



# TK-8 Campus Parent/Guardian and Student Handbook 2023-2024

## **Address:**

3701 Stephen Drive  
North Highlands, CA 95660

## **Main Office Number:**

(916) 286-5158

*Part of the*



## **Mission Statement**

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

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# Welcome to the Phoenix Nest

## Administrator's Message

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Welcome CCCS TK-8 Families!

We are so grateful that you have made the commitment to join the Phoenix Family for the 2023-2024 school year.

Whether you've been with us for years or are brand new to our school, you are a Phoenix. We will teach, support, and love you like family. In addition, we will hold scholars accountable to the highest of expectations like we would our own children because we believe that all can choose to be kind and resilient. Through all the obstacles and challenges, we are now part of each other's journeys.

While we are currently living in a world of many unknowns, one thing is certain: our commitment to helping our scholars achieve their fullest academic and social potential, regardless of circumstance, has never been stronger. We will focus on diversity, equity, and inclusion and provide social-emotional learning and mental health support for students who are recovering from the trauma of the global pandemic. In addition, we are committed to providing culturally relevant curriculum and celebrations, as well as having a priority focus on diversity, equity, and inclusion for all.

We look forward to providing a full-time, comprehensive program that will challenge scholars and invigorate their love for learning with a high-quality education.

As a Phoenix, we are safe, respectful, and responsible. Thank you for giving us the opportunity to partner with you and your scholar.

Sincerely,  
Angee Phraxayavong-Briones  
CCCS TK-8 Campus Principal

# *Bienvenido al Nido del Fénix*

Mensaje del administrador

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¡Bienvenidas familias de CCCS TK-8!

Estamos muy agradecidos de que hayan tomado el compromiso de unirse a la Familia del Fénix para el año escolar 2023-2024.

Ya sea que hayan estado con nosotros durante años o sean nuevos en nuestra escuela, ustedes son un Fénix. Los enseñaremos, apoyaremos y amaremos como si fueran nuestra propia familia. Además, exigiremos a los estudiantes el más alto nivel de expectativas, como lo haríamos con nuestros propios hijos, porque creemos que todos pueden elegir ser amables y resilientes. A través de todos los obstáculos y desafíos, ahora formamos parte del viaje de cada uno.

Si bien actualmente vivimos en un mundo lleno de incertidumbres, una cosa es segura: nuestro compromiso de ayudar a nuestros estudiantes a alcanzar su máximo potencial académico y social, independientemente de las circunstancias, nunca ha sido más fuerte. Nos enfocaremos en la diversidad, equidad e inclusión, y brindaremos apoyo en aprendizaje socioemocional y salud mental para los estudiantes que se están recuperando del trauma de la pandemia global. Además, nos comprometemos a proporcionar un currículo y celebraciones culturalmente relevantes, así como enfocarnos prioritariamente en la diversidad, equidad e inclusión para todos.

Esperamos brindar un programa integral de tiempo completo que desafiará a los estudiantes e impulsará su amor por el aprendizaje con una educación de alta calidad.

Como Fénix, somos seguros, respetuosos y responsables. Gracias por brindarnos la oportunidad de colaborar con ustedes y su estudiante.

Sinceramente,  
Angee Phraxayavong-Briones  
Directora del campus de CCCS TK-8

# Добро пожаловать в Гнездо Феникса

Сообщение от администратора

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Добро пожаловать, семьи CCCS TK-8!

Мы очень благодарны за ваше решение присоединиться к семье Феникса на учебный год 2023-2024.

Независимо от того, сколько лет вы уже с нами или вы только начинаете свой путь в нашей школе, вы — Феникс. Мы будем учить, поддерживать и любить вас, как своих близких. Кроме того, мы будем требовать от учеников самых высоких ожиданий, так же, как от своих собственных детей, потому что мы верим, что каждый может быть добрым и стойким. Через все преграды и

трудности мы становимся частью пути друг друга.

Хотя мы живем в мире множества неизвестных, одно ясно: наше обязательство помогать нашим ученикам достичь своего полного академического и социального потенциала, независимо от обстоятельств, никогда не было таким сильным. Мы сосредоточимся на разнообразии, равноправии и инклюзии и предоставим поддержку в области социально-эмоционального обучения и психического здоровья для учеников, переживающих травму всемирной пандемии. Кроме того, мы стремимся предоставить культурно значимые учебные программы и праздники, а также основное внимание к разнообразию, равноправию и инклюзии для всех.

Мы с нетерпением ждем, чтобы предложить полноценную программу, которая будет вызывать учеников на сложные задачи и вдохновлять их любовь к учению через качественное образование.

Как Феникс, мы обеспечиваем безопасность, уважение и ответственность. Благодарим вас за возможность стать вашими партнерами в воспитании и образовании вашего ребенка.

