occurring on school property and at school-sponsored events, and at GCCAS bus stops.

In addition, reassignment to another school may occur if a student continues to violate school rules and regulations or if a student commits a crime off school property. Students may be disciplined for engaging in other objectionable conduct even if the conduct is not specifically described below.

Students are required to follow all classroom and school rules and regulations. The teacher will send students to the main office after multiple verbal warnings. Students are only sent to the office after the teacher in the classroom has exhausted every strategy.



## **BULLYING**

**Bullying** is a repeated form of aggression and occurs when a person(s) who perceives a power imbalance, willfully subjects another person (victim), whoever he/she may be, to intentional, unwanted and unprovoked hurtful verbal and/or physical action(s) which result(s) in the victim feeling oppressed (stress, injury, discomfort) at any school site, GCCAS bus stop, or school sponsored activity or event.

**Bullying** may also occur as various repeated forms of hazing, including initiation rites perpetrated against a new student or a new member of a team. Students who engage in such conduct shall be subject to a range of punishments to include verbal or written reprimand, out-of-school suspension, or change of placement and/or expulsion.

### **Examples of Bullying**

1. **Physical Bullying** - punching, shoving, poking, strangling, hair-pulling, beating, biting and excessive tickling.
2. **Verbal Bullying** - hurtful name-calling, teasing and gossip.
3. **Emotional (psychological) Bullying** - rejecting, terrorizing, extorting, defaming, humiliating, blackmailing, rating/ranking of personal characteristics such as race, disability, ethnicity, or perceived sexual orientation, manipulating friendships, isolating, ostracizing and peer pressure.
4. **Sexual Bullying** - many of the actions listed above as well as exhibitionism, voyeurism, sexual propositioning, sexual harassment and abuse involving actual physical contact and sexual assault. In many cases, gender and cross-gender sexual harassment may also qualify as **bullying**.
5. **Cyber-bullying** - the use of information and communication technologies such as email, cell phone, and pager text messages, instant messaging (IM), FACEBOOK, defamatory personal web sites, and defamatory online personal pooling web sites, to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to threaten or harm others, or which substantially disrupts or interferes with the operation of a school or an individual student's ability to receive an education. It is quite possible for bullying to occur in many different types of interpersonal relationships in a school setting such as manipulating friendships, obstructing classmates and spreading malicious rumors.

**Bullying** may be limited to a single incident. However, in most cases, the **bullying** is characterized by repeated harmful actions on the part of the bully.

Personnel at all levels are responsible for taking corrective action to prevent **bullying**.

**Retaliation** is defined in the dictionary as meaning "to pay back (an injury) in kind." [When a person is accused of having engaged in an inappropriate fashion, especially **bullying**, the common reaction of that person is to be angry and want to pay the "victim" back (retaliate).] Retaliation must **not occur and will not be tolerated**. **Bullying will not be tolerated and will lead to possible suspension, expulsion and or transfer from GCCAS.**

## **HARASSMENT**

State and federal law specifically prohibit harassment. Instances of harassment may result in both civil and criminal liability on the part of the individual harasser as well as the school board. Harassing activities by students or employees will not be tolerated.

Harassment occurs when a person subjects another person to any unwelcome conduct on account of sex, race, origin, religion, etc., on school property or at a school-sponsored event. Persons who engage in such conduct shall be subject to a range of punishment.

1. The range of punishment for a party found guilty of harassment could include verbal and written reprimand, out-of-school suspension, change of placement, and/or expulsion.
2. If the party deemed guilty is a school employee, the range of punishment could include written reprimand, suspension without pay, and/or termination.
3. If the party deemed guilty is neither a student nor a school employee, appropriate steps shall be taken, which could include limiting the access of this party to school board property and any other action deemed necessary.

Sexual harassment includes but is not limited to the following: verbal harassment or abuse of a sexual nature; subtle pressure for sexual activity; repeated remarks to a person with sexual or demeaning implication (for example, a person's body, clothes or sexual involvement, display of sexually suggestive objects, pictures or written materials) and discrimination against students or employees because of real or perceived sexual orientation/gender identity or expression thereof. Harassment does not refer to occasional compliments or welcomed interactions of a socially acceptable nature.

GCCAS policy forbids harassment. The school will not tolerate harassment at any of its sites or activities. Personnel, at all levels, are responsible for taking corrective action to prevent harassment. Allegations of harassment will be promptly investigated, giving due regard to the need for confidentiality.

Information relative to the prevention and correction of harassment shall be provided in writing to personnel and students. Proven allegations of harassment can have serious consequences for the party deemed guilty, including but not limited to the following:

1. The range of punishment for a party found guilty of harassment could include verbal and written reprimand, out-of-school suspension, change of placement, and/or expulsion.
2. If the party deemed guilty is a school employee, the range of punishment could include written reprimand, suspension without pay, and/or termination.
3. If the party deemed guilty is neither a student nor a school employee, appropriate steps shall be taken, which could include limiting the access of this party to school property and any other action deemed necessary.

Harassment is when a person continually teases, annoys, threatens or insults another person in either a verbal, physical or written manner.

Sexual harassment is when a person bothers another person using sexual words, pictures, gestures, or conduct that the other person would find offensive. Sexual harassment can also occur

when a person is forced by his or her location or situation to see or overhear sexual comments, gestures, or conduct that he or she finds offensive.

While more cases of males harassing females have been reported thus far in the United States than any other type, it is quite possible for males to harass other males or for females to harass males or other females.

### **Unwanted and Unwelcome Harassment:**

Sexual comments, jokes or gestures; suggestive comments; being “sexually rated” by an individual, for example, on a scale from 1 to 10; being pressured to go out with someone; being the recipient of whistles, jeers, or catcalls; being touched, grabbed, or pinched in a sexual way; being intentionally brushed up against in a sexual way; spreading sexual rumors about a person; having clothing pulled in a sexual way; being shown, given, or left sexual pictures, photographs, illustrations, messages or notes; being forced (because of their location) to view centerfolds, photographs, posters, or drawings of a sexual nature; having one’s way blocked in a sexual way.; others placing messages or graffiti written about that person on a computer screen, bathroom walls, in locker rooms, or any other public site; being forced to kiss someone; being forced to do something sexual other than kissing; being called gay, lesbian, or any other term that denigrates sexual identity; having clothing pulled off or down; being spied on while dressing; requesting sexual favors; continually teases, annoys, threatens or insults another person in either a verbal, physical or written manner; teasing annoying, threatening and insulting.

**Confidentiality** must be maintained as much as possible during any harassment investigation. Confidentiality is maintained when the identity of the people involved or the circumstances surrounding the incident are kept private. For example, you do not maintain confidentiality if you tell your friends that John Doe or Jane Doe harassed you.

### **VANDALISM AND DEFACING SCHOOL PROPERTY**

Vandalism in our school can cost thousands of dollars and jeopardize our lease agreement. For the students’ own protection, they should stay away from the school buildings when school is not in session.

Vandalism and the defacing of school property is a serious offense. Students guilty of these infractions to their own school or to other schools in any county shall face severe disciplinary action, which could include restitution, suspension and/or expulsion and the student shall be reported to the appropriate law enforcement agency and shall be subject to arrest and prosecution. This includes spray-painting buildings and similar types of vandalism. Any damage to the school or school property by a student is the sole responsibility of the family of the student.

### **WEAPONS AND DANGEROUS INSTRUMENTS**

A student shall not possess, handle or transport weapons of any type or any object that resembles a weapon. **Students violating this policy are subject to suspension, expulsion, transfer and/or arrest.**

#### **Examples of Weapons:**

Guns, knives, dirks (daggers), razor blades, ice picks, explosives, chains, pipes, brass knuckles, Billy clubs, Chinese stars, mace, tear gas or any mixture of chemicals used as a weapon,

dangerous instruments, toy guns, or anything that resembles or could be considered a weapon on school grounds and up to 500 yards from school grounds, or at related activities are prohibited. Any student that brings a weapon to school, any school function, or on any school-sponsored transportation may be expelled, with or without continuing educational services and referred for criminal prosecution following an administrative hearing.

## **ZERO TOLERANCE OFFENSES**

Gulf Coast Charter Academy South has adopted a zero-tolerance policy for serious crimes involving violence, weapons, drugs and behaviors that threaten the safety of students or personnel; illegal activities are intolerable. The 2001 Florida Legislature enacted CS/CS/HB 267, which requires school districts to adopt a policy of zero tolerance for victimization and prohibits any student who is adjudicated of certain specified felony violations against another student from attending the same school or riding on the same school bus as the victim or the victim's sibling(s).

Exceptional education students are not exempt from the provisions of this bill. However, the implementation in the case of ESE students must be effected within the Individuals with Disabilities Education Act (IDEA), 20 U.S.C., and Chapter 33 as amended by Public Law 105-17.

