



2023-24 Parent/Guardian and Student Handbook



Non-Discrimination Statement

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

For questions, concerns or complaints, please contact Equity and Title IX Compliance Officer: S,
Jason Sample, Superintendent
5112 Arnold Ave. McClellan CA 95652
916-286-5199
jason.sample@gcccharters.org

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Site Directory

COMMUNITY COLLABORATIVE CHARTER SCHOOL

SITE	LOCATION	Grades Available
Main Site Camellia Building (916) 286-5161	5715 Skvarla Avenue McClellan, CA 95652	9-12
K-8 Campus (916) 286-5158	3701 Stephen Dr. North Highlands, CA 95660	TK-8
Firehouse Community Center (916) 286-1913	810 Grand Ave, Sacramento, CA 95838	9-12
North Highlands CTE Center	3701 Stephen Dr. North Highlands, CA 95660	9-12
West Sacramento (916) 286-1960 x1817	2945 Ramco Street West Sacramento, CA 95691	9-12
Sacramento Youth Center Learning Hub (916) 261-2176	1901 Del Paso Blvd. Sacramento, CA 95815	9-12

CCCS Media CCCS

Website: <https://cccs-sacramento.org/>

Like and follow us on **Facebook:**

<https://www.facebook.com/CCCSSchool>

Follow CCCS on **Twitter:** [@CCCS_School](https://twitter.com/CCCS_School)



Welcome Statement

Welcome CCCS High School Students and Families!

~ Conquer Challenges with Character and Strength ~

We are grateful you have made the commitment to join the CCCS Family for the 2023-2024 school year. Whether you've been with us for years or are brand new to our school, you are welcome. As a Capturing Kids Hearts Showcase School we really do believe "If you have a child's heart, you have a child's mind". (Flip Flippen) We are committed to teach, support, and treat you with respect, like the young adults you are becoming.

At CCCS, we hold our scholars accountable to the highest of expectations like we would our own children. We believe that, through resilience, courage and kindness, everyone can learn and succeed. We want our students to have the best of all post-secondary options when they graduate, and are committed to providing individual learning plans to help discover, and prepare for, their best future. Through our online core curriculum, our small group electives and our Career and Technical Education pathways, we provide our scholars a comprehensive high school experience in an intimate, small school, independent study setting. In addition to our main campus, we have several smaller sites. At all our sites, students will find caring, dedicated teachers and support staff, as well as a variety of elective options.

CCCS students are all unique. As a school we celebrate their differences, promote diversity, equity and inclusion, and provide social-emotional learning and mental health support for all students. High school is a time of great change and anxiety for many, and we want to partner with students and families to navigate these years so that students don't just survive but can thrive.

Thank you for giving us the opportunity to partner with you on your high school journey.

Michelle Jordan
Campus Principal

CCCS Mission and Vision

It is the mission of CCCS to provide high quality curriculum, instructional support, and community and social resources to families and students in our community. We do this by:

- Implementing an innovative, data-driven, Common Core-aligned curriculum that is differentiated to meet the needs of each individual student
- Utilizing data and research-based strategies to inform, measure and monitor learning in order to identify and support with integrity the needs of all students from the most vulnerable to the highest achieving
- Engaging parents and guardians as integral participants in their students' educational experiences
- Providing access to district/social/community services and support, as well as mentoring opportunities
- Building relational capacity between and among all school stakeholders
- Developing social-emotional intelligence among students for future success.

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

The vision of CCCS is to establish a personalized setting, serving a full range of students, explicitly designed to cultivate their transition to successful post-secondary educational, vocational, and personal endeavors. CCCS students will graduate with a high school diploma and will have opportunities to gain skills that will prepare them for college, career, and citizenship. CCCS provides students with:

- A high degree of personalization, mentoring, 21st Century skills, college and career readiness opportunities, and a standards-driven core curriculum
- A vibrant and flexible learning environment that provides equal access to a core curriculum for all students by adjusting instructional methodologies to address student learning styles, interests, modalities, and college and/or career goals
- The ability to participate in a variety of supportive core educational experiences, in addition to a variety of enrichment opportunities; may include but is not limited to Career and Technical Education programs, Online/Blended learning program, Service Learning, college trips, and field trips
- A partnership between students, parents, the community, and social services to provide students with support systems appropriate to their needs
- A supportive, nurturing environment grounded in Capturing Kids Hearts principles that focuses on the needs, and affirms the worth, of each student.

Beliefs

CCCS provides a viable educational choice for parents and students interested in a personalized curriculum that emphasizes rigor, relationship and relevance. At CCCS all staff members serve as role models and mentors actively engaged in student education.

The CCCS program educational goals include:

- The teaching of character traits and basic life skills is evident and consistent.
- Students are aware of what they are expected to learn, know what they have learned, and know what they still need to learn.
- Students are encouraged to understand and appreciate their individual uniqueness and how their talents and abilities can be used to benefit themselves and others.
- All staff members are seen as role models and will mentor CCCS students.
- Parents/guardians are welcomed as active partners in the school and in their student's academic success.
- Community members may work with students individually and in small groups to provide mentoring and to teach students the skills and attitudes of successful employees and community members.
- Through the charter school we create a structure and instructional methods to provide a learning environment, which enables students to become self-motivated, confident, competent lifelong learners.
- At the beginning of each school year, the CCCS staff analyzes assessment data for the purpose of identifying the academic needs of students and planning instruction to meet those needs. Programs or strategies that are not demonstrating success in improving student academic achievement are modified or replaced.
- Academic goals are additionally set and revised in the Single School District Plan and Local Control and Accountability Plan (LCAP) and are routinely monitored through the School Site Council.
- We believe that the cultural, linguistic, and socioeconomic variety within our community is one of the strongest assets for individual and collective progress. We proactively seek out, listen to, and embrace the diverse voices and perspectives that make up our vibrant community. We use differentiated instructional strategies to address the diverse needs of our students.

Online Curriculum

Designed for students of all abilities, CCCS's online curriculum offers courses through a dynamic, multimedia, web-based learning platform. The program is data rich and provides teachers with up-to-the-minute snapshots of student academic performance and growth. Students can access their coursework at any time, assisted by a team of educators that includes their teacher of record, paraeducators, and content-area specialists. This digital curriculum is Common Core aligned and A-G approved. Students have access to videos where expert on-screen teachers provide instruction, model strategic thinking, and make real-world connections. Interactive tasks and assignments allow students to read, write, explore, create, practice, predict, and more in order to develop analytical and critical-thinking skills. A variety of formative and summative assessments test for mastery and provide immediate, actionable feedback for students and teachers. A full suite of interactive learning tools and scaffolds are also available, including read-aloud and text translation, closed-captioning, video transcripts, enotes, and a glossary of directed vocabulary terms to help all students access content, organize information, and complete assignments.