С уважением,  
Анджи Фраксайавонг-Брионес  
Директор школы CCCS TK-8

# CCCS TK-8

## 2023-24 School Calendar



**SCHOOL HOURS:**  
 Monday - Thursday 8:30am - 3:00pm  
 Friday - Independent Study @ Home  
**OFFICE HOURS:**  
 Monday - Friday 7:30am - 4:00pm



Independent Study
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Coffee & Community
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AUG	8	Orientation (5pm - 6:30pm)
	9	First Day of School - On Campus
	24	Back to School Night (5pm - 6:30pm) (Minimum Day)

### JULY'23

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				

### JANUARY'24

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		

SEP	4	NO SCHOOL Labor Day
	13	Coffee & Community (7:45am - 8:25am)

### AUGUST'23

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	

### FEBRUARY'24

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	

OCT	9	NO SCHOOL School Recess
	23 - 27	Parent-Teacher Conferences (Minimum Days)

### SEPTEMBER'23

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

### MARCH'24

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

NOV	10	NO SCHOOL Veterans Day
	15	Coffee & Community (7:45am - 8:25am)
	20 - 24	NO SCHOOL Thanksgiving Break

DEC	21	Winter Celebration (Minimum Day)
	22 - 29	NO SCHOOL Winter Break

### OCTOBER'23

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

### APRIL'24

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

JAN	1 - 5	NO SCHOOL Winter Break
	8	NO SCHOOL Teacher in Service
	15	NO SCHOOL MLK Jr. Holiday

FEB	12 - 16	Parent-Teacher Conferences (Minimum Days)
	19 - 23	NO SCHOOL Presidents' Week

### NOVEMBER'23

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

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

MAR	13	Coffee & Community (7:45am - 8:25am)
	25 - 29	NO SCHOOL Spring Break

APR	1	NO SCHOOL Teacher in Service
	25	CCCS Talent Showcase (Minimum Day)

### DECEMBER'23

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

### JUNE'24

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

MAY	9	Open House (5pm - 6:30pm) (Minimum Day)
	27	NO SCHOOL Memorial Day
	28 - 30	Last Week of School (Minimum Days)
	TBD	Kindergarten, 5th Grade & 8th Grade Promotions
	TBD	Field Day
	30	Last Day on Campus
	31	Last Day of School

End of Grading Periods
Trimester 1 - November 2nd
Trimester 2 - February 28th
Trimester 3 - May 31st



## CCCS TK-8 2023-2024 Bell Schedule

School Hours: 8:30 AM - 3:00 PM

Minimum Day Hours: 8:30 AM - 12:30 PM

Breakfast in Cafeteria - 8:10 - 8:25 or Morning Mingle on Blacktop - 8:10 - 8:25

### Elementary Bell Schedule

TK/K/1st - Guevara/Miller		2nd/3rd - Parker/Forbes		4th/5th - Jarrett/Larsen	
8:30 - 9:30	CORE 1	8:30 - 9:45	CORE 1	8:30 - 10:15	CORE 1
9:35 - 9:50	AM RECESS 2	9:55 - 10:10	AM RECESS 3	10:15 - 10:30	AM RECESS 4
9:50 - 11:10	CORE 2	10:10 - 11:10	CORE 2	10:30 - 11:30	CORE 2
11:00 - 11:15	LUNCH Cafeteria	11:10 - 11:25	LUNCH Cafeteria	11:30 - 11:45	LUNCH Cafeteria
11:15 - 11:35	LUNCH RECESS Blacktop	11:25 - 11:45	LUNCH RECESS Blacktop	11:45 - 12:05	LUNCH RECESS Blacktop
11:45 - 12:30	CORE 3	11:45 - 12:45	CORE 3	12:05 - 12:45	CORE 3
12:30 - 1:20	CORE 4	12:45 - 1:40	CORE 4	12:45 - 1:30	CORE 4
1:20 - 1:35	PM RECESS 2	1:40 - 1:55	PM RECESS 3	1:30 - 2:00	CORE 5
1:35 - 2:15	CORE 5	1:55 - 2:30	CORE 5	2:00 - 2:15	PM RECESS 4
2:15 - 3:00	CORE 6	2:30 - 3:00	CORE 6	2:15 - 2:30	CORE 5, CONT.
				2:30 - 3:00	CORE 6

### Middle School Bell Schedule

MS Math / 6th Homeroom - Flacks		MS Science / 7th Homeroom - Vong		MS ELA/History / 8th Homeroom - Stone	
8:30 - 8:45	HOMEROOM - 6th	8:30 - 8:45	HOMEROOM - 7th	8:30 - 8:45	HOMEROOM - 8th
8:45 - 9:45	CORE 1	8:45 - 9:45	CORE 1	8:45 - 9:45	CORE 1
9:50 - 10:35	CORE 2	9:50 - 10:35	CORE 2	9:50 - 10:35	CORE 2
10:35 - 10:50	SNACK BREAK - Blacktop	10:35 - 10:50	SNACK BREAK - Blacktop	10:35 - 10:50	SNACK BREAK - Blacktop
10:45 - 11:45	CORE 3	10:45 - 11:45	CORE 3	10:45 - 11:45	CORE 3
11:50 - 12:05	LUNCH Cafeteria	11:50 - 12:05	LUNCH Cafeteria	11:50 - 12:05	LUNCH Cafeteria
12:05 - 12:25	LUNCH RECESS Blacktop	12:05 - 12:25	LUNCH RECESS Blacktop	12:05 - 12:25	LUNCH RECESS Blacktop
12:30 - 1:30	CORE 4	12:30 - 1:30	CORE 4	12:30 - 1:30	CORE 4
1:30 - 2:10	CORE 5	1:30 - 2:10	CORE 5	1:30 - 2:10	CORE 5
2:15 - 2:50	CORE 6	2:15 - 2:50	CORE 6	2:15 - 2:50	CORE 6
2:50 - 3:00	HOMEROOM	2:50 - 3:00	HOMEROOM	2:50 - 3:00	HOMEROOM





## **Mission Statement**

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

We do this by:

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

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





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## **Non-Discrimination Policy**

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

For questions, concerns, or complaints, please contact Equity and Title IX Compliance Officer:

Dr. Erik Crawford, Director of Special Education and Student Services

[Erik.Crawford@gcccharters.org](mailto:Erik.Crawford@gcccharters.org)

PH: (916) 286-5199 ext: 2066

5112 Arnold Avenue

McClellan CA, 95652

## **SARC (School Accountability Report Card)**

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

## **California School Dashboard**

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

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



## **Board Governance Policies BP 03-23**

### **Board Policy: STAFF-STUDENT BOUNDARIES POLICY**

**Board Approved: 03/14/2023**

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.