### **Examples of Zero-Tolerance Offenses:**

Alcohol; arson; aggravated battery; battery on, threat or intimidation of a GCCAS employee, agent, or student; bomb threats or general threats to school population; breaking/entering of school board property; false fire alarms; homicide; kidnapping; major disruption to a school function; misrepresentation of facts resulting in public slander toward a GCCAS employee; motor vehicle theft; passing counterfeit money; possession, use, or sale of a firearm, bombs, explosives or a weapon; possession, use, sale, distribution, purchase, or being under the influence of a controlled substance; possession, or purchase, either knowingly or unknowingly, of any drug paraphernalia; possession, or purchase, either knowingly or unknowingly, of any illegal contraband; sale or distribution, or purchase of any substance represented by a student as being a controlled substance; sexual battery; use of a non-weapon as a weapon; willfully and knowingly attempting to do bodily harm to a GCCAS employee, agent or student, gang related activities i.e., robbery or possession of any weapon or firearm that resembles a true weapon or firearm.

### **Consequences of Zero-Tolerance Offenses:**

1. The student will be suspended immediately.
2. A parent or guardian will be notified.
3. The student may be suspended, expelled, or recommended for change of placement.
4. Referral to law enforcement agency as appropriate.

### **Consequences of Felony Drug-Related Incidents:**

1. The student will be suspended immediately and parents will be contacted.
2. The authorities must be contacted immediately.
3. Any student reprimanded with drugs or drug related incidents might be expelled or arrested.
4. The GCCAS and local school board will decide if the student is permitted to return to school.

### **Tobacco or tobacco products consequences:**

1. Mandatory parent conference.
2. Referral to law enforcement.
3. Mandatory anti-tobacco education as stated in F.S. Section 386.212 and Section 569.11.

4. Out-of-school suspension as determined by the administration.

**Fighting Consequences:**

1. 1 to 10 days out of school suspension and a mandatory meeting will be scheduled with a parent.
  2. Successful completion of peer mediation, conflict resolution or anger management training.
  3. Referral to law enforcement as appropriate.
  4. Student may be expelled or transferred to another school depending on the incident.
- Actions that were taken clearly in self-defense without prior physical or verbal involvement shall not be considered an intentional act under this rule but a student will still be suspended for fighting or striking a student back.

**Sexual harassment Consequence:**

1. Verbal and written reprimand. (Mandatory parent meeting)
2. Out-of-school suspension; 1 to 10 days.
3. Change of placement and/or expulsion.

**Drug Possession Consequences:**

1. Out-of-school suspension 1-10 days and mandatory parent meeting.
2. Referral to law enforcement.
3. Referral to the Juvenile Drug Court Program.
4. Permission to attend a regular school program if the student participates in a Drug Court program and/or treatment center.
5. Failure to successfully complete Drug Court program and/or treatment center may result in a recommendation for a change of placement and/or other sanctions.
6. The GCCAS and local school board will decide if the student returns to school.

There will be a school-wide discipline plan, however, all teachers will have their own classroom rules and regulations that all students must adhere to. Each teacher will be sending this information home on the first day of school. After all behavior strategies have been exhausted in the classroom, teachers can send a student to the main office.

## **BEHAVIOR CONSEQUENCES**

**This is always a last resort for teachers.**

**1st Administrative Referral**

The teacher will complete a referral form, which includes a rationale for sending students to the main office. The administration will contact the parent or guardian to make them aware of the observed behaviors. The administration will meet with the student, give him/her a verbal warning and send them back to class, unless a serious offense has occurred.

**2<sup>nd</sup> Administrative Referral**

The teacher will write a referral and send the student to the main office. The administration will contact the parents regarding the behavior. The student will have loss of privileges and be sent back to class, unless a serious offense has occurred.

### **3<sup>rd</sup> Administrative Referral**

The teacher will write a referral and administration may authorize a suspension, contact the parents to pick up the child, and schedule a mandatory meeting to discuss the child's future at GCCAS.

The Charter School learning environment is not for every child. After the 3<sup>rd</sup> consequence, another placement may be discussed with FORZA Education Management Company.

**SEVERE CLAUSE** Fighting, Profanity, Disrespect or Disruptive behavior may result in immediate suspension from school (OSS). A parent will be contacted and may be called to pick up the student.

**\*Please see your child's teacher to find out his/her management system.**

**\*Suspensions may be given to any student that is sent to the main office for violating the rules and regulations listed in this handbook.**

### **OTHER OFFENSES**

A pattern of continuous disruptive behavior may result in out-of-school suspension and/or change of placement. Other acts of misconduct that interfere with orderly classroom procedures, school functions, extracurricular programs, approved transportation, or a student's own learning process shall be subject to a range of consequences determined by the administration.

### **Dismissal Procedures**

#### **Parent(s)/Guardian(s):**

**In the "Car Rider Line," please remember to be courteous to faculty and staff. Moreover, it is your responsibility to be patient and vigilant of students as they are walking to their cars. Turn off your cell phones!**

As you are aware, there are four afternoon dismissal options:

1. **Bus Service**-Transportation for those eligible.
2. **After-Care School Program**-Students will have an hour of educational activities, an hour of physical activity, and a snack.
3. **Car Rider Line** is the general method of student pickup.

4. **Walkers** will be classified as anyone not going through car rider line, riding a bus, or going to an After-School program. A “walker release form” must be filled out and turned into the front office. **Parents are not permitted to block any local businesses during dismissal. Failure to do so may result in ticketing by law enforcement.**

Parents are to send a note to the classroom teacher notifying them how their child will go home on a regular basis. If your child follows a regular or irregular pattern, please make it clear in writing. Please try to keep a regular routine of dismissal procedure for your child. If, in the case of an emergency, you need to change their normal routine, please send a note to the teacher in the morning. If it is a last minute emergency change, please call the office (239-784-1539).

**Please be patient for the first few weeks of school during dismissal. It typically takes a few weeks for teachers and parents to get accustomed to the new dismissal procedures. We believe in safety first and want to assure that students are being dismissed into the correct cars.**

**Parents must be courteous to faculty and staff and also vigilant of students as they're walking to their cars.**

#### **STAGGERED DISMISSAL AND SLOW SPEED-THANK YOU!**

**Staggered Dismissal Times:**

**Parents must comply with these times and are not to come too early, or too late. If a parent has a child in both dismissals, they should arrive for the second dismissal only!**

**3:20 PM - 3:35 PM  
K, 1, 2, 3**

**3:35 PM - 3:55 PM  
4, 5, 6, 7**

- \* Children who remain in After-School care will report to grade level holding locations.
- \* Walkers, bike riders, and bus riders will be dismissed at 3:15 PM.
- \* Parents are **NOT** permitted to enter the building before or during dismissal, unless it is before 2:30 PM. Walkers will be led off campus by a GCCAS staff member.
- \* Parents are **NOT** allowed to enter the building during dismissal.
- \* Parent meetings will not be scheduled during dismissal.
- \* Parents are **NOT** permitted to use their cell phones when students are present in the car rider line. The safety of all GCCAS students and staff is paramount!
- \* The first cars to arrive in the afternoon must be there for K-3 grades only. If said cars arrive early, they must pull all the way forward to the designated space.
- \* Be sure to place your child's information placard with your child's name (first and last) and grade level in the front window. **GCCAS will provide two signs per family at the beginning of the school year. You may request additional signs as needed.**
- \* Parents must be vigilant of other cars and students in the parking lot.
- \* If you need to wait for your child/children, please move up in the right lane as far as possible. This will allow others to easily move into the pickup area.
- \* IN an effort to ensure safety, parents must keep their speed to a minimum throughout the pickup area!
- \* NO CARS are permitted in the Bus Loading/Unloading Zone.
- \* All drivers must be courteous and patient. The reward will be safety and efficiency.

## **Walkers (and parents walking with students)**

Students classified as "walkers" will be dismissed at 3:15 PM. A staff member will be assigned to supervise these students during that time period. Students will be placed in the car rider line at 3:25 if the student(s) have not been picked up.

Any student leaving school early must be signed out by a parent or guardian. The sign-out book is located at the reception desk. Students are not permitted to be dismissed early after 2:30 PM. Parents are **NOT** permitted to visit the classroom without permission from the administration and teacher. **Early dismissal will not be authorized by the Administration in order to simply avoid the car line process.**

## **EARLY DISMISSAL PROCEDURE (PRE-APPROVED AND EMERGENCY)**

We strongly discourage parents from picking their child up early during the school day. In the event a student must leave early, the parent must make the request in person in the main office. A picture ID must be presented for FAST PASS Screening. **Please be aware that students are not permitted to leave school after 2:30 PM unless it is an emergency.** Only extreme and documented medical and family emergencies will be considered excused if students are signed out after 2:30 PM.

**In order for a student's attendance to count as a full day, the student must attend school for at least three hours of instructional time.**

### **Excused Early Dismissal may include the following:**

1. Deaths or funerals.
2. Emergency situations acceptable to the administration.
3. Court appearance (subpoena required).
4. Personal reasons acceptable to the School Leader or designee.

### **Unexcused Early Dismissal include the following:**

1. Forgotten items (for instance: books, lunch, money, homework, projects, admits).
2. Violation of dress code (to obtain appropriate dress).