Onboarding/SpringBoarding

Onboarding is an induction program that teaches students the skills needed to be independent and successful in our unique setting. Students attend class every Tuesday for their first 4 weeks of enrollment, either live (at main campus) or virtually via zoom. These classes are designed to prepare students for the challenge of becoming an IS student, to facilitate their initial online orientation to Edgenuity, and to take their initial diagnostic assessments in math and ELA. Once students have completed all Onboarding expectations, they earn their first elective credit. This is an expectation for all students new to CCCS who enroll after orientation week.

SpringBoarding is a senior focused 4-day seminar designed to jumpstart learning in a student's final semester. SpringBoarding introduces students to senior requirements, allows them to complete necessary financial aid and community college applications, addresses senior fears, explore careers and post-secondary options, and sets the tone for a positive end to high school life. SpringBoarding is required of all seniors within 30 credits of graduation during that semester.

Career Technical Education (CTE)

In order to prepare students for success after high school, CCCS continues to develop and expand career preparation offerings in a variety of areas. All CCCS students receive career readiness training covering the following topics: twenty-first century skills, soft skills, career research, resume building, job applications and letters of reference.

Our goal at CCCS is to create Career Technical Educational programs that will engage every student in high-quality, rigorous, and relevant educational pathways and programs. We seek to develop them in partnership with business and industry as well as local community colleges, promoting creativity, innovation, leadership, community service, and life-long learning. Current CTE programs offered at CCCS are developed in response to student interest surveys and the potential for career opportunities within certain industries. Our CTE courses are delivered primarily in a classroom setting providing students the ability to have group interactions with hands-on experiences.

Capturing Kids' Hearts

"If you have a child's heart, you have his head." - Flip Flippen

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

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

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

CCCS is honored to have been recognized as a Capturing Kids' Hearts National Showcase School for the sixth year in a row for 2022-23 school year.

Parent/Guardian Expectations and Rights

Parents/Guardians are expected to adhere to the following expectations in order to facilitate a positive and successful educational experience at CCCS. The major objective of Independent Study is to provide a voluntary educational alternative for students.

- Make sure that students attend all scheduled school events including teacher appointments, 5 hours of lab time, live or virtual classes.
- School hours are from 9:00am - 3:30 pm Monday - Friday with the expectation of school holidays. Please avoid scheduling appointments or personal outings during these hours.
- Arrange safe and reliable transportation to and from school (Regional Transit cards are provided for student IDs).
- Supervise students at home, making sure that all assignments are completed thoroughly, correctly, and with academic integrity.
- If your student cannot attend a meeting with his or her teacher, the teacher must be contacted *before* the appointment time to discuss another arrangement for fulfilling attendance obligations.
- Keep staff/teacher aware of changes to phone number or address.
- Promptly return calls from the teacher and/or school.
- Contact the teacher with any questions or concerns about assignments and student progress.
- Follow through with courses of action agreed upon with school personnel with regards to the student's academic and/or behavioral progress.
- In the case of a prolonged or serious illness or injury, contact the teacher and/or vice principal to discuss alternative arrangements for assignments and attendance.
- Behave and dress appropriately while on the school campus.
- Treat teachers, staff, students, and other parents with appropriate kindness and respect.
- Ensure students maintain campus and school materials with respect. Parents are liable for damage and loss of materials, technology, and campus resources.
- Honesty and integrity are expected of parents in regards to all assignments and communications.
- Parents have the right to appeal any decision about student placement, school program, or transfer by first contacting the supervising teacher and/or vice principal, then contacting the principal. If not satisfied with the results of this communication, the parent/guardian may contact Gateway Community Charters.

Parent/Guardian Rights – You have the right to

- Information about and progress of your child's achievement, behavior in school, and attendance which will only be provided to parents/legal guardians/caregivers listed on enrollment documentation;
- Expect a safe environment that is non-threatening and allows your children to achieve at their maximum academic potential; and information about all school rules, regulations, and expectations.

Grade Placement and Promotion Criteria

Overview

GCC Independent Study (IS) high schools place students in grade levels based on an analysis of credits completed towards graduation. This grade level placement policy supports DASS qualified schools in receiving an accurate one year graduation rate from the California Department of Education (CDE).

Grade Level Placement Policy

Students are placed in a grade level based on the following rubric:

- 9th Grade: 200-151 credits remaining to graduate
- 10th Grade: 150-101 credits remaining to graduate
- 11th Grade: 100-51 credits remaining to graduate
- 12th Grade: 50 or fewer credits remaining to graduate

Students Qualifying for Credit Reduction

For students with a reduced credit requirement of 130 credits to graduate the following guidelines will be used:

- 9th Grade: 130-81 credits remaining to graduate
- 10th Grade: 80-41 credits remaining to graduate
- 11th Grade: 40-21 credits remaining to graduate
- 12th Grade: 20 or fewer credits remaining to graduate

Timing of Grade Level Placement

Students will be placed in the appropriate grade level upon initial enrollment at the GCC IS high school. At the beginning of each new school year, the student's transcript will be analyzed by school staff and the student's grade level will be adjusted according to the grade level placement rubric shown above. Grade levels should not be changed at any other time.

Students over age 19 but less than age 22 may enroll if they are enrolling within 30 days of their last day of attendance from their prior school. Once students turn 19, they may remain at CCCS until their 22nd birthday as long as they have been continuously enrolled. Exceptions made for students with IEPs.

State Testing

Students will be required to complete mandated state testing for the grade level which they are assigned. Some students may be required to take the same test over multiple years if they do not advance a grade level based on credits completed towards graduation.

Criteria for Approval for over 35 credits

Before students can be approved to attempt over 35 credits in one semester, they must meet the following criteria:

- 1) Enrollment
 - a. New students must be enrolled for a minimum of four weeks, completing all assigned work, attending all appointments and lab hours, and taking all required assessments.
 - b. Returning students must have demonstrated the following in the previous semester: completed 25+ credits, attended appointments and lab regularly, and took all required assessments.
- 2) Academic History
 - a. Student must have demonstrated the ability to complete a minimum of 25 credit pace in the previous semester.
 - b. Consideration will be given to previous grades, attendance, and withdrawals.
- 3) Teacher Recommendation
 - a. The student's teacher recommends the student as a candidate capable of earning over 35 credits in one semester.