# School Expectations

## Attendance

### **Work Completion EQUALS Attendance**

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

### **Attendance Sheets**

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

**\*\*\*If your child is going to be absent or tardy for any reason, you must notify the office immediately at [916-286-5158](tel:916-286-5158).\*\*\***

***You must also make separate contact or communication with your child's teacher to coordinate make-up work and deadlines.***

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

#### **1. Acceptable Reasons for Absences**

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

#### **2. Student Truancy**

According to Education Code: "Any pupil subject to compulsory full-time education, who is absent from school without valid excuse more than three days or tardy in excess of 30 minutes on each of more than three days in one school year is truant and shall be reported to the attendance supervisor or to the superintendent of the school district" (Education Code 48260).

School absences are monitored carefully throughout the year, and include both in-person and independent study days. If a student has five (5) excused or unexcused absences in a year, a letter will be sent. If a student reaches ten (10) excused or unexcused absences, a conference will be scheduled to create a school attendance contract and to help identify and solve any barriers to regular attendance. If terms are not met or upheld, a Student Attendance Review Team (SART) process can be initiated and/or further attendance contracts with Gateway Community Charters can be implemented.

### 3. Arrival and Dismissal

The safety and welfare of our students are very important.

- **Students are not to arrive before 8:10 AM as there is no supervision available during that time.**
- School gates will open at 8:10 AM for arrivals

Upon dismissal, children are to promptly leave campus. For safety reasons, children need to be picked up within 15 minutes after the end of the school day. **Students are dismissed at 3:00 p.m. Students not enrolled in after-school enrichment classes must be picked up no later than 3:15 p.m.**

**We do not provide after-school childcare on campus.**

### 4. Late Arrival

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

TK-8 – Parent/Guardian is required to accompany their child into the building and sign them in the Main Office:

- The student will receive a hall pass and go to their classroom
  - If the student is in Transitional Kindergarten (TK) or Kindergarten, a school staff member will take them to their classroom

### 5. Early Release/Dismissal

Parent authorization is required for any student leaving school at times other than the normal dismissal time.

Persons picking up a student during the school day must report to the office and sign out the student; **they may not go directly to the classroom. Habitual early release or dismissal results in loss of learning and also falls under Education Code 48260.** Possible follow up of truancy meetings could occur.

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

### 6. Late Pick-up

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

- The staff will try to contact the parent.
- The staff will contact persons on the emergency card and ask them to pick up the child immediately.

- The staff will contact Twin Rivers Police Department if all efforts to arrange pick-up have been unsuccessful.
- If there is a repeated pattern, Child Protective Services will be called.

## **7. Closed Campus**

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

## **8. Visitors**

Visitors are required to check in with the office with a valid ID upon arrival and sign in. A visitor's badge will be issued after check in and returned when leaving. A visitor's badge to be worn at all times. This is to ensure safety for everyone on campus. Visitors will follow campus expectations and safety procedures at all times, including in case of emergency.

## **9. Make-up Work**

Students absent from school for any excused reasons shall be allowed to complete all assignments and tests missed during the absences which can be reasonably provided and shall be given credit for work satisfactorily completed at the discretion of the teacher and/or site administrator.

## **Curriculum, Instruction, and Learning at CCCS TK-8**

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

### **School Work- Monday-Thursday**

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

Curriculum:

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

- Science- TCI Science Alive! (TK-8)

### **Math**

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

Curriculum:

- Pearson enVision (TK-6) and Pearson Realize (7-8)

### **Intervention**

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

Curriculum:

- SIPPS (TK-8) - Systematic Instruction in Phonological Awareness, Phonics, and Sight Words
- Heggerty Phonemic Awareness (TK-8)

### **English Learners**

All English Learners will receive a minimum of thirty minutes of daily designated English Language Development (ELD) instruction with pullout and direct instruction integrated throughout.

Curriculum:

- Wonders ELD
- Project GLAD strategies (integrated)

### **Classwork**

Students are expected to take the lead of their learning and education by participating in instruction, collaboration and lesson activities in class to the best of their abilities.

### **Homework**

Homework will be given at the discretion of each classroom teacher for extension, reteach or incomplete assignments from class. Please connect with the teacher directly. Missed assignments or makeup work is at the discretion of each teacher.

### **Physical Education**

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

### **Healthy Youth Act**

Effective January 2016, school districts are required to provide students with integrated, comprehensive, accurate, and unbiased comprehensive sexual health and HIV

prevention education at least once in middle school and once in high school. Our school will partner with a community organization to support and deliver Healthy Youth content. Preview of the curriculum, parent informational night, and voluntary written opt-out form will be available.