## **RELEASE OF STUDENTS**

During school hours the main office will permit a child to leave school only in custody of one of the following adults:

1. Parents of the student with photo ID.
2. Person listed on emergency contact card, with photo ID.
3. A law enforcement officer.
4. An authorized worker from the Department of Children and Families.

## **Absences**

**IT IS THE PARENT'S RESPONSIBILITY** to contact the school office at (784-1539) between 7:30 AM and 9:00 AM, if a child is not able to attend school for the day. A parent note should accompany the student when returning to school.



**Make-Up Work:** Students are expected to make up any work missed and will receive grades earned on said make-up work. Students will have the same number of days to complete assignments as they were absent. Make-up work will only be given in advance but during a lengthy illness (no sooner than three days), special arrangements may be made with the teachers and/or Executive Director.

**Emergencies:** In the event there is an emergency involving your child, it is essential that the office be able to contact you. ***Please be certain that we have on file a Student Emergency Card with your correct home phone, cell phone, and address; your work phone and address; and the name, address, and phone number of a person to contact in the event you cannot be reached.*** If this information changes during the course of the year, please notify the office immediately of these changes.

**The Board of Directors and School's Administration have jointly developed these policies. Together with the cooperation of the parents, we can help to ensure that our children remain safe.**

### **CLOTHING DECORUM, GROOMING and HYGEINE POLICY**

Clothing exposing the torso or the midriff, either front, back or sides, shall not be worn. Underwear shall not be visible. Clothing shall not expose the mid-chest area. The general appearance of a student should reflect neatness and good personal hygiene. Any student that violates the grooming and hygiene policy will be sent home. Students may return to school when their appearance is appropriate. **Students should be showering 1-2 times per day and students in third through seventh grade should be using deodorant.**

Head coverings shall not be worn in the building unless required for religious observance or health-related reasons. Mini-skirts, mini-dresses and short shorts are not permitted. Hemlines shall be no shorter than fingertip length. All pants and shorts shall be secured at the waist. Garments and/or jewelry which display or suggest sexual, vulgar, drug, gang, weapons, or alcohol-related wording or graphics, or which provoke violence or disruption in the school, shall not be worn. Wallet chains shall not be worn. Large dangling earrings are not permitted for boys or girls. Nose rings and other facial piercing are not permitted.

### **DRESS CODE FOR STUDENTS**

**GREAT NEWS! The GCCAS Uniforms can now be ordered online! Simply go to the GCCAS Website, located at: <http://www.gccas.org/> and:**

- 1. Click on Parent Center**
- 2. Click on the Dress Code Tab**
- 3. And finally, click on the TAB that says: "Order Uniforms."**

### **Uniform**

A higher standard of dress encourages greater respect for one another and results in a higher standard of behavior. Our dress code guidelines indicate appropriate school dress for normal school days. The GCCAS Administration reserves the right to interpret these guidelines and/or make changes to them during the school year. Students are expected to follow these guidelines and every student **MUST** wear a school uniform. GCCAS polo shirts, polo dresses, and spirit

shirts can be purchased via the main office. Dress pants, dress shorts, skirts, and skorts, may be purchased at any retail store. Shirts must also be tucked in at all times.

Students are expected to be in full dress code Monday through Thursday. Students may wear the school spirit shirt on Fridays. Students may dress down on designated, “dress down,” days by donating a dollar to the PTO. These funds will be used to help keep the cost of field trips affordable enabling every student to participate.

### **Makeup:**

#### **K-5**

**Makeup:** Students in grades K-5 **may not wear any makeup**, not even lip-gloss. Students are permitted to have lip balm (chap-stick). Students caught wearing makeup will be sent to the restroom to remove it. If makeup is still not removed, students will be sent to administration.

#### **6-8**

If **makeup** is worn, it may not cause distractions in any way. No heavy/dark makeup is to be worn.

**Hair:** Hair must be neat and clean with no "unnatural" colors, i.e. fluorescent, bright green. No hats, bandanas or headbands may be worn. Essentially, no headwear except hair bows, hair bands, etc., for girls. If there is a question, please ask.

**Perfume & Cologne:** Boys and girls are not permitted to wear perfume or cologne either, due to students and staff with allergies and asthma.

**Shoes:** Students must wear closed heel and closed toe shoes at all times. No sandals, heels, flip-flops, heavy military type boots or shoes with metal tips with non-marking soles may be worn.

**Socks** must be a solid color (white, khaki, navy or black).

**Tights:** Plain white, red, blue, or black tights may be worn under skirts, shorts, or jumpers.

**Shirts:** K – 5 students are expected to wear the GCCAS school polo shirt in either blue or gold and 6<sup>th</sup> and 8<sup>th</sup> grade students in either maroon or grey. **These are the only shirts permitted to be worn in school.**

**Belts:** Only solid black, blue, or khaki belts are to be worn. If a student has loopholes on their clothing, a belt must be worn.

**Slacks / Shorts:** Students may wear dress shorts or dress pants in black, khaki, or navy blue. Girls may also wear professional dress skirts, skorts, or school polo dress in the same colors.

**In General:** Boys and girls may not wear body piercings other than earrings or studs in their ear lobes, for safety purposes. At no time are students to wear anything offensive, immodest, or deemed inappropriate by the faculty.

**PE Attire:** All students will participate in physical education. Students in grades K-8 are not required to dress out for PE instruction. Students are required to wear sneakers daily. Footwear

for physical education classes must be suitable for outdoor physical activities and unsafe shoes such as, “skate tennis shoes,” are not permitted.

**Students are permitted to wear non-GCCAS sweatshirts, jackets, and fleeces to and from school; however, they are not permitted to wear them during the school day.** Students may wear long sleeve GCCAS shirts, sweatshirts, jackets, and fleeces, or may wear a long sleeve shirt under their polo shirt during the winter months. Students may be granted permission to wear non-GCCAS sweatshirts, jackets, and fleeces on days where the temperature is significantly below normal and approved by the Executive Director. An announcement will be made in school and a message will be sent to all parents and guardians granting said permission.

Any non-GCCAS attire being worn without permission will receive a verbal warning and said attire will be maintained in the main office and returned to the student at the end of the day. The administration will be the final judge concerning the appropriateness of a student’s clothing. The administration, faculty, and staff are responsible for enforcing the school dress code.

### **Dress Code Violation Consequences:**

Teachers will be checking for dress code compliance as each student enters the classroom at 8:00 AM. Students must be in the appropriate attire. Any student out of dress code will be required to change into the appropriate attire. A parent or guardian will be contacted to bring the appropriate clothing to school. Students are not permitted to attend class until they are wearing the appropriate required dress code clothing. Continuous dress code violations will lead to a parent conference, suspension, or other administrative action.

### **EARLY DISMISSAL/TEACHER PLANNING DAYS**

GCCAS provides employees the opportunities for planning, organization, completing report cards, staff development, and record keeping. Teacher planning days and early release days may differ from Collier County School District. Please refer to the month-to-month calendar for scheduled early release and teacher planning days.

Early dismissal dates are listed on the school calendar. A copy of the calendar can be found on the school web page. An updated month-to-month calendar will be sent home each month.

Students will be dismissed at noon and After-School care will be available for those enrolled. The Staggered Dismissal will be at 11:45 AM and 12:00 Noon.

A bagged lunch will be served on half days. There will be no PE/ART/MUSIC classes on early dismissal days.

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) – STUDENT RECORD**

The revised Family Rights and Privacy Act became a Federal law in November, 1974. The intent of this law is to protect the accuracy and privacy of student educational records. Without your prior consent, only you and authorized individuals having legitimate educational interests will have access to your child's educational records. In special instances, you may waive this right of access to allow other agencies working with your child to have access to those records.

FERPA is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to a student who is 18 years old or an emancipated minor under Georgia law. These rights are:

- *The right to inspect and review the student's education records* within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the school Executive Director a written request that identifies the record(s) they wish to inspect. The school will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- *The right to request the amendment of the student's education records* that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the school to amend a record should write the school Executive Director, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- *The right to consent to disclosures of personally identifiable information contained in the student's education records*, except to the extent that FERPA authorizes disclosure without consent. FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions: school officials with legitimate educational interest; other schools to which a student is transferring; specified officials for audit or evaluation purposes; appropriate parties in connection with financial aid to a student; organizations conducting certain studies for or on behalf of the school; accrediting organizations; to comply with a judicial order or lawfully issued subpoena; appropriate officials in cases of health and safety emergencies; and state and local authorities, within a juvenile justice system, pursuant to specific state law. Upon request, our schools disclose education records without consent to officials of another school district in which a student seeks or intends to enroll.
- \* *Schools may also disclose*, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. The media permission form sent home at the beginning of each school year gives parents an opportunity to instruct the school not to share any directory information about their child, or allows them to request that certain information not be shared. Please be sure to make your wishes regarding directory information known to your child's school. Schools must notify parents and eligible students annually of their rights under FERPA. At GCCAS, we notify you of these issues in our student handbooks.