Service Learning (Community Collaboration) Graduation Requirement

To graduate with a diploma from CCCS, students must complete a 2.5 credit Service Learning requirement. Service Learning strengthens ties between students and the community, encourages students to explore areas of interest, and allows students to use educational skills and knowledge in real-life situations.

Graduation Policy

Students must meet the following criteria by either December 15, 2023 for winter graduation or May 24, 2024 for spring graduation in order to earn a 2022-23 diploma and participate in graduation activities:

- Complete all required credits (minimum of 200) credits in specific subject areas (see CCCS graduation requirements)
- Fulfill Service Learning requirements

Students who do not fulfill these requirements by the dates above will be ineligible for participation in graduation activities and may not receive their diploma until the close of the 2024-25 school year. There are several ways to fulfill the service learning graduation requirement. Students should check with their teacher about their options and to make plans to complete the requirement before graduation.

CPR Graduation Requirement for California High Schools

A California law implemented in the 2018-2019 school year requires courses in health education to include instruction in performing compression-only cardiopulmonary resuscitation. This CPR training will be provided at CCCS and is a graduation requirement as of the 2018-2019 school year.

Possible Modified Graduation Requirements

Applies to: Foster Youth, Homeless Youth, Former Juvenile Court School Pupil, Child of Military, Migrant/Newcomer Students

Students in one of the following categories who transfer to CCCS in their third or fourth year may qualify for modified graduation requirements: in foster care, experiencing homelessness, a former juvenile court school pupil, a child of a military family, or a migratory youth and newcomer participating in an English proficiency program. See the School Counselor for further information.

Certificate of Completion (Effective Jan 2021)

A Certificate of Completion may be an option for some special education students. Courses focus on those skills needed for independent living. Students should be working on meeting their IEP goals in each area as determined by the IEP team. Courses may be taken on a pass/fail basis for students who are not working towards a diploma. Students who are working toward a Certificate of Completion participate in graduation ceremonies with their general education peers. No distinction is made between a diploma and certificate at the ceremonies. LEAs/districts may neither develop nor implement an IEP that extends beyond eligibility dates.

Concurrent Enrollment at Community College

Students who are 14 years old or who have finished the first semester of 9th grade may enroll at a community college with teacher recommendation and counselor approval. Every unit earned at college can count for 3.33 high school credits. Students cannot take courses that are remedial or available at CCCS.

CCCS may be able to purchase college textbooks for students in concurrent enrollment. Please see Counselor for details.

Beginning in the 2022-2023 school year, GCC began participating in a dual enrollment College and Career Access Pathway partnership with American River College. All GCC high school students now have access to dual enrollment opportunities as part of their general education coursework and can enroll in college courses as early as the second semester of their freshman year.

CCCS Classes and Graduation Requirements 2023-24

English Language Arts

English Language Arts 9	10 Credits
English Language Arts 10	10 Credits
English Language Arts 11	10 Credits
English Language Arts 12	10 Credits
A-G options	
Film and Literature 9-12 (classroom-based option)	10 Credits
Read 180 ELA (A-G ELA support class)	10 Credits
Total Required	40 Credits

Mathematics

Introduction to Integrated Math*	10 Credits max
College and CareerPrep Math	5 Credits max
Life Hacks Math	5 Credits max
Financial Math (online only)	10 Credits max
Integrated Math I	10 Credits
Integrated Math II	10 Credits
Integrated Math III	10 Credits
Algebra 1A*	10 Credits
Algebra 1B*	10 Credits
Algebra 1*	10 Credits
Geometry*	10 Credits
Algebra II*	10 Credits
Trigonometry (online only)	5 Credits
*by counselor approval only	
Total Required (10 credits must be Algebra I/Int. Math I or higher)	30 Credits

Science

Earth Science	10 Credits
Life Science	10 Credits
Biology (A-G option. Labs required.)	10 Credits
Earth Science (A-G option. Labs required)	10 Credits
Chemistry (A-G option. Labs required.)	10 Credits
(10 credits Earth Science or Chemistry and 10 credits Life Science or Biology)	
Total Required	20 Credits

Social Sciences

World History	10 Credits
US History	10 Credits
Economics	5 Credits
Government	5 Credits

Total Required **30 Credits**

Electives (Please see CTE/Practical Arts section for additional electives)

All credits for other categories exceeding graduation requirement will go to electives.

Total Electives Required **40 Credits**

Physical Education **Total Required** **20 Credits**

VAPA/Foreign Language

Visual Arts	10 credits
A-G live Visual Arts	10 credits
Photography I, II, or III	10 credits
Spanish I, II, or III	10 credits

Total Required **10 Credits**

Career and Technical Education/Practical Arts

All live CTE or Practical Arts classes are 5 credits/semester.
Other electives and pathways available both live and in Edgenuity.

Total Required **5 Credits**

Health/CPR Certification **Total Required** **2.5 Credits**

Service Learning **Total Required** **2.5 Credits**

Grand Total to Graduate from CCCS: 200 Credits

Other Programs

English Learners

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

Students who are classified as English learners will take the ELPAC Summative Assessment every year until they are reclassified as proficient in English. Students are tested on their skills in listening, speaking, reading and writing. Students who are English Language Learners will be required to attend extra lab support hours. To learn more about the ELPAC, please read the Parent Guide to Understanding the ELPAC, which can be found on the CDE Parent Guide to Understanding the ELPAC Web page at:

<https://www.cde.ca.gov/ta/tg/ep/documents/elpacparentguide.pdf>

Special Education

California law requires schools to make special programs available to all pupils with exceptional needs who are eligible for services. Parents of children who are suspected to have a disability, or who are determined to be eligible for special education services, are entitled to receive a written copy of Procedural safeguards which provides an explanation of their rights and will be required to sign an acknowledgment that they have been advised of their rights.

504 Plans

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

If a student has a disability that limits his or her ability to attend or function at school, a written accommodation plan may be documented under Section 504. Students have the right to be educated in the least restrictive environment.

PE Participation

California Education Code makes it mandatory that every student be provided with physical education. If, at any time, your child is ill or has a condition that requires being excused from physical education activities for more than 5 days, an explanatory note is required from your child's health advisor.

California High School Proficiency Exam (CHSPE)

The California High School Proficiency Exam (CHSPE) is a voluntary test that assesses proficiency in basic reading, writing, and mathematics skills taught in public schools. The CHSPE consists of two test sections: mathematics and English Language Arts (ELA). The ELA section has two subtests (reading and language). Eligible persons who pass both parts of the CHSPE are awarded a Certificate of Proficiency by the State Board of Education. The test is given in English only.

