



2025-2026

STUDENT HANDBOOK

Welcome to
Community Outreach Academy of Arts (TK-5)

Accredited by WASC



www.outreachacademy.org

School Site Addresses

Skvarla Site (TK-K) 5800 Skvarla Ave., Bld. 1412 McClellan, CA 95652 Phone: (916) 640-1431	Dudley A&B (1st Grade) 5726 Dudley Blvd., Bld. 1420 McClellan, CA 95652 Phone: (916) 286-1912	Pavilion & Portables (2nd Grade) 5640 Dudley Blvd., Bld.1425 McClellan, CA 95652 Phone: (916) 286-1950	Rafferty A&B (3rd & 4th Grade) 5637 Skvarla Ave., Bld. 1403 McClellan, CA 95652 Phone: (916) 286-5170	Dudley C (5th Grade) 5839 Dudley Blvd. McClellan, CA 95652 Phone: (916) 286-5155
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COMMUNITY OUTREACH ACADEMY



Whatever it takes, our kids are worth it!

MISSION STATEMENT

Gateway Community Charters, and the Community Outreach Academy were founded with a commitment to develop the academic talents of its students, while nurturing their appreciation and understanding of their rich cultural heritage, and the place they take as citizens in our state and nation. In providing a multicultural education, including curriculum representing the student's language and literature of their heritage, delivered in a supportive environment, the faculty will develop the student's ability to apply lessons as they grow and maximize their individual social, academic, and personal development and contribute to our diverse community.

WELCOME MESSAGE

Welcome to Community Outreach Academy Elementary School. Thank you for choosing our school for your children. We are honored to serve our students and community. COA Elementary is a Public Charter School which accepts students regardless of geographical location. We strive to give our students the best education possible while providing a safe and nurturing environment. Please use this handbook to answer any questions you might have regarding school policies and procedures. Thank you again for choosing COA Elementary School for your child's education

Larissa Gonchar - Principal

Michelle York - Vice Principal (TK-1)

Tatyana Kisel - Vice Principal (2nd-4th)

Roman Prishlyak - Vice Principal (5th, Specialty)

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WEBSITE LOG-IN INFORMATION

	Name and Website
ELA	Lexia Core 5 www.lexiacore5.com
ELA	Benchmark Advance https://www.clever.com
ELA	Learning A-Z www.learninga-z.com
Math	GO Math http://www-k6.thinkcentral.com
Math	Math Whizz http://www.whizz.com/en-us/
ELA/Math Lessons	iReady https://www.clever.com
Grades	Aeries https://gatewaycommcharter.aeries.net/

Student Login Information

All student login information must be requested from their teacher.

GENERAL RIGHTS

Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- In general, education records are about current and former students that are maintained by public, private, and parochial schools. Education records contain information about a student, such as: a student's name, address, and telephone number; a parent's or guardian's name and contact information; grades and test scores; health and immunization records; discipline reports; documentation of attendance; schools attended; courses taken; awards conferred and degrees earned; and special education records including individualized education programs (IEPs).
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth their view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - *School officials with legitimate educational interest;*
 - *Other schools to which a student is transferring;*
 - *Specified officials for audit or evaluation purposes;*
 - *Appropriate parties in connection with financial aid to a student;*
 - *Organizations conducting certain studies for or on behalf of the school;*
 - *Accrediting organizations;*
 - *To comply with a judicial order or lawfully issued subpoena;*
 - *Appropriate officials in cases of health and safety emergencies; and*
 - *State and local authorities, within a juvenile justice system, pursuant to specific State law.*

Directory Information Policy

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, and date of birth, honors and awards, and dates of attendance. However, unless the school is providing information for a legitimate educational purpose under FERPA and the California Education Code or directory information, the school shall notify parents or guardians and eligible students – and receive their written consent – before it releases a student's personally identifiable information. Directory information does not include citizenship status, immigration status, place of birth, or any other information indicating national origin (except where the school receives consent as required under state law). The school will not release information to third parties for immigration-enforcement purposes, except as required by law or court order. The parent/guardian/student may refuse release of the student's directory information by completing a form, which is available at the school main office. However, placing a "no release" on a student's records means that no one, including friends, parents, prospective employers, honor societies, or other groups or individuals will not be able to obtain this information. The deadline in which the parent/guardian/student must notify the school in writing that he or she does not want the information designated as directory information released is two calendar weeks after the first day of the school year. Schools must notify parents/guardians and eligible students annually of their rights under FERPA. The actual means of notification (special letter, school newsletter, student handbook, notification packet) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the Federal Relay Service.

Or you may contact us at the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520

KEEP ALL STUDENT RECORDS UP-TO-DATE IN CASE AN IMMIGRATION ENFORCEMENT OFFICER MAY REQUEST THESE DOCUMENTS. REFER TO BP 23-19 AND 24-19 FOR FURTHER DETAILS.