### **Social Emotional Learning/Mental Health**

Per Assembly Bill 2246, all California schools that serve students in grades K-12 are required to implement suicide prevention policies (including prevention, intervention, and postvention). Students in grades K-12 will participate in Social Emotional and Mental Health lessons led by our school counselor and social worker. Lesson content will be tailored and grade-appropriate. Preview of the curriculum, parent informational night, and voluntary written opt-out form for suicide prevention will be available.

### **After-School Enrichment Program**

We will offer a variety of enrichment classes after school this year, including, but not limited to Learning is Fun (Tutoring), Student Leadership, Art, Makerspace, and Yearbook. Enrichment classes will begin after school at 3:15 and will end at 4:00. If you are interested in signing up for enrichment classes, please be sure to complete the registration form that will be sent home.

## **Friday Independent Study Expectations**

**Fridays are a school day from home. Morning Meetings and completion of Independent Study packets must be completed every Friday as part of enrollment at CCCS.**

### **Friday Morning Meeting**

As part of the Independent Study Agreement, students are required to participate in synchronous learning and check in with their teacher.

**Every Friday: Zoom Morning Meeting - 8:30 AM - 9:00 AM**

Students will be sent home a school-issued Chromebook in order to access it. Students can get clarification/questions answered on their Independent Study packet, check in and participate in learning activities that they might have.

### **Independent Study Packet**

In order to practice skills and knowledge and earn attendance, each student will be sent home a packet containing work that must be completed on FRIDAYS for Independent Study.

**The completed packet is due on Monday of the next week to earn Friday attendance.**

This packet will include a cover sheet detailing tasks and expectations for Independent Study work and worksheets and/or binder paper on which students will complete assignments. Some work may include but not limited to 90 minutes of personalized learning in reading and math on i-Ready and will be sent home with a school-issued

Chromebook for this purpose, if necessary.

**\*\*\*Incomplete Friday IS Packet = No Attendance/Credit\*\*\***

- Incomplete Packets may result in completing during mandatory after school Enrichment
- A pattern of incomplete Friday Independent Study Packets may result in a mandatory Attendance Meeting

### **Assessments**

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

- California Assessment of Student Performance and Progress (CAASPP).
  - All 3<sup>rd</sup> through 8<sup>th</sup>-grade students must take CAASPP tests in the spring. There are four required tests: English Language Arts, Mathematics, ELA Performance Task, and Math Performance Task.
  - 5<sup>th</sup> and 8<sup>th</sup> graders will also take the CAST- California Science Test.
- TK-8<sup>th</sup> Grade - iReady Diagnostics (Beginning, Middle, and End of year)
- Physical Fitness Test
  - All 5<sup>th</sup> and 7<sup>th</sup> graders will take the Physical Fitness Test in the spring.
- i-Ready Reading and Math Diagnostics
  - Kindergarten through 8<sup>th</sup> grades
- DIBELS (Dynamic Indicators of Basic Early Literacy Skills)
- Haggerty
- IRLA
  - Kindergarten through 3<sup>rd</sup> grades
  - As needed, in the 4<sup>th</sup> through 8<sup>th</sup> grades
- English Language Proficiency Assessments (ELPAC)
  - Students who are classified as English learners will take the ELPAC Summative Assessment every year until they are reclassified as proficient in English. Students are tested on their skills in listening, speaking, reading and writing. To learn more about the ELPAC, please read the *Parent Guide to Understanding the ELPAC*, which can be found on the CDE Parent Guide to Understanding the ELPAC Web page at <https://www.cde.ca.gov/ta/tg/ep/documents/elpacparentguide.pdf> If you have any questions about your child taking the ELPAC, please contact our school's office.

## **Success for ALL Students**

### **Student Assistance Plan (SAP)**

A Student Assistance Program (SAP) is a TK-12 school-based, evidence-informed framework for prevention, early intervention, referral, and support for students with needs that may prevent them from fully benefiting from their educational experience. SAPs focus on building support for students dealing with academic and non-academic barriers to learning including behavioral health, family and relationship issues as well as other life needs. A SAP can be teacher or staff initiated and may involve other school team members for support and guidance.

### **The Student Success Team (SST)**

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

### **Special Education**

California law requires schools to make special programs available to all pupils with exceptional needs who are eligible for services. All of our students with learning disabilities are integrated into general education classrooms, where they receive instruction from their general education teachers that are designed with their unique learning needs in mind. Our RSP specialist ensures our students with IEPs receive their services. Most often, RSP services are provided in our general education classrooms by an RSP teacher; sometimes students are pulled out of their classrooms to work on their specific learning goals. Parents of children who are suspected to have a disability, or who are determined to be eligible for special education services, are entitled to receive a written copy of procedural safeguards which provides an explanation of their rights and will be required to sign an acknowledgement that they have been advised of their rights.

### **Section 504**

Section 504 of the federal Rehabilitation Act of 1973 and the Americans with Disabilities Act (42 USC 12101 et seq.) prohibits discrimination on the basis of disability. Section 504 requires school districts to identify and evaluate children with disabilities in order to provide them with 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, are eligible to receive services and aids designed to meet their needs as adequately as the needs of nondisabled students are met. If a student has a disability that limits his or her ability to attend or function at school, a written accommodation plan



may be documented under Section 504. Students have the right to be educated in the least restrictive environment.

### **English Learners**

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

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>

### **Response to Intervention**

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

Our WIN time groups include:

- Reading intervention for struggling readers using SIPPS, DIBELS and iReady
- English Language Development (ELD) for English learners
- One-on-one or small group reading support for students with IEPs
- Guided practice or extension activities for students who are reading at or above grade level.