In order to take CHSPE students must be at least 16 years old or have been enrolled in the tenth grade for one academic year or longer or will complete one academic year of enrollment in the tenth grade at the end of the semester. To find out more information, including test dates, locations, and registration process, go to www.chspe.net or call 866-342-4773.

Work Permits

The law requires work permits for students between the ages of 14-17 who want to be employed. Students must have a job offer before applying for a work permit. If you need help finding a job or want to know if a work permit will be issued see the Principal or Vice Principal. Work permits will be issued only to the extent that outside employment does not significantly interfere with the student's school work. A request for a work permit and the actual work permit is issued by a counselor or administrator. Work permits are a privilege of actively enrolled students with CCCS. If a student withdraws or is dismissed from the school, the work permit will be revoked and the employer notified that the student is no longer enrolled. If a student has not completed his/her assignments, does not maintain a GPA of 2.5, or is not making adequate progress toward completing assigned credits/courses, the work permit will be revoked.

A-G Course Placement

CCCS offers University of California (UC) and California State University (CSU) A-G compliant courses in all required subjects: English language arts, mathematics, social studies, science, visual and performing arts, foreign language, and electives.

Students who are planning to apply for acceptance to a UC or CSU should discuss A- G placement with their supervising teacher.

Course Requirements	Four-Year College Preparatory	Traditional Pathway
ENGLISH English 9, 10, 11, 12	40 Credits - A-G level	40 Credits
MATH	30 Credits Including Algebra II or Integrated Math III	30 Credits Including Algebra I or Integrated Math I
SCIENCE Physical Science Life Science	20 Credits Chemistry (Lab) Biology (Lab)	20 Credits Earth Science Life Science
SOCIAL SCIENCE World History US History Government/Economics	30 Credits	30 Credits
FOREIGN LANGUAGE	20 Credits	10 Credits of EITHER VAPA or Foreign Language
VISUAL/PERFORMING ARTS	10 Credits	
PHYSICAL EDUCATION	20 Credits	20 Credits
PRACTICAL ART	5 Credits	5 Credits
HEALTH	2.5 Credits	2.5 Credits
SERVICE LEARNING	2.5 Credits	2.5 Credits
ELECTIVES	20 Credits	40 Credits

Academic, College/Career and Social-Emotional Resources

School Counselors:

CCCS: Ms. Decker, MS and Ms. Clark, MS

Academic Counseling

- Transcript reviews and tracking student progress
- Information and applications for dual enrollment at community colleges
- Discuss course offerings, such as CTE, electives, A-G, etc.

College Counseling

- Information on college majors and requirements
- College application support
- College and Career Fair
- Financial aid information and assistance
- Support with job search and preparation through: resume building, referrals to career centers, mock interviews, and employment opportunity updates.

Social-Emotional Counseling

- Personal counseling: Individual and Group

Job Searching and Preparedness

- Assist students and parents with résumés
- Provide sample interview questions and conduct mock interviews
- Employment opportunities specifically for youth
- Make referrals to career centers
- Internship information for students
- Career advising for students and parents
- Information on job outlook and education needed for careers

Student Mental Health Resources

Community Mental Health Resources

- **916-368-3111** 24-Hour Suicide Prevention Crisis Line, or **988**
- **Text 741741** – Crisis Text Line
- **916-875-1055 or toll free 888-881-4881** Mental Health Access Team: Monday-Friday, 8 am- 5 pm. Call for an over the phone assessment and receive referral to a mental health service provider.
- **916-875-1113** Minor Emergency Response Team: 7 days a week
10:00am-7:00pm.
2150 Stockton Blvd. Sacramento CA 95817. Emergency mental health evaluations.
- **916-520-2460** Mental Health Urgent Care Clinic (MHUCC), 2130 Stockton Blvd. Building 300, Sacramento, CA 95817: Monday-Friday, 10 am – 10 pm, Weekends and Holidays, 10 am – 6 pm. A walk-in clinic for individuals with an urgent mental health need.
- **916-874-6015** Community Support Team: Monday-Friday 8:00am -5:00pm
Provides assistance to families with accessing mental health services.

School Mental Health Resources

- **916-286-5199 ext. 2151** Community Collaborative Charter School Counselor

Health

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

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

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

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

Immunizations:

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

Prescription Medicine:

An authorization form must be completed by the student's parent/guardian and doctor before the school can administer prescription medications. All prescription medications must be brought to school by the parent, in the original container with the prescription label attached. This form is available in the school office and on our website. Students CANNOT carry over the counter medicine in their backpacks.

Over-the-Counter Medications:

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

Head Lice:

Students found with active, live head lice will be allowed to remain in school in class until the end of the school day. The student will be discouraged from having close contact with anyone. The parent/guardian will be given information about head lice treatment and will be encouraged to start treatment immediately. The student will be checked upon returning to school and will be allowed to remain at school as long as no active, live head lice are found. For more information about head lice policies and procedures, please see GCC Head Lice Policy, which is available in the CCCS main office.

COVID 19:

If you have concerns that your student has been exposed or has tested positive for COVID 19, please go to the CA Department Public Health website for up-to-date information:

<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/K-12-Guidance-2022-23-School-Year.aspx>

Parent Involvement

Parents/Guardians are their children's first and most influential teachers. Sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment.

Our goal is to develop meaningful opportunities for parents/guardians to be involved at school and in school activities and for parents/guardians to be consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program. Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so. The complete GCC Parent Involvement Policy (01-08) is available in all CCCS main offices.

Safety

Emergency Procedures

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

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

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

Safety Drills

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

Parking Lot Safety

We need your help to keep the school and students safe. Due to the potential for high- traffic volume at certain times of the day, please follow directional arrows and direction of staff supervising drop off and pick-up. It is imperative that families adhere to parking safety rules. We share the parking lot with other schools with younger students, and every student's safety is important. Please be aware of pedestrians. At no time, should anyone drive quickly or recklessly through the parking areas or surrounding streets. At no time should parents park their cars in a drop off zone. Parents must always park in a designated parking spot. The handicapped zone is reserved for those with handicap permits. Please be courteous and follow all safety guidelines at all times.

Guests on Campus Policy

Any visitor to the CCCS campus, including students' guardians, family members, or friends, will need a scheduled meeting to be allowed to enter the CCCS main floor. If there is no meeting scheduled, the visitor, guardian, family member, or friend will need to wait up front in the office.

Visitors with a scheduled meeting will be asked to sign in at the front desk, and the clerk will issue a visitor badge and call the teacher/staff member to come to the front and escort the visitor.