Non-Discrimination

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: Jason Sample, Superintendent/CEO – 5112 Arnold Ave. McClellan CA 95652 916-286-5199 Jason.Sample@gcccharters.org.



STUDENT CALENDAR TK-5

2025-2026 SCHOOL YEAR, COMMUNITY OUTREACH ACADEMY



August 2025

S	M	T	W	T	F	S
				1	2	
3	4	(5)	6	7	8	9
10	11	12	13	(14)	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2025

S	M	T	W	T	F	S
	1	2	3	4	(5)	6
7	8	9	10	11	(12)	13
14	15	16	17	18	(19)	20
21	22	23	24	(25)	(26)	27
28	29	30				

October 2025

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	(10)	11
12	13	14	15	(16)	17	18
19	20	21	22	23	24	25
26	27	28	29	(30)	(31)	

November 2025

S	M	T	W	T	F	S
						1
2	3	4	5	(6)	7	8
9	(10)	11	(12)	(13)	(14)	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2025

S	M	T	W	T	F	S
	1	2	3	4	(5)	6
7	8	9	10	(11)	12	13
14	15	16	17	18	(19)	20
21	22	23	24	25	(26)	27
28	29	30	31			

January 2026

S	M	T	W	T	F	S
			1	2	3	4
4	5	6	7	8	(9)	10
11	12	13	14	(15)	16	17
18	19	20	21	22	(23)	24
25	26	27	28	29	(30)	31

February 2026

S	M	T	W	T	F	S
	1	2	3	4	(5)	6
8	9	10	11	12	(13)	14
15	16	17	18	19	(20)	21
22	23	24	(25)	(26)	(27)	28

March 2026

S	M	T	W	T	F	S
1	2	3	4	(5)	6	7
8	9	(10)	(11)	(12)	(13)	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	(9)	10	11
12	13	14	15	16	(17)	18
19	20	21	22	23	(24)	25
26	27	28	(29)	30		

May 2026

S	M	T	W	T	F	S
				1	2	3
3	4	5	6	7	(8)	9
10	11	12	13	14	(15)	16
17	(18)	(19)	(20)	(21)	22	23
24	25	26	27	(28)	(29)	30
31						

June 2026

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	(12)	13
14	15	16	17	18	(19)	20
21	22	23	24	25	26	27
28	29	30				

July 2026

S	M	T	W	T	F	S
				1	2	3
5	6	7	8	9	10	11
12	13	14	15	16	(17)	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Start/End of School

No School

Minimum Days

School Events

PTC

Trimester Ends

Summer School

SKVARLA SITE
TK & KG Grades
5800 Skvarla Ave., Bld.1412
McClellan, CA 95652
Phone: (916) 640-1431

DUDLEY A & B SITES
1st Grades
5712 Dudley Blvd., Bld.1420
McClellan, CA 95652
Phone: (916) 286-1910

PAVILION & PORTABLE SITES
2nd Grades
5640 Dudley Blvd., Bld.1425
McClellan, CA 95652
Phone: (916) 286-1950

RAFFERTY A & B SITES
3rd & 4th Grades
5637 Skvarla Ave., Bld.1403
McClellan, CA 95652
Phone: (916) 286-5170

DUDLEY C SITE
5th Grades & Specialty Classes
5839 Dudley Blvd.
McClellan, CA 95652
Phone: (916) 286-5155

SCHOOL HOURS: *Regular days* TK/K grades: 8:30 a.m.-3:00 p.m.
1 grades: 8:30 a.m.-3:05 p.m. *Minimum days*
2-5 grades: 8:30 a.m.-3:15 p.m. TK/K-1 grades: 8:30 a.m.-12:30 p.m.
2-5 grades: 8:30 a.m.-12:40 p.m.

Kindergarten - 5th Grade SCHEDULE

Morning Club Hours:

7:30 am - 8:00 am

School Office Hours:

8:00 a.m. – 4:30 p.m.

Regular Day Schedule

8:30 a.m. - 3:00 p.m. (Kindergarten)

8:30 a.m. - 3:05 p.m. (1st Grade)

8:30 a.m. – 3:15 p.m. (2-5 Grade)

Minimum Day Schedule

8:30 a.m. - 12:30 p.m. (Kindergarten & 1st Grade)

8:30 a.m. - 12:40 p.m. (2nd Grade - 5th Grade)

After School Program

3:15 p.m. – 6:00 p.m. (regular day)

12:40 p.m. – 6:00 p.m. (minimum day)

Transitional Kindergarten (TK) SCHEDULE

Morning Club Hours:

7:30 am - 8:00 am

School Office Hours:

8:00 a.m. – 4:30 p.m.