## **Parent Engagement**

### **Communication**

Your partnership with us is crucial to your child’s success. Our campus utilizes ClassDojo daily to communicate with teachers and school staff. Please ensure that you are connected to our ClassDojo classes to receive messages, notifications, and alerts. In addition, communication via email, ParentSquare, phone calls, and handouts may occur.

### **Parent/ Guardian Volunteer Process**

Volunteers are welcome to support in the classroom, on field trips, and at school events. All volunteers must be fingerprinted and background checked to be cleared through GCC to be on campus.

### **Student-Led Conferences with Parent/ Teacher**

During your scheduled conferences, your child will lead you through their reflections on their academic and social strengths and areas in need of improvement. The meeting will be spent planning how to meet your child’s social and academic needs for the following trimester both at school and at home. Teachers, parents, or guardians may, at any time,

request a conference to ask questions and/or address concerns.

## **Student Progress Monitoring**

There are three grading periods: Trimester 1, 2, and 3

*Progress Reports* - Student progress and updates will be sent home that will include but are not limited to Aeries Progress Reports, benchmark and curriculum assessments, assignments, and iReady scores will be sent home throughout each trimester.

*Report Cards* - will be available through the Aeries Parent Square Portal and sent home every trimester. CCCS utilizes a Standards-Based Grading Model which will depict Achievement, Effort, and Progress Toward Standard:

- 4-Extending
- 3-Proficient
- 2-Approaching
- 1-Developing
- NA=Not Assessed

## **Parent Support**

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

## **Visits to the Classroom**

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

## **Steps for Addressing Concerns**

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

## School Climate and Culture

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

### Capturing Kids' Hearts - Six Years CKH Showcase School

**“If you have a child’s heart, you have his head.”**



- **Flip Flippen**

Truly remarkable outcomes are possible in a classroom where trust, respect, and caring relationships flourish.

Creating such an environment is a tremendous challenge.

Capturing Kids' Hearts (CKH) provides tools for administrators, faculty, and staff to build positive, productive, trusting relationships among themselves and with their students. These processes can transform the classroom and campus environment, paving the way for high performance. All CCCS staff are trained in CKH and have been taught skills that help:

- Develop safe, trusting, self-managing classrooms.
- Improve classroom attendance by building students' motivation and helping them take responsibility for their actions and performance.
- Decrease delinquent behaviors such as disruptive outbursts, violent acts, drug use, and other risky behavior.
- Utilize the EXCEL Model. (Engage, Xplore, Communicate, Empower, Launch)
- 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 shake hands with CCCS staff and other students every time they are on campus to promote professional etiquette. Each student will leave campus with a positive, motivational “Launch” from their teacher.

# Student Behavioral Policies and Expectations

## General School Expectations

### Protecting Learning Time

Learning time is precious and every minute counts and having items that are distracting will interfere with that. Please partner with us in leaving the following items at home:

- **Toys are prohibited at school.**
  - Toys at school will be confiscated and will be returned to parents at the end of the school year.
- **Electronic Devices**
  - Tablets and gaming devices are not allowed
  - Personal headphones and earbuds can be brought for learning time at the discretion of the teacher and families
  - We are not responsible for lost, broken, or stolen items
  - Disruption or misuse of electronics will result in the student not being allowed to bring them.
- **Cell phones should be left at home.**
  - If students must bring a phone to school, they will not be allowed to use it during school hours. They will be required to:
    - Turn it off
    - **Turn them into the teacher's lockbox**
    - Please see the CCCS Cell Phone policy with consequential actions
    - If you need to contact your student, you can message your child's teacher on Classdojo or call the front desk at 916-286-5158

Our school is not responsible for lost, broken, or stolen toys or electronics.

### **Dress for Success**

Our dress code policy is put in place to ensure a safe, distraction-free learning environment. Do not send your child to school in violation of this dress code. All clothing must be appropriate for school. Clothing must be safe, worn in the manner it was designed to be worn, and must not promote conflict among students or staff. Students will be asked to change or sent home to change if the dress code is not followed, or parents must bring appropriate attire:

Clothing that displays emblems of any sort, which the school officials, staff, and other students may perceive as inappropriate or in any way distracting is not allowed:

- Obscene, vulgar, racially biased or hate speech/slur, gang-related in color, pattern or affiliation, drug paraphernalia, or weapons-related
- Clothing must cover undergarments and private parts
- Shorts inseam should be at least fingertip length
- Shirts/Tops must cover the midriff and stomach

### **STAND UP to Hate and Bullying**

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

- Speaking out when we see or hear hate
- Talking about how hate hurts our society
- Advocating for others to help end hate
- Never allow hate to go unchallenged
- Denounce online hate and report it to an adult
- Unite with people who are different from us and learn more about them
- Protect each other by creating a welcoming community

### **Hate is...**

being unkind to others because they are different from you. This can be shown by hostility or aversion towards them and can stem from fear, anger, lack of knowledge, and more. Hate/Racial speech or comments will not be tolerated at CCCS and appropriate supports/interventions will be enacted to educate the student. If the pattern of behavior continues, further assertive disciplinary action will be taken.

### **Bullying is...**

- Intentional harm-doing
- Happens repeatedly over time
- Verbal: name-calling, threatening, and/or rumors
- Emotional: making faces, isolating others, gestures
- Unequal power (size, ability, popularity, money, clothing)
- Physical: hitting, kicking, pushing, and hitting someone else to hurt someone
- Can be through technology and online (Social Media, Chats, Text Messages, etc.)