For more information on the federal **Family Education Rights and Privacy Act (FERPA)**, visit the U.S. Department of Education's website at [www.ed.gov/policy/gen/guid/fpco/ferpa/index.html](http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html).

## **FIELD TRIPS**

The Gulf Coast Charter Academy Board believes that field trips, both in and out of the county, can be an integral part of the learning process in many areas of education. For purposes of this policy, a field trip shall be defined as an approved trip away from a school site.

## **FIELD TRIP POLICY**

Two field trips per year may be approved during Teacher Pre-Planning weeks. Field trips may only be requested for educational purposes and aligned to Florida Standards, and the School's vision and mission.

## **GENERAL**

- \* All proposed field trips must be first reviewed and approved by the administration.
- \* Lunch orders must be submitted and approved by the dining room manager at least 2 weeks prior to the date of the field trip.
- \* Any information intended for parents and students on an approved field trip must be approved before distributing to parents.
- \* An Authorization for Trip Form signed by the parent must be on file at the school for each K-8 student in order for him/her to make the trip.
- \* Students may be denied the privilege of participating in field trips, social and/or extracurricular activities if said student(s) have been disruptive and have violated the student code of conduct or fail to conform to school rules and regulations. The final decision on whether or not the student may participate shall be made by the administration with documentation and input from pertinent staff. If student(s) remains on campus during an assigned field trip, the teacher is responsible for making arrangements for the student to stay in another classroom. The teacher is also responsible for providing work for the student(s).
- \* Parents may be permitted to assist in such supervision. One adult per every five (10) children is recommended.
- \* All fines and fees must be paid in full in order for students to participate in field trips.

## **Overdue Balances:**

Families that become overdue on balances will be subjected to penalties as listed below:

- \* Lunch-Balances over 30.00 - Students will be served a cheese sandwich, cheese stick, and water instead of a full student lunch.

- \* Before and Aftercare - Balances over 100.00 - Students will be removed from: Before and Aftercare until such time as the balance is paid in full.
- \* Field Trips - If the above balances are in place prior to a student field trip, the student will not be permitted to attend until balances are paid in full.

## **SAFETY AND SECURITY**

Providing a safe and secure environment for students to learn, is a top priority of Gulf Coast Charter Academy South (GCCAS). Measures have been taken to ensure that staff and students are prepared in the event a crisis situation occurs in the school. A comprehensive Crisis Management Plan has been adopted below to guide staff through a wide variety of situations. Fire drills, tornado drills, lockdowns, evacuations are practiced to ensure that routines and safety procedures are well established and familiar to all.

### **CRISIS MANAGEMENT PLAN - SAFETY CODES**

**When GCCAS responds with emergency measures, its sole priority is to keep all students, faculty and staff safe. Teachers and Substitute teachers must be cognizant of and prepared to follow and expedite all emergency procedures. Oftentimes, in cases of potentially serious school safety threats, students, faculty and staff remain in the building under a lockdown even after the school day has ended. These measures are often frustrating for parents who want to remove their children from the school during a threat. The parents of GCCAS will need to appreciate that the school has to protect itself from all potential incoming individuals-even if the incoming individuals are parents.**

### **CODE RED LOCKDOWN**

**If the Main Office Announces, “This is a CODE RED LOCKDOWN,” an imminent danger condition has arisen with an Intruder/Active Shooter. Teachers MUST Remain Calm and exercise the following SECURITY PROCEDURES:**

- Remain in or return students to the classroom.
- Ensure doors are locked; turn off the lights, close windows/shades.
- DO NOT permit anyone to leave the classroom.
- Account for all students.
- DENY access to anyone who might be a potential threat.
- Barricade your door.
- Prepare to defend yourselves, if necessary.
- If staff and students are outside, immediately seek shelter and move away from danger.

### **SHELTER:**

- Instruct students to get on the floor – sit in crouching position.
- Get away from windows/doors.

### **REFRAIN:**

- DO NOT change classes.
- DO NOT respond to fire alarms or class bells.
- Refrain from cell phone use.
- Refrain from calling the office/tying up phone lines.

**REMAIN:**

- Remain quiet.
- Remain prepared to defend yourself.
- During the lockdown do not allow anyone to enter or leave the room.
- If outside, seek safe shelter and move away from danger.

**RELEASE:**

**Remain in classroom until released by law enforcement or via an announcement over the Intercom, by one of the following individuals: Ms. DaPore, Mr. Staros, Ms. Grimm, or Ms. Doyle stating specifically: “GCCAS is now GREEN.”**

**Note:** It would behoove you to become familiar with their voices.

**If you are a witness to someone carrying a weapon on or towards the campus:**

- Immediately contact the GCCAS Administration without alerting the students or suspect(s).
- DO NOT approach/confront the suspect.
- Refrain from loud sounds, signs, hysteria and abrupt movements.
- DO NOT send a student to the office as a messenger.
- Calmly remain in or bring students to the classroom.
- Ensure doors are locked.
- Account for all students.
- Keep students under direct supervision.
- Continue class instruction, until a lockdown is called, then follow Code Red procedures.

**CODE YELLOW LOCKDOWN**

**If the Main Office Announces, “This is a CODE YELLOW LOCKDOWN,” a threat is proximate to, but not in the school building. The threat poses no immediate danger to students or staff unless they leave the building. Examples may include: Police activity on school grounds, a crime in progress, police searching for an offender, and severe weather.**

**The Teacher Will Remain Calm and exercise the following SECURITY PROCEDURES:**

- Check hallways and direct students to appropriate locations.
- Inform visitors of the threat – secure them in the building.
- Remain in or return students to the classroom.
- Ensure doors are locked.
- DO NOT permit anyone to leave the classroom.
- Account for all students.
- Listen for further instructions and updates.

**SHELTER:**

- Classroom instruction should continue.
- All outside activities should move to a secure location in the building.

**REMAIN:**

- Remain in classroom until “all clear” is given.

**REFRAIN:**

- DO NOT change classes or release anyone until advised.
- Minimize use of radios and cell phones.

**RELEASE: Remain in classroom until an announcement is made over the Intercom, by one of the following individuals: Ms. DaPore, Mr. Staros, Ms. Grimm, or Ms. Doyle stating specifically: “GCCAS is now GREEN.”**

**CODE YELLOW THUNDERSTORM LOCKDOWN**

If the Main Office Announces, “This is a CODE YELLOW THUNDERSTORM LOCKDOWN,” a threat is proximate to the school building. The threat poses no immediate danger to students or staff unless they leave the building. Teachers MUST Remain Calm and exercise the following WEATHER RESPONSE PROCEDURES:

- If you are outdoors, come indoors immediately and remain IN THE CLASSROOM OR DESIGNATED AREA until advised otherwise.
- Close all doors and windows.
- Limit corded telephone use.
- Limit restroom use.
- Delay class changes, including end-of-day dismissal, when advised by Administrators.
- Wait for “all clear” signal before resuming any outdoor classes or activities.

**RELEASE: Remain in classroom, or designated area, until an announcement over the Intercom, by one of the following individuals: Ms. DaPore, Mr. Staros, Ms. Grimm, or Ms. Doyle stating specifically: “GCCAS is now GREEN.”**

**CODE YELLOW TORNADO WATCH LOCKDOWN**

If the Main Office Announces, “This is a CODE YELLOW TORNADO WATCH LOCKDOWN,” a threat is proximate to the school building. The threat poses no immediate danger to students or staff unless they leave the building. Teachers MUST Remain Calm and exercise the following WEATHER RESPONSE PROCEDURES:

- Remain in the classroom or move the class to a predetermined area in the GCCAS facility.

**RELEASE: If there is still a TORNADO WATCH, however, Ms. DaPore, Mr. Staros, Ms. Grimm, or Ms. Doyle state specifically: “There is still a tornado watch; however, the CODE YELLOW TORNADO LOCKDOWN HAS BEEN LIFTED,” teachers are permitted to either continue with the regular schedule or, if at the end of the school day, they are permitted to release students for dismissal.** The weather will continue to be monitored by a school official.



## **CODE YELLOW TORNADO WARNING LOCKDOWN**

**If the Main Office Announces, “This is a CODE YELLOW TORNADO WARNING LOCKDOWN,” a tornado has been spotted in the area and a threat is possible to students and staff as well as the school facility. Teachers MUST Remain Calm and exercise the following WEATHER RESPONSE PROCEDURES:**

- Teachers will move the students to the interior (window-free) rooms or hallways.
- Do not use the Cafeteria or other areas with a wide roof span.
- Students are to sit quietly on the floor.
- Prepare to “Drop and Tuck” as practiced.
- Carefully account for all students. If in the classroom:
- Students MUST NOT be released to parents/guardians during a tornado “warning.”
- If parents are in school at the time of a tornado warning, they should be offered shelter.

**If the TORNADO does NOT strike and Ms. DaPore, Mr. Staros, Ms. Grimm, or Ms. Doyle state specifically: “There is still a tornado watch; however, the CODE YELLOW TORNADO LOCKDOWN HAS BEEN LIFTED,” teachers are permitted to either continue with the regular schedule, or, if at the end of the school day are permitted to release students for dismissal.** The weather will continue to be monitored by a school official.