Animals on Campus Policy

AMERICANS WITH DISABILITIES ACT

Guide dogs/service animals are permitted on CCCS property and/or at CCCS-sponsored activities for persons with disabilities. Service animals whose behavior poses a direct threat to the health or safety of others or is disruptive to the campus community may be excluded at the time of the threat/disruption, regardless of training or certification.

A service animal is any guide dog, signal dog or other animal individually trained to do work or perform tasks for the benefit of an individual with a disability, including but not limited to guiding individuals with impaired vision, alerting individuals with impaired hearing, providing minimal rescue or protection work, pulling a wheelchair or fetching dropped items. The service the animal is providing must be directly related to the functional limitation of the person's disability. Service animals are working animals, not pets.

Therapy or companion animals, including pets, are not service animals, are not covered under the Americans with Disabilities Act, therefore, are not permitted on CCCS facilities or at CCCS-sponsored activities.

ANIMALS USED FOR DEMONSTRATION IN CCCS VETERINARY TECHNOLOGY PROGRAM

The CCCS Veterinary Assistant training program is limited to dogs and cats. Therefore, birds, reptiles and rodents are not permitted on campus except for demonstrations from veterinary professionals or professional animal care organizations.

1. Adult cats are allowed in Veterinary Assistant classes with the following provisions:
 - a. Proof of current rabies vaccine
 - b. Proof of physical examination with fecal exam indicating no internal parasites.
 - c. Cats must be housed 100% indoor by owner; cats which are allowed outside are ineligible to bring onto school campus.
2. Kittens brought in for training purposes must have proof of physical exam with negative fecal/skin examinations prior to entry into Veterinary Assisting program. Shelter kittens may not be removed from designated feeding area, and may not be housed in the same area as adult cats.
3. Dogs over the age of 16 weeks are allowed in Veterinary Assistant classes with the following provisions:
 - a. Proof of current rabies vaccine
 - b. Proof of completion of DHP-P vaccine series
 - c. Proof of physical exam with fecal exam indicating no internal parasites
 - d. Evidence of early and consistent socialization and training in public settings. All dogs must be individually approved by Veterinary Assistant instructors.
4. Puppies under the age of 16 weeks may be brought to class by veterinary professionals or established Breeders of Record.

Five Keys to Success at CCCS / Student Expectations

When enrolling in a non-classroom based, blended learning instructional program at CCCS, students acknowledge and agree to adhere to the following expectations with regards to attendance, academics, lab, assessments, and behavior.

#1: Attendance

- Attend every scheduled meeting requested by teachers and other school staff, always arrive on time, and stay at school for assigned hours. While on campus, students are expected to be working on assignments or participating in scheduled classes or activities.
- Attendance is based upon work completed and submitted. There are no excused absences. Illness or medical and family emergencies do not excuse a student from completing work and therefore earning attendance.
- Your teacher is your primary contact at CCCS. If you cannot attend your meeting with your teacher, you must contact the teacher BEFORE your appointment time and discuss another arrangement for fulfilling attendance obligations.
- Make arrangements to get to and from school prior to the day of your appointment. A consistent weekly transportation method is strongly encouraged. Lack of transportation is not an acceptable reason for failing to attend school and being on time. Students receive Regional Transit bus pass stickers for their student IDs.
- Do not schedule other appointments (doctor, dentist, court, social worker, etc.) on the day of your appointment.
- Students may be withdrawn and referred back to their school of residence if no work is submitted for two weeks in a row, if there are three total missed teacher appointments or required classes, or if the student misses 15 days of attendance. Students may also be withdrawn if they are not making sufficient academic progress to complete at least twenty credits in a semester.

#2: Academics

- Complete all your assigned work prior to your appointment every week. If you have trouble completing your assignments, come to the lab immediately for assistance.
- Academic Integrity: Complete your work with honesty and integrity. The Code of Academic Conduct prohibits violations of academic integrity such as cheating, plagiarism, falsification and fabrication, abuse of academic materials, complicity in academic dishonesty, falsification of records and official documents, personal misrepresentation and proxy, bribes, favors and threats. Students who violate the Academic Code of Conduct will be held accountable following the school's discipline guidelines.

- Grading Policy: Credits and grades are earned based on completion and mastery of assignments and teacher evaluation. Methods of evaluating a student's work include weekly review of assignments, student demonstration of skills, verbal discussion, teacher observations, written and oral tests and quizzes, and cumulative exams.
- Student work is due at the start of the appointment. By law, attendance will not be given for assignments submitted after the due date. Normally students earn five credits in a semester per subject. Credits are based on mastery of all course requirements, and are a function of the amount and quality of work as well as the breadth of study - not number of days, grades or assignments. On average, students should earn 25 credits during a semester to graduate in four years.
- Any academic credits over 35 must have prior administrative approval. The decision to increase credit load will be based on academic history (grades and credits earned in previous semesters) and teacher recommendation. Other opportunities to earn additional credits beyond the 35 credits include: some small group elective classes at CCCS, Driver's Ed, Adult Education, and/or Community College courses.
- Students enrolled for a portion of the semester will only be eligible to earn a pro-rated portion of the credits.

#3: Lab

- Students are required to be on campus for a minimum of five hours a week in a combination of teacher appointment, classes, and lab time. Specific lab sessions and additional hours may be assigned by the student's supervising teacher based on cohort placement and student need.
- The lab is available to work quietly on assignments, obtain assistance from lab staff, to take computer-based tests, and to have work corrected. Lab materials and resources are only to be used for school-related work. Students who are not adhering to the lab rules will be asked to leave and will be held accountable following the school's discipline guidelines.
- Lab Expectations
 - Ask for and accept guidance and instruction from lab staff.
 - Time in lab is based on mastery of concepts and satisfactory completion of work.
- Students are expected to abide by Computer Use Rules. Violation of these rules will result in revocation of computer privileges

#4: Assessments

Students are required to participate in a number of assessments throughout the year. During assessments, students are expected to be on campus for additional hours outside of their normally scheduled teacher appointment and lab requirements.