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

### **Social Media Bullying**

Schools have a special interest in regulating speech that materially disrupts classwork or involves substantial disorder or invasions of the rights of others. Serious or severe bullying or harassment targeting particular individuals; threats aimed at teachers or other students; the failure to follow rules concerning lessons, the writing of papers, the use of computers, or participation in other online school activities; and breaches of school security devices may result in disciplinary action.

Here are some examples of disciplinary actions that can be taken as a result of but aren't limited to:

- A post or comment is linked to or disrupting school activities
- A student who is being targeted is adversely affected, being intimidated, or feels unsafe

## PBIS

Positive Behavior Interventions and Supports (PBIS) is a school-wide approach to behavior that CCCS is proud to be implementing starting in the 2023-2024 school year.

Our goal is to create a social culture that will encourage positive behaviors and interactions, while discouraging problem behaviors. This will lead to a safe environment where students achieve academically and build positive relationships with each other and with adults. The foundation of this approach emphasizes teaching students the behaviors we expect to see, reminding them to use those behaviors, acknowledging them when they do, and correcting them when they do not.

### **General School Expectations**

Our three overarching expectations can be summed up in three words: **Safe, Respectful, and Responsible**. These expectations apply to all students, staff, and settings. They will be directly taught and regularly reviewed, and we will continually affirm and acknowledge students for displaying the expected behaviors.

### **Behavior Matrix**

Below is the behavior matrix with the expectations for students in all major areas of the school. These expectations apply to everyone, at every time, in every place.

School Expectations		"PHOENIXES, WE ARE..."		
		SAFE	RESPECTFUL	RESPONSIBLE
AREA OR SETTING				
Classrooms	Safe body to self Walking feet Use furniture appropriately Get permission and use hall pass before leaving	Follow social contract Follow teacher voice level Knock before entering Use kind words and actions	Follow social contract Follow teacher voice level Get permission and use hall pass before leaving On task	
Cafeteria	Safe body to self Walking feet	Voice level: 2	Take care of needs	

School Expectations

**“PHOENIXES, WE ARE...”**

<b>AREA OR SETTING</b>	<b>SAFE</b>	<b>RESPECTFUL</b>	<b>RESPONSIBLE</b>
	<p>Keep walkways clear</p> <p>Remain inside until dismissed (unless given permission)</p>	<p>Follow staff directions</p> <p>Kind words and actions</p> <p>Keep food to self</p>	<p>Stay in designated areas</p> <p>Keep food to self</p> <p>Clean up after self</p>
<b>Hallways</b>	<p>Safe body to self</p> <p>Walking feet</p> <p>Walk in straight line</p> <p>Stay on walkways</p>	<p>Voice level: 0-1</p> <p>Walk to destination</p> <p>Use silent signals</p> <p>Kind words and actions</p>	<p>Have permission</p> <p>Have hall passes</p> <p>Return promptly</p> <p>Keep hallways clean</p>
<b>TK - 5th Bathrooms</b>	<p>One person per stall</p> <p>Give others privacy</p> <p>Keep body to self</p> <p>Use walking feet</p>	<p>Voice level: 0-1</p> <p>Give others privacy</p> <p>Have hall passes</p> <p>Kind words and actions</p>	<p>Flush toilets</p> <p>Wash hands</p> <p>Throw trash in bins</p> <p>Keep bathrooms clean</p> <p>Return to class promptly</p>
<b>6th - 8th Bathrooms</b>	<p>One person at a time</p> <p>Give others privacy</p> <p>Wash hands</p> <p>Return to class promptly</p>	<p>Have permission</p> <p>Have hall passes</p> <p>Give others privacy</p> <p>Kind words and actions</p>	<p>Flush toilets</p> <p>Wash hands</p> <p>Throw trash in bins</p> <p>Keep bathrooms clean</p> <p>Return to class promptly</p>



School Expectations

**“PHOENIXES, WE ARE...”**

AREA OR SETTING	SAFE	RESPECTFUL	RESPONSIBLE
<p><b>Blacktop</b></p> <p><u>To leave blacktop:</u> Find an adult Ask permission Use a hall pass</p>	<p>Safe body, safe play</p> <p>Follow staff directions</p> <p>Follow whistle rules</p> <p>Remain on blacktop</p>	<p>Voice level: 3</p> <p>Share equipment</p> <p>Kind words and actions</p> <p>Resolve conflicts</p>	<p>Respect designated areas</p> <p>Use equipment properly</p> <p>Return equipment promptly and correctly</p> <p>Respect reset zone</p>
<p><b>Office</b></p>	<p>Safe body to self</p> <p>Follow staff directions</p> <p>Enter with purpose</p>	<p>Voice level: 0-1</p> <p>One voice at a time</p> <p>Focus on self</p> <p>Enter with respect</p>	<p>Keep office clean</p> <p>Stay focused on task</p> <p>Wait patiently for help</p> <p>Return to class promptly</p>
<p><b>Emergencies and Drills</b></p>	<p>Safe body to self</p> <p>Follow staff directions</p> <p>Stay in straight line</p>	<p>Voice level: 0-1</p> <p>Eyes on staff</p> <p>Move with purpose</p>	<p>Stay with class</p> <p>Follow staff directions</p> <p>Stay in designated area</p>
<p><b>School Events</b></p>	<p>Safe body to self</p> <p>Sit in assigned area</p> <p>Follow staff directions</p>	<p>During presentations: Voice level 0</p> <p>Celebrate others: Voice level 3</p> <p>Eyes to front</p>	<p>Enter and exit quietly</p> <p>Single file lines</p> <p>Follow staff directions</p>