### **IF A TORNADO STRIKES:**

- Listen for instructions from your school administration or responding emergency personnel.
- Carefully Account for all students:

**If a tornado did strike the school, teachers should endeavor to wait, as long as they still have shelter, until the imminent danger has passed and then evacuate in accordance with a CODE ORANGE.**

## **CODE ORANGE EVACUATION**

**If the Main Office Announces, “This is a CODE ORANGE,” an evacuation of the school facility will occur. A CODE ORANGE is announced for a FIRE/EXPLOSION or other threats, such as flooding, etc., resulting in the evacuation of the classroom and the entire campus.**

**Teachers MUST Remain Calm and exercise the following RESPONSE PROCEDURES:**

- Evacuate building via pre-designated routes. The teacher will supervise students walking silently single file in a line out of the classroom via pre-designated routes until they are at least sixty feet (30 steps) away from the building.
- Evacuate to the assigned assembly areas.
- Check and evacuate restrooms that adjoin classrooms.
- If time and safety permits, turn off lights/fans and close, but do not lock doors.
- The teacher will take their Evacuation Notebook and an **updated class roster**.

When the students and teacher have reached their designated location, the teacher will call roll. A laminated Green and Red colored paper have been included in the Evacuation Notebook. Once the teacher has taken attendance, they will hold up the Green or Red Paper.

The teacher will hold up the Green colored paper signifying that all children are accounted for, or the Red colored paper denoting that one or more children have not been accounted for. If a teacher displays the Red paper, the next level of action is taken by the

Administration and a second sweep of the building by administrators will ensue.

**ASSIST:**

- Assist the disabled and injured to evacuate.
- Assist in checking restrooms and other areas to insure all students have been evacuated.
- Instruct the first in line to open doors for others.

**ACCOUNT:**

- Account for all students.
- Keep students under direct supervision.

**REMAIN:**

- Remain in designated area until “all clear” is given by the Administration or Emergency Officials.
- Remain alert – assembly areas/instructions may change.

**REFRAIN:**

- Do not attempt to fight fires or remedy other hazards.
- Refrain from cell phone and radio use.

**If the Main Office Announces, “This is a CODE ORANGE FIREDRILL,” the teacher will exercise the following procedures:**

- Supervise students walking silently in a single file line out of the classroom via pre-designated routes until they are at least sixty feet (30 steps) away from the building.
- Evacuate to the assigned assembly areas.
- Check and evacuate restrooms that adjoin classrooms.
- If time and safety permits, turn off lights/fans and close, but do not lock doors.
- The teacher will take the Evacuation Notebook and an **updated class roster**.

When the students and teacher have reached their designated location, the teacher will call roll. A laminated Green and Red colored paper have been included in the Evacuation Notebook. Once the teacher has taken attendance, they will hold up the Green or Red Paper.

The teacher will hold up the Green colored paper signifying that all children are accounted for, or the Red colored paper denoting that one or more children have not been accounted for. If a teacher displays the Red paper, the next level of action is taken by the Administration and a second sweep of the building by administrators will ensue.

**ASSIST:**

- Assist the disabled and injured to evacuate.
- Assist in checking restrooms and other areas to insure all students have been evacuated.
- Instruct the first in line to open doors for others.

**ACCOUNT:**

- Account for all students.
- Keep students under direct supervision.

**REMAIN:**

- Remain in designated area until “all clear” is given by the Administration or Emergency Officials.

- Remain alert – assembly areas/instructions may change.

#### **REFRAIN:**

- Refrain from cell phone and radio use.

GCCAS will meet compliance with State Law that stipulates that fire drills are conducted at least once each month. Students and staff **must** exit the building upon an Orange Evacuation Drill or fire alarm signal, with the exception of the Administrative staff.

#### **CODE BLACK BOMB THREAT EVACUATION**

**If the Main Office Announces, “This is a CODE BLACK,” an evacuation of the school facility will occur. A CODE BLACK** is announced when there is a bomb threat has occurred and there is imminent danger, or a bomb has gone off in or near the school facility. When said announcement is made, the teacher will exercise the following procedures:

#### **SECURE:**

- Supervise students walking silently in a single file line out of the classroom via pre-designated routes until they are at least sixty feet (30 steps) away from the building, or pre-designated area related to a “Code Black.”
- Account for all students.
- Keep students under direct supervision.
- Evacuate building via pre-designated routes, if route is clear, to the assigned assembly areas.
- Check and evacuate restrooms that adjoin classrooms.
- If time and safety permits, turn off lights/fans and close, but do not lock doors, unless advised otherwise.
- **Upon leaving the classroom, the teacher will scan the room for any objects that are out of the ordinary. Do not touch or rearrange anything in the classroom, especially suspicious items such as bags or packages.**
- The teacher will take the Evacuation Notebook and an **updated class roster**.  
When the students and teacher have reached their designated location, the teacher will call roll. A laminated Green and Red colored paper have been included in the Evacuation Notebook. Once the teacher has taken attendance, the teacher will hold up the Green or Red Paper.
- The teacher will hold up the Green colored paper signifying that all children are accounted for, or the Red colored paper denoting that one or more children have not been accounted for. If a teacher displays the Red paper, the next level of action is taken by the Administration and a second sweep of the building by administrators will ensue.

#### **ASSIST:**

- Assist the disabled and injured to evacuate.
- Assist in checking restrooms and other areas to insure all students have been evacuated.
- Instruct the first in line to open doors for others.

#### **REFRAIN:**

- **DO NOT** use cell phone and radio as they could activate some devices.

The Administrative staff will dial 911 and the Bomb Squad will be sent to investigate. The administration will meet in the office to begin the search pattern. A staff member may volunteer to assist with the search, but is not required to do so. If no foreign object is found, students and staff will remain outside the building until the Bomb Squad permits access back into the building. No student or staff member should re-enter the building until the all clear signal is given by the Administration or Emergency Authorities.

### **EMERGENCY DRILLS WILL BE CONDUCTED FOR ALL SAFETY CODES**

- 1. Emergency drills are held to insure the safety of all persons when an emergency might occur.**
- 2. Emergency drills are to prepare all students and personnel to respond automatically if danger should occur.**
- 3. The program of emergency drills must provide for all probable emergencies.**
- 4. No human life shall be jeopardized except to save the life of another person.**

GCCAS Safety Code Drills are an important part of the GCCAS' Crisis Management Plan and will be routinely practiced. Not only do they ensure that all faculty, staff, and students are cognizant of what they need to do if an emergency situation arises, said drills also facilitate FORZA, the GCCAS Board, and the Administration to know how effective the Crisis Management Plan is and promotes fine tuning in any areas of the Safety Code Drills that need to be improved. Although these drills may become mundane, please know they are critical in providing knowledge to improve any weak aspects of the varying Safety Codes. The Safety Code Drills will be differentiated from a real threat by adding the term, "DRILL," to the initial phrase.

To reiterate, the sole priority of the Safety Code Drills is to keep all students, faculty, and staff safe. **Remember, if the term, "DRILL," is not included in the announcement, then said announcement is real and not a drill!**

### **Bio-hazardous Threat may be a "Code Red" or a "Code Orange."**

In the event that there is danger concerning our school where bio-hazardous material is concerned, all students are to:

1. Expedite a "Code Orange" and evacuate their classrooms and go to another predetermined location. All air conditioning units are to be turned off immediately.
2. In the event that the danger is imminent, expedite a "Code Red" and remain in classrooms, ensuring that all doors and windows are sealed shut.

### **SUMMARY OF UNIVERSAL PRECAUTIONS**

#### **Blood-borne Pathogens**

Universal Precautions are the steps taken to reduce the spread of blood-borne diseases from one person to another. It is very important that these steps be fulfilled within the school to protect children, staff members, vendors, visitors, and others who have contact with the facility.

1. It is a requirement to wear vinyl or latex gloves when touching body fluid.

2. Wash hands before and after all emergency procedures. If skin comes in contact with body fluid, wash the affected area immediately with soap and water.
  3. If your skin comes in contact with body fluids, report the incident at once to a school administrator or immediate supervisor. Not all reported situations will automatically be considered “exposure incidents.” Each situation will be handled on an individual basis, including the determination by OSHA standards whether or not the Hepatitis B vaccine will be offered.
  4. Never recap, bend, or break needles. Dispose of needles in red sharps containers.
- The Exposure Control Manual is located in the main office of the building. If you have any questions about the prevention of the spread of blood-borne pathogens, speak with a school administrator.

## **GRADING POLICY/GRADES**

Students shall be informed by the school of their academic progress and shall have periodic reviews of their instructional achievement by the school staff. Students’ academic marks in each class will be presented fairly and impartially regarding their academic progress in that class. They should have the opportunity to periodically review their marks with their teacher. Students shall be graded on their progress and class work. Conduct, while not a part of a student’s grade, may bear a direct relationship to said academic grade, especially when a student is absent from a class and unable to make up work due to misbehavior.