Required assessments include the following:

- California Assessment of Student Performance and Progress (CAASPP)
 - All 11th grade students must take the CAASPP tests in the spring. There are four required tests: English Language Arts, Mathematics, ELA Performance Task, and Math Performance Task.
- California Science Test (CAST)
 - Students take the CAST once during high school, either in 12th grade or when they have completed one year of Earth Science and one year of Life Science.
- Renaissance Learning Reading and Math Assessments
 - All students take the Renaissance test in the fall, winter, and spring. This test is used to plan instruction and measure growth over the year.
- Edgenuity Assessments
 - Unit tests in the Edgenuity on-line learning platform must be taken at school.
- English Language Proficiency Assessments (ELPAC)
 - Students in kindergarten through grade twelve, who are classified as English learners, will take the ELPAC Summative Assessment every year until they are reclassified as proficient in English. Students are tested on their skills in listening, speaking, reading and writing. To learn more about the ELPAC, please read the *Parent Guide to Understanding the ELPAC*, which can be found on the CDE Parent Guide to Understanding the ELPAC Web page at <https://www.cde.ca.gov/ta/tg/ep/documents/elpacparentguide.pdf>
If you have any questions about your child taking the ELPAC, please contact our school's office.
- Physical Fitness Test
 - All 9th grade students will take the Physical Fitness Test in the spring.

#5: Behavior

All students will:

Follow directions and be respectful to all school personnel.

- Create a social contract with their teacher(s) and follow it at all times.
 - Behave and dress appropriately while at school.
 - Show current student identification at the front desk.
 - Put cell phones and other electronic devices away or allow a staff member to hold on to them when appropriate, e.g. during testing.
 - Follow the academic code of conduct.
 - Treat teachers, staff, other students, and school materials with respect.
 - Demonstrate honesty and integrity in regard to all assignments and communications.
 - Violence, vandalism, and the possession or use of drugs, alcohol, and weapons are strictly prohibited.
 - Dress Code: Students must give due attention to personal neatness, cleanliness, and appropriateness of dress. Any clothing that is disruptive or inappropriate to the school learning environment could result in a student being asked to change or being sent home for the day.
- **Discipline Guidelines:** Failure to adhere to academic and behavior expectations will result in the following:
 - Being asked to leave campus
 - Parent contact and/or conference
 - Increased lab requirement
 - Behavior/Academic Contract
 - Meetings with school administrators
 - Revocation of work permit
 - Suspension (See Appendix for official policy)
 - Expulsion (See Appendix for official policy)
 - Termination of the Independent Study Agreement and withdrawal from CCCS
 - GCC Board Policy BP 4-17 Suspension and Expulsion is available in the main office.

CCCS Code of Academic Conduct

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

Definitions:

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

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

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

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

Falsification and Fabrication: Altering, counterfeiting, or inventing information or material presented in any assignment; “padding” a bibliography with made up titles or works not consulted, or providing false citations in footnotes; using inappropriate methods for collecting or generating data or including a substantially inaccurate account of the method by which the data were gathered or collected.

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

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

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

Independent Study Program Expectations

Manner, Time, Frequency: Students will meet weekly with their assigned teacher in order to review and submit assignments and/or unit test, and review the student's progress toward achieving the educational objectives for Independent Study. The parent and student shall be notified of the date, time, and place of meetings on the Assignment Sheet. The Assignment Sheet and Attendance Record shall be considered a component of the Independent Study Agreement. In addition to the teacher appointment, all students must attend a 1.5 hour live homeroom class each week, led by their teacher of record or cohort teacher covering academic, social-emotional, or college and career ready lessons, and must attend their 5 hours of lab time. *All students must spend a minimum one hour with their teacher and five hours in the lab. Additional hours will be assigned by the Independent Studies teacher.*

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

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

Policy for Extra-Curricular Activity Participation

Students are expected to be in good academic standing and have good citizenship in order to participate in extra-curricular activities such as athletics and activities supplemental to the core academic program. Students who have poor grades, attendance, or behavior may be held out of extra-curricular activities. CCCS does not discriminate regarding participation in extra-curricular activities as per the Anti-Discrimination statement on the cover page of this handbook and strives to create equal opportunities for all CCCS students.

Discipline Policy

CCCS Believes:

- Everyone has the right to be safe
- Everyone is capable of appropriate behavior
- Everyone has the right to be treated with dignity and respect
- Everyone is responsible and accountable for their own actions
- Each student has the right to learn without undue interference

General CCCS Rules:

- Show respect (Respect yourself, others, and their property)
- Make good decisions
- Solve problems
- Actively listen
- Do your best

Positive Reinforcement:

The emphasis at CCCS is on recognition for safe, positive behavior choices and excellence in a variety of areas, especially behavior that exhibits good citizenship and sportsmanship. Students are recognized for student of the month, super scholar, etc. In addition, each teacher positively reinforces appropriate behavior through written and verbal affirmations and the social contract.

Consequences:

Teachers will communicate with parents by phone or email when students are not adhering to school expectations. It is important that teachers, administrators, and parents work together to address behaviors and help students learn from the experience. More serious violations are reported to the school principal. Consequences may vary depending on the severity of the situation and whether it is a first offense or an ongoing concern. CCCS adheres to the GCC policy for Suspension and Expulsion. Generally, consequences for inappropriate behavior increase in seriousness beginning with a warning, except in cases of mandatory suspension or expulsion.

Dangerous Objects

In trying to create a safe and orderly learning environment, we have prohibited the following items from the school campus.

- Matches/Lighters
- Pepper Spray
- Prescription medication without authorization
- Pocket Knives
- Drugs (including marijuana)/alcohol/drug paraphernalia
- Vaping/e-cigarettes
- Weapons/Replicas
- Flyers (not related to a school sponsored activity)

In addition to the above listed items, any personal belonging deemed to be a distraction to the learning environment will not be allowed. These items will be confiscated and returned at the end of the school day. There will be consequences for repeated confiscations.

NONDISCRIMINATION FOR STUDENTS AND EMPLOYEES (BP 06-19)

Gateway Community Charters and Community Outreach Academy prohibits, at any school or school activity, discrimination, harassment, including sexual harassment, intimidation, and bullying, based on actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics. This shall apply when applicable, to interns, volunteers, and job applicants. For questions, concerns, or complaints, please contact Equity and Title IX Compliance Officer: Dr. Erik Crawford - 5112 Arnold Ave., McClellan, CA 95652 916-286-5199, Erik.Crawford@gcccharters.org.

STAFF-STUDENT BOUNDARIES POLICY (BP 03-23)

Gateway Community Charters has an exception that all adults maintain professional, moral and ethical relationships with students that are conducive to an effective, safe learning environment. The provisions of this policy apply to all adults relative to their conduct with students in Gateway Community Charters (GCC) schools and programs. This policy addresses a range of behaviors that include not only obviously unlawful or improper interactions with students, but also boundary-blurring and grooming behaviors that undermine the professional adult/student relationship and can lead to misconduct or the appearance of impropriety.