School Expectations

**“PHOENIXES, WE ARE...”**

<b>AREA OR SETTING</b>	<b>SAFE</b>	<b>RESPECTFUL</b>	<b>RESPONSIBLE</b>
<b>Phoenix Nest (F10)</b>	Safe body to self Follow staff directions Sit in assigned areas Use furniture appropriately	Voice level: 0-2 Kind words and actions Solve problems	Clean up after use Return items back to original area Food-free zone
<b>Independent Study at Home</b>	Computer for learning in a safe place Protect personal information Use chat appropriately Transport tech safely	Keep work clean Keep work organized Keep computer clean Attend morning meeting	Do own work Quiet place to work Complete packet Bring materials back

### CCCS TK-8 Minor/Major Behavior Chart

Please note, these are a few examples but are not limited to other actions/behaviors Actions based on age expected behaviors, severity and Ed Code		
Behavior	Minor (Teacher/Staff Managed)	Major (Office Managed)
<b>Defiance/Disrespect/ Non-Compliance Towards Staff</b>	<ul style="list-style-type: none"> <li>● Making faces/rolling eyes</li> <li>● Not Working</li> <li>● Not Prepared</li> <li>● Huffing, sighing, etc.</li> <li>● Cheating/Not telling the truth</li> <li>● Not participating in group work</li> <li>● Not staying in assigned area</li> </ul>	<ul style="list-style-type: none"> <li>● Out of class without permission</li> <li>● Profanity/Flipping off, etc.</li> <li>● Inappropriate response to teacher request</li> <li>● Blatant insubordination/Refusal</li> <li>● Destruction of property</li> </ul>
<b>Disrespect Toward Students</b>	<ul style="list-style-type: none"> <li>● Arguing</li> <li>● Low-level peer conflict</li> </ul>	<ul style="list-style-type: none"> <li>● Harassment</li> <li>● Bullying</li> <li>● Cyberbullying</li> <li>● Escalated Behavior Actions</li> <li>● Threats of harm (Verbal/Written)</li> </ul>
<b>Disruption</b>	<ul style="list-style-type: none"> <li>● Talking</li> <li>● Interrupted teaching</li> <li>● Throwing harmless objects</li> <li>● Not listening</li> <li>● Out of seat</li> <li>● Making noises</li> <li>● Interrupted learning</li> </ul>	<ul style="list-style-type: none"> <li>● Screaming/Yelling</li> <li>● Escalated behavior</li> <li>● Throwing harmful objects/furniture</li> </ul>
<b>Dress Code Violations</b>	<ul style="list-style-type: none"> <li>● 1<sup>st</sup>-3<sup>rd</sup> Offense</li> </ul>	<ul style="list-style-type: none"> <li>● 4<sup>th</sup> Offense and Onward</li> </ul>
<b>Electronic Devices</b>	<ul style="list-style-type: none"> <li>● Having phone/device out</li> <li>● Texting</li> <li>● Earphones in</li> </ul>	<ul style="list-style-type: none"> <li>● Use of electronic devices to access inappropriate content.</li> <li>● Accessing “off limit” areas on computer Refusal to give up cell phone/device</li> <li>● Use of electronic devices to engage in cyberbullying.</li> <li>● Inappropriate use of electronic devices to</li> </ul>

Please note, these are a few examples but are not limited to other actions/behaviors  
 Actions based on age expected behaviors, severity and Ed Code

Behavior	Minor (Teacher/Staff Managed)	Major (Office Managed)
		record
<b>Inappropriate Language</b>	<ul style="list-style-type: none"> <li>● Negative talk</li> <li>● Name-calling</li> <li>● Swearing</li> <li>● Low-level threats</li> </ul>	<ul style="list-style-type: none"> <li>● Blatant profanity targeted at an individual</li> <li>● Threats of physical harm to others</li> <li>● Offensive/Harassing/Racial/Hate Language</li> </ul>
<b>Physical Contact</b>	<ul style="list-style-type: none"> <li>● Poking/Pushing/Tripping that results in little or no harm.</li> <li>● Horseplay/Wrestling</li> <li>● Inappropriate touching of others' private body parts. (When age expected per Ed Code)</li> </ul>	<ul style="list-style-type: none"> <li>● Spitting at a person</li> <li>● Poking/Pushing/Tripping that results in serious harm.</li> <li>● Inappropriate displays of affection</li> <li>● Fighting</li> <li>● Inappropriate touching of others' private body parts. (When not age-expected per Ed Code)</li> </ul>
<b>Possession/Usage of Inappropriate Objects</b>	<ul style="list-style-type: none"> <li>● Gum, food, candy, etc.</li> <li>● Usage of toys, games, trading cards inappropriately.</li> </ul>	<ul style="list-style-type: none"> <li>● Drugs/Alcohol</li> <li>● Weapons/Look-a-like weapon</li> <li>● Cigarettes/E-Cigarettes or tobacco products (i.e. lighter)</li> <li>● Inappropriate pictures</li> </ul>
<b>Property Misuse</b>	<ul style="list-style-type: none"> <li>● Using furniture inappropriately</li> <li>● Misusing/wasting supplies</li> </ul>	<ul style="list-style-type: none"> <li>● Vandalism/Defacing property</li> <li>● Stealing</li> </ul>