A student must accept the responsibility for regular class attendance. He or she must also perform all tasks required for the successful completion of the course. He or she must be responsible for making up all work missed during excused absences. A student shall complete all classroom assignments to the best of his or her ability to earn the best possible grade. A student shall cooperate with the teacher to provide a good learning environment in class. A student has the responsibility to refrain from cheating or plagiarizing on all tests and work assignments. Students will receive interim progress reports and quarterly report cards.

### **Grading Policies and Grading Scale:**

## **PROGRESS REPORTS**

Progress reports will be sent home in accordance with the Collier County School schedule. Said reports will indicate the child’s progress in class, coupled with comments concerning said progress.

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### **ACCOUNTABILITY AND TRACKING**

GCCAS' Accountability Plan must provide information needed to measure and track the school's progress toward its goals, make program adjustments when needed, and report to parents, the community, and the Charter Authorizer on performance and progress.

It is the intent of GCCAS that all Kindergarten through 8<sup>th</sup> grade students become proficient in reading, writing, math, science, social science, and the Specials each year at, or above their grade level. Moreover, that the students will make progress towards GCCAS' achievement standards in preparation to meet or exceed the Florida Standards as tested on the Florida Standards Assessment (FSA) instrument that is administered to all 3<sup>rd</sup> through 8<sup>th</sup> grade students. In addition, all grade levels will achieve mastery of the Florida Standards as monitored by the SAT 10 and iReady Tests for reading and math. Pre, Interim, and Post Tests will be used as a quarterly benchmark in monitoring each student's learning gains throughout the school year. The results obtained, utilizing the above evaluative and monitoring tools, will generate the "**evidence of facts**" that will present the annual GCCAS "**snapshot**" to the school community, Collier County, and the Florida Department of Education. The use of Mastery Connect will be the monitoring tool used for tracking the student's mastery of standards.

### **REPORT CARDS**

GCCAS will be using Collier County's Standards Based Report Card System for grades K-5. Grades 6-8 students will receive a percentage-based report card. Additionally, Grades K-5 will be receiving a Mastery Connects report card *Addendum*. This *Addendum* ensures that all students are being assessed equally through the use of the Florida Standards coupled with the New Generation Sunshine State Standards in science and social studies.

### **PROGRESS REPORTS**

Progress reports will be sent home in accordance with Collier County School District schedule. These will indicate the child's progress in class and any comments about the child. Once sent home, they are to be signed by the parent and returned to the teacher.

GCCAS' goal for every student is that they become proficient in all standards by the end of each school year, for their grade level, in order to be successful in their future school experience. K-5 students will receive three different reports each nine-week grading period: e.g. an **Interim Report**, a **Report Card**, coupled with the **Mastery Connects Report Addendum**.

Grades 6-8 will be receiving two reports, an **Interim Report** and a **Report Card**. This information will provide parents with a clear, concise, and well-defined report regarding their student's current level of performance and continuous improvement over the school year. This will be viewed as one part of a larger accountability system for students and parents, based on performance and master of the standards in each academic area.

### **Collier County Grading Scale 6-8 Grades:**

**A 90-100% Outstanding Progress**

**B 80-89% above Average Progress**

**C 70-79% Average Progress**

**D 60-69% Lowest Acceptable Progress**

**F 0-59% Failure**

**NO "+" or "-" will be assigned.**

**\*Homework should not count more than 10% toward each middle school student's grade.**

### **HALLWAY BEHAVIOR**

Students should travel through the hallways silently to avoid interrupting ongoing classes. For safety reasons, students should walk on the right side of the hallway and keep their hands, feet, and other objects off the corridor walls.

### **HOMEWORK**

Homework should be a meaningful and relevant activity that reinforces school learning. It should match the student's individual abilities and interests to ensure the facilitation of independent, successful completion. Moreover, it should be an extension of the activities begun in school by the students under the guidance of their teachers and continued at home. Teachers and parents can work together to guide students as they discover knowledge and achieve independence.

The purpose of work that teachers would like the students to complete at home is to develop study habits in children early in their academic lives and also for students to have the opportunity to share their learning with parents. If a child does not understand their assignment after attempting to complete it with you at home, please send a note to the teacher explaining the issue.

Homework will include varied activities that reinforce the basic skills, or extend and enrich concepts learned. Homework should not be utilized to introduce new concepts. Assignments will be made according to individual student needs and abilities. Homework assignments should not be punitive in nature or require students to have specific resources such as Internet access.

Assignments should be coordinated among team members so as not to exceed the recommended amount of time devoted to homework.

Teachers will provide regular feedback to students and parents regarding assignments. Parents should be notified when a student routinely does not complete homework. Appropriate completion of homework assignments will be reflected in mid-term quarterly reports and under the Expected Behaviors section of the report card.

### **HOMEWORK POLICY**

This is a general outline (by grade) of the time and days suggested for homework. In addition to this, unfinished class work will also be sent home for completion.

**Kindergarten:** There are occasional homework assignments. Parents are encouraged to assist their child by reviewing classroom activities and reading to him/her each night.

**First Grade:** Students will be given reading, spelling, math and vocabulary words to practice. Reading for enjoyment may also be assigned many nights. Social studies or science activities may also be assigned.

**Second Grade:** Students should have 15 to 20 minutes of homework, four to five nights per week (Monday-Friday). Reading for enjoyment may also be assigned many nights. Social studies or science activities may also be assigned.

**Third-Eighth Grade:** Students should have 30-60 minutes of homework graduating with grade levels, four to five nights per week (Monday-Friday). Reading for enjoyment may also be assigned many nights. Social studies or science activities may also be assigned.

**All Grades:** We encourage students to read at least twenty-thirty minutes every night.

**Homework may be assigned on Fridays and over long breaks. This applies more for grades 3-8.**

### **HOMEROOM**

During homeroom, teachers are responsible for taking daily attendance, checking dress code, and for securing an accurate lunch count. It is imperative that students be on time to school so they hear the morning announcements and prepare for their day.

### **JESSICA LUNDSFORD ACT**

This law went into effect on September 1, 2005, requiring a Level 2 screening (fingerprinting and FBI background check) of any non-instructional school district personnel or contractual personnel who are permitted access on school grounds when students are present, as well as those who have direct contact with students or who have access to or control school funds. "Contractual personnel" has been defined as any vendor, individual or entity under contract with the school board.

### **LOST AND FOUND**

Please be sure your child's name is in his/her wallet, purse, coat, sweater, lunchbox, raincoat, etc. Many such articles are lost and unclaimed. At the end of each grading period, all unclaimed items will be donated to a charitable organization.



## **Parent Grievance Policy**

If parents disagree with established rules of conduct, policies, or practices, they can express their concern through the problem resolution procedure.

If a situation occurs when parents believe that a decision affecting them is unjust or inequitable, they are encouraged to make use of the following steps. The parent may discontinue the procedure at any step.

- ✓ **Step 1.** Communicate with the classroom teacher via telephone, email, and or send a note discussing the concern. Email addresses are available at the front desk and on the school web page.
- ✓ **Step 2.** Schedule a Parent Teacher Conference with the classroom teacher to discuss the concern further if needed. At this meeting, establish next steps or goals and the process for follow up, as necessary. For unresolved concerns, please follow Step 3.
- ✓ **Step 3.** Schedule an appointment with the Executive Director.
- ✓ **Step 4.** Contact or schedule an appointment with FORZA Education Management.
- ✓ **Step 5.** Submit your concerns in writing to the board and the concern will be discussed at the next Board Meeting. Please seal your concern in an envelope and deliver it to the office manager. You can also attend the Board Meeting and address the board during the Public Comment opportunity. Note: No individual Board Member can address your concerns per Florida State Law. The issue must be addressed by the full Board.

Parents may also, at any time, request to have an item placed on the Board agenda. The parent must put the request in writing to the Executive Director or Assistant Principal at least twenty-four hours before a Board Meeting.

Not every problem can be resolved to everyone's total satisfaction, but only through discussion and understanding of mutual problems can parents and educators develop confidence in each other. This confidence is important to keep the home-school partnership strong.

## **PARENT-TEACHER ORGANIZATION (PTO)**

GCCAS Parent-Teacher Organization is an organization for communicating among the parents, teachers, and administration. The PTO is open to all families and parents are encouraged to attend monthly meetings.

We extend an invitation to you to be active in our PTO. Your involvement will make the year a rewarding and meaningful experience for you and your children. Monthly meeting dates and times are indicated in the calendar. PTO membership dues are \$10.00. These funds go toward activities that promote school and community partnership. The PTO is responsible for student recruitment, fundraising, the school bookstore, and planning special events for students.

## **PLEDGE OF ALLEGIANCE 1003.44 (1)**

Each school board may adopt rules to require, in all of the schools of the district, programs of a patriotic nature to encourage greater respect for the government of the United States and its national anthem and flag, subject always to other existing pertinent laws of the United States or of the state. When the national anthem is played, students and all citizens should stand at attention, men removing the headdress, except when such headdress is worn for religious purposes. The pledge of allegiance to the flag, "I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all," shall be rendered by students standing with the right hand over the heart.