Boundaries Defined

For the purposes of this policy, the term “boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing beyond the boundaries of a student-teacher relationship is deemed an abuse of power and a betrayal of public trust.

Acceptable and Unacceptable Behaviors

Some activities may seem innocent from a staff member’s point-of-view but could be perceived as flirtation or sexual insinuation from the perspective of students or parents. There is no single reasonable person standard. The purpose of the following lists of unacceptable and acceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to or may be perceived as inappropriate, or sexual misconduct, or “grooming.” Grooming is defined as an act or series of acts by a sexual predator to gain physical and/or emotional control by gaining trust (of staff and/or family and a minor) and desensitizing the minor to various forms of touching and other intimate interaction.

Staff members must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this policy. Violations could subject the teacher or staff member to discipline up to and including termination. Disagreeing with the wording or intent of these established boundaries will be considered irrelevant for any required disciplinary purposes. Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities.

Unacceptable Behaviors

These lists (and any subsequent lists) are not meant to be all-inclusive, but rather, illustrative of the types of behavior intended to be addressed by this policy.

1. Giving gifts of a personal and intimate nature (including photographs) to a student; or items such as money, food, outings, electronics, etc. without the written pre-approval of the Principal or School Leader. It is recommended that any such gifts be filtered through the Superintendent/CEO or designee along with the rationale therefore.

2. Kissing of ANY kind
3. Massage [Note: Prohibited in athletics unless provided by massage therapist or other certified professional in an open public location. Coaches may not perform massage or rub-down. Permitted in special education only as instructed under an IEP or 504 Plan.]
4. Full frontal or rear hugs and lengthy embraces
5. Sitting students on one's lap (grades 3 and above)
6. Touching buttocks, thighs, chest or genital area
7. Wrestling with students or other staff member except in the context of a formal wrestling program
8. Tickling or piggyback rides
9. Any form of sexual contact
10. Any type of unnecessary physical contact with a student in a private situation
11. Intentionally being alone with a student away from school
12. Furnishing alcohol, tobacco products, or drugs - or failing to report knowledge of such
13. "Dating" or "going out with" a student
14. Remarks about physical attributes or physiological development of anyone. This includes comments such as "Looking fine!" or "Check out that [body part]."
15. Taking or requesting photographs or videos of students for personal use or posting online
16. Either partially or fully undressing in front of a student or asking a student to undress, with the intent to view/expose private body parts
17. Leaving campus alone with a student for lunch
18. Sharing a bed, mat, or sleeping bag with a student
19. Making, or participating in, sexually inappropriate comments
20. Sexual jokes, or jokes/comments with sexual overtones or double-entendres
21. Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
22. Listening to or telling stories that are sexually oriented
23. Discussing your personal troubles or intimate issues with a student
24. Becoming too involved with a student so that a reasonable person may suspect inappropriate behavior
25. Giving students a ride to/from school or school activities without the express, advance written permission of the Superintendent/CEO or designee and the student's parent or legal guardian
26. Being alone in a room with a student at school with the door closed and/or windows blocked from view
27. Allowing students at your home and/or in rooms within your home without signed parental permission for a pre-planned and pre-communicated educational activity which must include another educator, parent, or designated school volunteer
28. Staff mirroring the immature behavior of minors
29. Sending emails, text messages, social media responses, making phone calls, or sending notes or letters to students if the content is not about school activities. Communication via private social media accounts is not acceptable.

This policy does not prevent: 1) touching a student for the purpose of guiding them along a physical path; 2) helping them up after a fall; or 3) engaging in a rescue or the application of Cardiopulmonary Resuscitation (CPR) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense or in the defense of another. Restraining a child who is trying to engage in violent or inappropriate behavior is also allowed. Only such force as necessary to defend one's self, another person, or the child or to protect property is legally permitted. Excessive force is prohibited.

Acceptable Behaviors

1. Pats on the shoulder or back
2. Handshakes

3. "High-fives" and hand slapping
4. Touching face to check temperature, wipe away a tear, remove hair from face, or other similar types of contact
5. Placing TK through second grade students on one's lap for purposes of comforting the child for a short duration only
6. Holding hands while walking with small children or children with significant disabilities
7. Assisting with toileting of small or disabled children in view of another staff member
8. Touch required under an IEP or 504 Plan
9. Reasonable restraint of a violent person to protect self, others, or property
10. Obtaining formal written pre-approval from Superintendent/CEO or designee to take students off school property for activities such as field trips or competitions, including parent's written permission and waiver form for any sponsored after-school activity whether on or off-campus
11. Emails, text-messages, phone conversations, and other communications to and with students, if permitted, must be professional and pertain to school activities or classes (communication should be initiated via transparent [non-private] school-based technology and equipment)
12. Keeping the door wide open when alone with a student
13. Keeping reasonable and appropriate space between you and the student
14. Stopping and correcting students if they cross your own personal boundaries, including touching legs, or buttocks, frontal hugs, kissing, or caressing
15. Keeping parents informed when a significant issue develops about a student, such as a change in demeanor or uncharacteristic behavior
16. Keeping after-class discussions with a student professional and brief
17. Immediately asking for advice from senior staff or administration if you find yourself in a difficult situation related to boundaries
18. Involving your direct supervisor in discussion about boundaries situations that have the potential to become more severe (including but not limited to grooming or other red flag behaviors observed in colleagues, written material that is disturbing, or a student's fixation on an adult)
19. Making detailed notes about an incident that in your best judgment could evolve into a more serious situation later
20. Recognizing the responsibility to stop "Unacceptable Behaviors" of students and/or co-workers
21. Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student after regular school hours
22. Prioritizing professional behavior during all moments of student contact
23. Asking yourself if any of your actions, which could be contrary to these provisions, are worth sacrificing your job and career.

This policy does not prevent: 1) touching a student for the purpose of guiding them along a physical path; 2) helping them up after a fall; or 3) engaging in a rescue or the application of Cardiopulmonary Resuscitation (CPR) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense or in the defense of another. Restraining a child who is trying to engage in violent or inappropriate behavior is also allowed. Only such force as necessary to defend one's self, another person, or the child or to protect property is legally permitted. Excessive force is prohibited.

Boundaries Reporting

When any staff member, parent, or student becomes aware of a staff member (or volunteer, guest, vendor) having crossed the boundaries specified in this policy, or has a strong suspicion of "grooming behavior," he or she must report the suspicion to the Superintendent/CEO or designee promptly. "Grooming behavior" is an attempt to build an emotional and/or physical connection with a minor to gain their trust for the purpose of sexual abuse. "Suspicion" means something perceived in spite of inconclusive or slight evidence. It is based on

facts that would lead a reasonable person to believe that a violation of the boundaries policy occurred. Prompt reporting of “unacceptable behaviors” observed in adult interactions with minors is essential to protect students, staff, any witnesses, and the school as a whole. When observant staff members call attention to a boundary violation(s), the likelihood of harm is greatly reduced.