### Interventions and Supports

When students struggle to follow an expectation, we utilize multiple clear, consistent behavior interventions to support student success that include Progressive Discipline and Restorative Justice. Some or all of the following may be used by teachers, staff,

and school administrator (s) to support students if they choose to not follow expectations:

- Verbal warnings and re-teaching of the expectations
- Restorative reflections (both verbal and written)
- Time to reset, either in the classroom or directly outside of the classroom
- Temporary change of learning environment
- Phone calls or Dojo messages home
- Loss of unstructured time
- Coaching by staff members
- Circle conferences

If these interventions fail to adequately support the student in following expectations, or when a major behavior occurs, further steps may be taken such as a conference with teacher, and school administrator or appropriate team members or assertive disciplinary actions held depending on a severity and patterns of behavior pursuant of Ed Code.(such as detention, suspension, etc.)

## **Safety**

### **Emergency Procedures**

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

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

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

### **Safety Drills**

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

## **Parking and Driveway Safety**

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

## **Student Emergency Cards**

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

## **Custody Disputes**

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

## **Health**

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

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

- **Fever** - 100.5°F or more, taken orally (or 101°F taken by ear, rectally, or temporal scan). Note that ear temperatures are often not accurate and temperature should be taken using another route if the temperature is high.
- **Cough and difficulty breathing** – do not send to school if the 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.
- **Chickenpox** - 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 the 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 antibiotic treatment.
- **Ringworm** - (a contagious skin fungus infection). Keep home until treatment is started. If it is in an exposed area, upon return, cover the visible area with dressing and/or clothing. Ringworm on the scalp requires oral medication, but the child may return to school if covered with the 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. Students who are sick must be picked up within 30 minutes of calling the parent.

### **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 CAN NOT carry any prescription or 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**

Parents need to contact the school if they find head lice on their child's head. We will notify the parent or guardian if lice are found on their child. Students with live lice must be rechecked in the office before re-admittance to the classroom. We abide by the GCC Head Lice Policy (BP 16-17). This policy is available upon request.



## **Outside Food and Beverages**

We serve breakfast, lunch, and supper daily at no cost to our families. Students who bring lunch or snacks from home are strongly encouraged to bring nutritious food. Our brains function better when we fuel our bodies with healthy foods.

- Families may choose to bring a small, sweet treat to school in celebration of student birthdays or other celebrations at the teacher's discretion.
- All treats must be store-bought and in their original containers.
- Please refrain from allowing your child to bring candy/gum/lollipops/sodas



## Three-Way School Pledge

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

### Student Pledge:

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

- I will show respect, make good decisions, and solve problems.
- I will show respect to all staff and students on campus.
- I will come to school on time ready to learn and work hard.
- I will bring all necessary materials, completed assignments, and homework.
- I will know what my social contracts and school expectations are, and I will follow them.
- I will ask for help when I need it.
- I will communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- I will balance after-school activities with study or reading time every day after school.
- **I will ensure that I leave cell phones at home, so as to not disrupt my learning or the learning of others**
- If I need to bring a phone, it will be **turned off** and **turned into** the teacher's lock box for the hours of school.

### Parent/ Guardian Pledge:

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

- I will show respect, make good decisions, and solve problems.
- I will show respect to all staff and students on campus.
- I will read to my child or encourage my child to read every day.
- I will provide a quiet place for my child to complete school work and ensure homework assignments are completed.
- I will communicate with the teacher or the school when I have a concern.
- I will ensure that my child attends school every day, is dressed appropriately, and gets adequate sleep, regular medical attention, and proper nutrition.
- I will regularly monitor my child's progress in school.
- I will participate at school in activities such as school decision-making, volunteering, and/or attending parent-teacher conferences.
- I will communicate the importance of education and learning to my child.
- I will ensure that my child **leaves toys at home**, so as to not disrupt their learning or the learning of others.
- **I will ensure that my child leaves cell phones at home, so as to not disrupt their**

**learning or the learning of others.**

- If my child needs to bring a phone, it will be turned off and turned in to the teacher's lock box for the hours of school.

Staff Pledge:

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

- I will show respect, make good decisions, and solve problems.
- I will provide high-quality curriculum and instruction.
- I will endeavor to motivate students to learn.
- I will have high expectations and help every child to develop a love of learning.
- I will enforce and follow school expectations and social contracts.
- I will communicate regularly with families about student progress.
- I will provide a warm, safe, and caring learning environment.
- I will provide meaningful homework and IS assignments to reinforce and extend learning.
- I will participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- I will actively participate in collaborative decision-making and consistently work with families and my school colleagues to make our school an accessible and welcoming place for families

Acknowledgement of Handbook

Student Name: \_\_\_\_\_

Sign: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_ I have read and acknowledged that I will uphold our Three-Way Pledge and all parameters of the CCCS Student Handbook. I have read or am aware of the Handbook digital copy and will read and/or refer to it for my own understanding.

Parent/Guardian Name: \_\_\_\_\_

Sign: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_ I have read and acknowledged that we will uphold our Three-Way Pledge and all parameters of the CCCS Student Handbook. I have read or am aware of the Handbook digital copy and will read and/or refer to it for my own understanding.