The pledge of allegiance to the flag shall be recited at the beginning of the day in each public elementary, middle and high school in the state. Each student shall be informed by posting a notice in a conspicuous place that the student has the right not to participate in reciting the pledge. When the pledge is given, citizens should show full respect to the flag by standing at attention, men removing the headdress, except when such headdress is worn for religious purposes. A student has the right not to recite the Pledge of Allegiance. A student may decide to not recite the pledge but the student must stand.

## **SAFETY PATROLS**

Responsible fifth through eighth grade boys and girls are selected to serve on the School Safety Patrol. A staff sponsor is in charge of the training of these children. All students are expected to follow the directions of the patrol members while moving through the corridors, along the ramps, and other areas on or near the campus.

## **SCHOOL PARTIES**

Any classroom parties, or any other parties on campus, **MUST** be approved by administration. Soda may not be served in the school at any time - only juice, water and milk are acceptable drinks. Approved parties must take place ONLY during the last thirty minutes of the school day, as per Federal Lunch Program guidelines. Any food brought to school from home must be purchased at a store. Any snack purchased for a party must come in with a student or left at the front desk.

## **SCHOOL PICTURES**

School pictures are taken twice a year with scheduled make-up days following each session. Information will be sent home for parents to complete and return if they wish to order said pictures. For Fall Picture Day, students are required to wear the normal dress code. During our Spring Picture Day, students may dress out of uniform. School yearbooks, will be sold in the spring with a cost to be announced. Information will be sent home regarding yearbook sales.

## **SCHOOL SUPPLIES**

Each teacher will distribute a list of the necessary school supplies for the class. Said list can also be found on the web site: [www.GCCAS.ORG](http://www.GCCAS.ORG). Some items will be used for the entire community and some may be for your particular child. Therefore, it is not necessary to label all supplies. Please make sure that your child is prepared for class each day with several sharpened pencils,

crayons, and anything else requested by the teacher. Additional supplies can be donated to the PTO, which will count toward mandatory volunteer service hours.

The school provides everything needed for physical education and recess. **Therefore, students should leave their toys, games, radios, sports equipment, etc., at home. This will prevent items from becoming lost/broken or causing disruption to the school setting.** Parents should see that their children do not bring large amounts of money or valuable possessions to school. We appreciate parental support in preventing possible problems.

## **SPECIAL SERVICES**

GCCAS offers ESE, ELL, speech, language, and OT/PT services for any student that qualifies. Documentation from your family physician or any other Doctor must be submitted coupled with implementing the RTI process completed before any special services can begin.

## **VISITORS**

Visitors, INCLUDING PARENTS, are **NOT** permitted to go to their child's classroom unannounced during school hours, as this disrupts the classroom's educational process. For the safety and protection of all students, visitors (including parents) must present a valid Florida Driver's License and be processed through the **Fast-Pass** Security System. Cooperation will enable the school to provide a safe and orderly environment for all students.

## **STRANGER DANGER PROCEDURES**

The single most effective prevention of danger from strangers is parents and concerned citizens monitoring all bus stops and routes that GCCAS children take to and from school. The Collier County Sheriff's Office and Naples Police Department will continue to maintain enhanced and specialized patrols along these routes and at bus stops.

## **STUDENTS SHOULD FOLLOW THESE SAFETY TIPS:**

- Rule 1 NEVER TAKE RIDES FROM STRANGERS
- Rule 2 ALWAYS GO STRAIGHT HOME AFTER SCHOOL
- Rule 3 ALWAYS GET HELP IF THERE'S TROUBLE
- Rule 4 IF LOST, FIND AN AREA WITH A LOT OF PEOPLE
- Rule 5 ALWAYS LET YOUR PARENTS KNOW WHERE YOU ARE
- Rule 6 NEVER TAKE GIFTS FROM STRANGERS
- Rule 7 NEVER OPEN THE DOOR TO A STRANGER
- Rule 8 HAVE AN EMERGENCY PLAN

## **SEARCH AND SEIZURE**

All students shall have the right of privacy and shall be free from unreasonable search as well as seizure of personal property. These rights shall prevail unless there is "probable cause," then said rights must be set aside to protect the safety, health and property of the students, staff, and school. One of our foremost goals is to ensure that each child attends a safe school where the students are

disciplined and where an environment exists in which teachers can teach and students can learn. Toward that end, the GCCAS Board enforces a Zero Tolerance Policy for possession of weapons or items that appear to be weapons at school. Students have the right of privacy of their personal possessions unless there is reason on the part of the Executive Director or designee to believe that the student is concealing a weapon, illegal drugs or other material that is inappropriate and dangerous to themselves, others, or property; to be given prior notification of any searches unless in a case of emergency. Students have the responsibility not to carry, possess, or conceal any material that is prohibited by law, and to accept the consequences for their actions in cases where unlawful materials are found in their possession or in their lockers.

## **SEARCH & SEIZURE GUIDELINES**

### **Search in School Buildings or on School Property by the Administration**

The administration retains control over desk space loaned to students. The administration, therefore, has the right and duty to inspect and search students' desks. If the administration reasonably suspects, upon information received from law enforcement or otherwise, that drugs, weapons, dangerous, illegal, or prohibited matter, or stolen goods are likely to be found on the student's person, search and seizure procedures may be used to enforce school discipline and to protect the health and safety of the student and/or the student body. The fruits of such search may be turned over to law enforcement for inspection or examination and may be the subject of criminal or juvenile court prosecution or of school disciplinary proceedings. A parent or guardian can also request that their child's book bag be searched for any items that may not be his or hers. This request must be in writing.

If the administration has received reliable information, that evidence of a crime or stolen goods not involving school property of members of the school staff or student body is located in a certain student's locker, desk, or student's or nonstudent's automobile, and search is unrelated to school discipline or health and safety of a student or student body, the administration shall request law enforcement assistance, and procedures to obtain and execute a search warrant shall thereafter be followed.

The administration has the right and duty to interview students in investigating crimes, or reports thereof, committed during school hours or on school property without prior notification or presence of parents.

The administration may exercise his or her discretion in determining whether to request assistance of law enforcement in investigating a crime, or allegation of a crime, committed in the school building or on school grounds during school hours. If assistance is so requested, it shall be directed to the law enforcement agency of the municipality in which the school building is located.

If the administration requests assistance, a law enforcement officer may conduct a general investigation within the school building and interview students as possible witnesses in school during the school day. The administration or his or her designee shall be present during the interview. If the investigation focuses on a particular student as a prime suspect of crime, the administration and the law enforcement officer shall follow the general guidelines herein set forth with respect to interview, search and arrest.

If a student is a suspect or is accused of a crime committed in the school during school hours or on school property at any time, an administrator may interview the student without the presence of parents and without giving the student constitutional warning regardless of the source of information, if breach of school discipline, health and safety of the student or student body, or presence in the school building or grounds of illegal matter is involved.

If a student is a suspect or is accused of a crime not involving the foregoing, or if an interview of a particular student is law enforcement instigated, the interview of such student by an administrator may be deemed “state action,” the student may be deemed “in custody,” a parent shall be notified, and constitutional warnings shall first be given to the student before a statement is taken. In any event, the voluntariness of any admission or confession of the student shall later have to be established in any criminal prosecution, juvenile court proceeding or school expulsion proceeding.

### **Arrest by Law Enforcement Officers**

Ordinarily it should not be necessary for law enforcement officers to arrest or take custody of students during school hours at school for crimes committed outside of school hours.

No law enforcement officer shall arrest or take custody of any student in school during school hours unless upon lawful request by administration or unless the officer has “probable cause” to arrest for a violent felony or has an arrest warrant for a violent felony or juvenile commitment order, from a judge for an immediate appearance.

In cases where the student is to be taken into custody, the law enforcement officer shall first contact the administration and advise him/her of such fact. The student shall first be summoned to the office by the administration. The services of a school law enforcement officer in making an arrest, if available, should be requested by the arresting officer.

In emergency situations, where the commission of a crime or offense involving felony or breach of the peace in school has been witnessed by a law enforcement officer, or if the law enforcement officer is in “hot pursuit” of the student for such crime, the officer has the legal right to take direct and unhindered action in schools. The administration must be notified of the action as soon as possible.

### **TEAM SPORTS**

GCCAS will be offering a “team sports” program for students in grades 4-8. Our students will have the opportunity to participate in several sports throughout the year. Practices will be held after school from 4:00 PM until 5:00 PM. If your child is not enrolled in the After-School program, he/she must be picked up promptly at 5:00 PM, to avoid After-School care charges. Those students enrolled in the After-School program will be supervised until 6 PM. All students must be in good academic and behavioral standing before they can participate in any team sports activity or club. Students are expected to exhibit good sportsmanship and teamwork in order to take part in GCCAS’ team sports program.

## **TECHNOLOGY/TELECOMMUNICATIONS**

The school district maintains an Internet content filter as does FORZA Education Management. All Internet access by all students must utilize these filters in order to restrict student access to material harmful to minors as defined in the Children's Internet Protection Act (CIPA).