Child Abuse / Sexual Abuse Reporting (Mandatory Reporting)

If, within your professional capacity or within the scope of your employment, you observe or gain possession of knowledge that a child has been a victim of child abuse or sexual abuse (or you reasonably suspect it), California Penal Code Section 11166 requires YOU to immediately report this information or suspicion directly to your county child protective agency (CPS) or local police/sheriff. The report shall be made by phone immediately, and a subsequent written report must be sent within 36 hours of your knowledge or suspicion of the abuse.

You do not need permission to report. No supervisor or administrator can impede or inhibit a report or sanction you for making the report. Your report is confidential, and you are protected from liability as long as you do not discuss the matter with anyone other than law enforcement, CPS and your school’s designated responsible administrative person. Failure to meet your reporting obligation can result in a monetary fine and/or jail.

Internal reporting to the Superintendent/CEO or designee occurs after the phone-in report is made to the police/sheriff or CPS.

Internal Investigations

The Superintendent/CEO or designee will promptly communicate with the investigating enforcement agency to determine whether an investigation will be conducted by that agency. The administrator will confirm with law enforcement as to whether the initiation of an internal school investigation would interfere with any criminal investigation. Only law enforcement has the authority to grant clearance to investigate the matter administratively.

Upon receiving information from the mandated reporter, the designated responsible administrator must take immediate action to stop the alleged inappropriate conduct by removing the employee (or volunteer/vendor/guest) from the classroom or worksite when there is a potential risk to student or school safety. The Superintendent/CEO or designee shall consult with legal counsel as appropriate, prior to, during, and after conducting any investigation.

Consequences

Staff members who have violated this policy will be subject to appropriate disciplinary action, and where appropriate, will be reported to authorities for potential legal action.

DISCIPLINARY PHYSICAL CONTACT WITH STUDENTS

It is the policy of Gateway Community Charters (GCC) that no teacher or other staff member will use corporal punishment against a student. This prohibition includes spanking, slapping, pinching, hitting, tying, taping, or the use of any other physical force as retaliation or correction for inappropriate behavior.

STAFF-STUDENT INTERACTIONS

While the use of appropriate touching is part of daily life and is important for student development, teachers and other staff members must ensure that they do not exceed appropriate behavior. If a child or other staff member specifically requests that he or she not be touched, then that request must be honored without question.

Acknowledgement of Receipt of Parent/Student Handbook

Student Expectations

Attendance

- Students are expected to be available for synchronous and asynchronous instruction on all school days.
- Attend every scheduled meeting with your teacher, on time and prepared to work.
- Attendance is based on class/meeting attendance as well as work completed and submitted. There are no excused absences.
- If your child cannot attend class or meeting, you MUST contact your teacher BEFORE your scheduled appointment/class time.
- Do not schedule other appointments during school classes/meetings.

Assignments

- Adhere to the Academic Honesty Guidelines/Code of Academic Conduct.
- Grades/credits are earned based on completion and mastery of assignments.

Assessments

- Participate in all school assessments.
- Always put forth your best effort.

Parent/Guardian Expectations and Involvement

Parents/Guardians will:

- Make sure that student attends all scheduled classes and meetings with teachers and that all assessments are completed as assigned (iReady, CAASPP, CAST, PFT, ELPAC, etc.).
- Attend all in-person events and meetings and ensure that student is present as well.
- Supervise students at home, making sure all assignments are completed.
- Ensure students are attending all scheduled sessions and completing all assigned work.
- Ensure students have a quiet place to work, free from distractions.
- Keep school and teacher aware of phone number and/or address changes.
- Promptly return calls from the teacher and/or school.
- Contact the teacher with any questions or concerns about assignments and student progress.
- Follow through with courses of action agreed upon with school personnel with regard to the student's academic and/or behavioral progress. In the case of a prolonged or serious illness or injury, contact the teacher and/or campus principal to discuss alternative arrangements for assignments and attendance.
- Behave and dress appropriately while at the school site and when your child is on Zoom and you are present.
- Ensure that teachers, staff, students and other parents are treated with kindness and respect.
- Maintain campus and school materials with respect. Parents are liable for damage and loss of materials and campus resources.
- Honesty and integrity are expected of parents in regard to all assignments and communications.
- Parents have the right to appeal any decision about student placement, school programs, or transfer by first contacting the supervising teacher and/or campus principal. If not satisfied, parents may then contact Gateway Community Charters.

Please indicate if your child's photo/video may be used for marketing/social media purposes: Yes / No (circle one)

I hereby acknowledge that I have received the Parent/Student Handbook. I will review the information it contains and adhere to the expectations. Student/Parent/Guardian failure to meet these expectations may result in meetings with school staff/administration, disciplinary action, and/or termination of the Independent Study Agreement and withdrawal from the GCC Virtual Academy.

Student Name (Print)

Student Signature

Parent/Guardian Signature

Date

Gateway Community Charters

2023-24 School Calendar



JUL '23 0

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

JAN '24 16

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

AUG '23 17

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

FEB '24 16

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	

Key Calendar Dates
Aug. 9 First Day of School
May 31 Last Day of School
Non Student Days
Aug. 7-8 Teacher in Service
Oct. 9 Teacher in Service
Jan. 8 Teacher in Service
Apr. 1 Teacher in Service

SEP '23 20

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

MAR '24 16

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Holidays/Recess
Jul 4 Independence Day
Sep. 4 Labor Day
Oct 9 - School Recess
Nov. 10 Veterans Day
Nov.20-24 Thanksgiving Break
Dec.22-Jan.5 Winter Break
Jan.15 MLK Jr. Holiday
Feb.19-23 Presidents' Week
Mar. 25-29 Spring Break
May 27 Memorial Day
Jun 19 Juneteenth

OCT '23 21

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

APR '24 21

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

NOV '23 16

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

MAY '24 22

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

End of Grading Periods
Trimester 1 - Nov 2 (60 Days)
Trimester 2 - Feb 28 (60 Days)
Trimester 3 - May 31 (60 Days)
Semester 1- Dec 21 (89 Days)
Semester 2- May 31 (91 Days)

DEC '23 15

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

JUN '24 0

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

89

91

Total Service Days: **180**

BOARD ADOPTED: 2/7/2023