Public school student use of telecommunications services, through school equipment or authorization, will be supervised. District procedures that comply with CIPA guidelines include technology protection measures that block or filter visual depictions that are obscene, include child pornography, or are harmful to minors.

A parent or guardian wishing to deny access to the Internet must notify the school in writing through the Internet Exclusion Request Form. Unauthorized users of the Internet will be subject to disciplinary action.

Email use by students is not allowed without specific instructional purposes and must be monitored at all times for appropriate content. This use requires prior approval by the GCCAS to assure compliance with the Children's Internet Protection Act (CIPA) and the Neighborhood Children's Internet Protection Act (NCIPA).

Unauthorized access, including so-called hacking or other unlawful activities, will result in disciplinary action including, but not limited to, cancellation of privileges.

Written parental permission is required prior to a student's participation in online programs that transmit personally identifiable information. The district will make all reasonable efforts in selecting online programs that ensure the privacy and confidentiality of the student and comply with Family Educational Rights and Privacy Act (FERPA). FERPA requirements will be communicated annually to parents, students, faculty and staff.

## **TELEPHONES/CELL PHONES/ELECTRONIC DEVICES**

Only emergency messages shall be taken for students. Students shall not be called from class to use the telephone or receive telephone calls.

Cell phones are not permitted to be used during school hours. This includes having such devices in any silent, vibrate, or visual-only mode. Students may keep a cell phone in their bags for emergencies but it must be turned off. Any student that is found using a cell phone during the day will have the phone confiscated and their parent or guardian contacted. A second offense will result in an automatic referral and the student will not be permitted to bring the phone to school for the remainder of the year.

Personal electronic devices, i.e., beepers, CD players, radios, and electronic games or any unnecessary devices deemed potentially disruptive shall not be permitted at school. The same consequences as having a cell phone will be adhered to.

Students bringing any electronic devices for a class project must make arrangements with the teacher or administration for safekeeping.

Cellular devices shall be defined as any electronic device that reproduces, transmits, or records (voice, pictures, text, or any other type of media.)

The school shall not accept responsibility for personal electronic devices or personal property of any kind including money.

Failure to comply with these procedures after an initial warning may result in, confiscation of electronic devices or personal property and students may be subject to disciplinary action.

## **TEXTBOOKS**

Students are expected to take good care of textbooks. All students must assume full responsibility for the care of books issued to them.

Books are issued by the subject area teacher and must be returned to the same teacher upon completion of the school year or upon withdrawal from school.

Responsibility for textbooks rests with the student to whom the textbook is issued. Lost books are no excuse for not doing class assignments.

The full purchase price shall be collected for lost, destroyed, or unnecessarily-damaged textbooks unless the book has been in use more than one year. Collection should never be less than 50% of the purchase price.

Failure on the part of any pupil to make good such damage shall deprive the student of further issuance of free textbooks. Loss of books due to theft or other circumstances shall not be accepted as an excuse for non-payment. If the book is found and returned, the bookkeeper shall make a refund to the student. An invoice will be sent to the parents for payment. Any non-payment on a lost textbook will be entered into the GCCAS main computer system and will prevent the student from graduating or attending other special events.

## **TUTORING PROGRAM**

GCCAS will offer an After-School tutoring program for students beginning in September, 2015. The classroom teacher will refer students for the tutoring program. The program will be from 4:00 PM to 5:00 PM on Monday, Tuesday, Thursday, or Friday.

## **VOLUNTEER PROGRAM**

Parents or guardians are required to volunteer at the school a minimum of **20 hours per year**. Single-Parent households are required to volunteer a minimum **10 hours per year**. Parents can earn hours by recruiting new students to enroll at GCCAS. The main office will be tracking parent volunteer hours. Please sign in at the main office to receive credit for your hours.

The best way to ensure that you complete your hours is to start right away. The first step to completion of your hours is to write a note to your child's teacher as soon as possible to find out what he/she needs done in his/her room. We do realize that many of you work; therefore you might also want to ask your child's teacher what you can do at home to help the class or contact the main office for recruiting materials.

You may also contact the administration to discuss creative options for volunteering. Please let us know if you have a particular talent or skill that you would like to utilize. Be sure to check your child's backpack on a regular basis. Once an event is announced, there may be a limited number of volunteers required. Please be sure to sign up ahead of time in the main office to

volunteer for an event. **Please do not show up to volunteer for an event if you have not previously registered and have been called to confirm.** We are always willing to work with you to make your volunteer hours as enjoyable and beneficial as possible. Please remember that in order for your child to be re-enrolled in GCCAS for the following school year, you must have all of your volunteer hours completed before the last day of school.

The entire faculty and staff look forward to working with each and of you as we continue the journey through your child's education.

### **Guidelines for Volunteers**

1. The safety and education of students must be the main concern of volunteers while engaged in school activities.
2. Individual student's grades, records and abilities are personal and confidential information. Students have a right to confidentiality under Florida Statute 228.093
3. Students may not be given medication by volunteers.
4. Volunteers will not contact parents regarding student performance or behavior.
5. Classroom supervision and student discipline are the responsibilities of the teacher and school.
6. Permission for a student to leave the classroom must always be given by the teacher.
7. Volunteers are required to sign in and out.
8. For identification, volunteers are required to wear a name badge when helping with school activities.
9. Volunteers will be assigned only to staff members requesting assistance.
10. Punctuality and reliability are expected since teachers plan for volunteer assistance.
11. Comparing and criticizing teachers and students is not acceptable volunteer behavior.
12. Volunteers should be in good physical and mental health.
13. Volunteers are expected to be well-groomed and dressed appropriately.
14. Volunteers should set a good example for students by their manner, appearance, and behavior.
15. Volunteers should receive a receipt reflecting the amount of hours as well as a description of the work performed prior to leaving the office.

### **Possible Volunteer Opportunities**

- \* Working at a Festival or school approved event
- \* Making phone calls for teachers
- \* Helping out with before and/or After-School care
- \* Chaperoning field trips
- \* Attending PTO or SAC meetings
- \* Assisting in classrooms
- \* Assisting in the front office
- \* Cafeteria duty (Always needed!)
- \* Recording TV shows from Public Television that can be shown in School
- \* Setting up for special events (i.e. Fall Festival, Kindergarten Graduation, Field Day, International Festival, etc.)
- \* Classroom preparation (i.e. cutting things out, organizing materials)
- \* Reading to a large or small group of children
- \* Speaking to a group of children (i.e. on Career Day)



- \* Assisting with the Academic Enrichment Program/Tutoring Program
- \* Copying materials for teacher

## **WITHDRAWALS**

A Withdrawal Slip is necessary when a child leaves GCCAS during the school year. The teacher is responsible for completing a portion of the withdrawal form. The Assistant Office Manager will ensure that all school property has been turned in by the child before said student leaves GCCAS. Parents will be charged accordingly for any school property that is not returned. Moreover, the Assistant Office Manager will pull the cumulative folder and present the appropriate teacher(s) the withdrawal form that must be completed (3) days after it is received.

## **IMPORTANT PHONE NUMBERS AND WEBSITES:**

For the most up-to-date and accurate information coming directly from Collier County Public Schools, please rely on the school district's emergency information sources:

Emergency Information Hotline – call 1-888-994-NEWS (6397) for toll free updates in English, Spanish, and Creole.

School District Website – log on to [www.collierschools.com](http://www.collierschools.com). Your 24/7 source for all school and school district information.

The Education Channel – tune in to Comcast, cable 99, for the latest emergency information and school-related TV programming.

### **General State, District, and School Websites:**

[www.myflorida.com](http://www.myflorida.com)

[www.tumblebooks.com-\(www.collierschools.com/sge/mediacenter.htm\)](http://www.tumblebooks.com-(www.collierschools.com/sge/mediacenter.htm))

<http://bookadventure.com>

<http://Google.com> - for research

### **These sites offer educational activities that primary students enjoy:**

<http://alfy.com/>

<http://funbrain.com/kidscenter.html>

<http://primarygames.com/default.htm>

<http://www.Khanacademy.org>

### **Florida Standards Assessment preparation and research sites:**

<http://www.fsassessments.org>

<http://kz.com/login.htm>

<http://go.grolier.com/>

<http://discoverer.sirs.com>



**The students at GCCAS are,  
"TOTALLY ENGAGED, EVERYDAY!"**

**POWERED BY FORZA**

***"Tell me and I forget, teach me  
and I remember, involve me  
and I learn."***

***----Benjamin Franklin***



## **GCCAS HANDBOOK AGREEMENT**

Please sign and return this page of the handbook the first week of school.

I have read, understand and reviewed the above policies with my child. I agree to abide by the policies. I understand that failure to comply with school policy may result in the dismissal of my child from GCCAS.

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### **Student Handbook Agreement**

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Grade

\_\_\_\_\_  
Teacher's Name

\_\_\_\_\_  
Parent /Guardian Signature

\_\_\_\_\_  
Date