TK Option 1 Hours

8:30 a.m. - 12:30 p.m. (All instructional hours)

TK Option 2 Hours

8:30 a.m. - 3:00 p.m. (Instructional hours with nap and play time with teacher)

TK Option 3 with After School Program Hours

8:30 a.m. - 3:00 p.m. (Instructional hours with nap and play time with teacher)

3:15 p.m. – 6:00 p.m. (After School Program with supper @ 3:30p.m.)

12:40 p.m. – 6:00 p.m. (minimum day After School Program with supper @ 3:30p.m.)

ARRIVAL AND DISMISSAL

Arrival: 7:30 AM - 8:30 AM

STUDENTS SHOULD NOT ARRIVE TO SCHOOL BEFORE 7:30 AM. There is no staff on duty to supervise students before this time. Breakfast is served 8:00-8:30 AM.

Student Tardy / Early Dismissal

Tardy

It is important to be on time to class. Students arriving after 8:30 a.m. are considered tardy and **MUST report to the office** with their parent/guardian to sign them in for an excused/unexcused tardy check-in. 3 unexcused tardies will count as 1 unexcused absence.

Early Dismissal

The school highly discourages students from leaving school early. We recommend parents to schedule medical and dental appointments after school or during school breaks when possible. When it is necessary for students to leave early, parents should follow this procedure:

1. Students must be signed out in the school office by a parent or designated adult who is listed on the student's emergency card. **They may only be released to their parent/guardian(s), to a person properly identified to the school on the student's Emergency Contacts, or by a telephone call from the parents. The person picking up the student will be asked to show some form of valid ID along with verification from the parent that they have permission to be released to them.**
2. Teachers will not dismiss students directly to the parent/guardian during the school day without notification from the office.
3. Students who are picked up early on a regular basis will be contacted by the school administration to discuss the reasons and to develop a possible solution.

Dismissal

Upon dismissal, for safety reasons, **children need to be picked up within 15 minutes after the end of the school day.** Students are not to play on or around the playground or linger in their classroom after dismissal.

Students who participate in any after school activities, such as After School Academic Tutoring or the After School Program/Extended Learning, must report to their designated meeting areas **immediately** upon dismissal.

All other students must wait at their site's designated pick up location. For the safety of our students, parents must be physically present at the gates to pick up their child. Students are not to leave their site after school or to meet someone elsewhere unless there is a written note from a parent/guardian and permission from the school office staff. **There are no exceptions for older students who have younger siblings that need to be picked up at another site.** School staff will attempt to contact the parents and emergency contacts of students who are not picked up within 15 minutes after the end of school. Parents must notify the office staff immediately if they are going to be late.

Late Pick Up Procedures

Habitual late pick-ups will not be tolerated. After five (5) late pick ups in an academic year, school administration will address this concern through a meeting with the student's parents. If late pick-ups continue, then police and/or Child Protective Services may be notified.

When a child has not been picked up and no parent communication has been received, the following steps may be taken:

- The staff will attempt to contact the parent.
- The staff will contact people 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.
- Twin Rivers Police Department may take custody of the child.
- If there is a repeated pattern, Child Protective Services may be called.

WHEN THE POLICE DEPARTMENT ASSUMES RESPONSIBILITY FOR A CHILD, PARENTS MUST CALL AT (916) 286-4875

ASAT

After School Academic Tutoring (ASAT) LATE PICK UP PROCEDURES: ASAT ends at 4:30pm. If a parent finds that he/she will be late, he/she is required to make arrangements for an authorized adult to pick up the child and to notify the COA Office personnel regarding the change of time and person. Five late pick-ups in a fiscal year may result in ASAT services being discontinued.

Bus Rules and Regulations

Students receiving bus transportation services must check in with school staff in the designated area upon dismissal from the classroom. When students are being transported on a school bus, they are under the supervision, direction, and control of the school bus driver and are subject to the disciplinary measures of the bus driver and the governing body of the transportation company.

The following bus rules have been developed to ensure safe bus transportation. These rules are to be followed whenever a student rides on a bus, including field trips. Parents and teachers are asked to review bus rules with students and encourage them to act safely.

- Students are to be at their bus stop 5 minutes before the scheduled arrival time of the bus.
- Students are to line up in an orderly manner at the bus stop. Pushing, shoving, fighting or other dangerous conduct will not be tolerated.
- Students will load and unload in an orderly manner.
- Students will remain seated, facing forward in their seats at all times. Legs, feet, and other objects are not to obstruct the aisle.
- Students must remain seated while the bus is in motion.
- Students will always exit through the front door and not through the emergency door or windows, except in case of an emergency unless otherwise directed by the driver.
- Students will be respectful and courteous to the driver and other staff at all times.
- Students will not fight, create excessive noise, litter, tamper with equipment, or deface property.
- Students are not allowed to eat or drink on the bus.
- Students will never use abusive language or gestures on or near the bus.
- Students must wear shoes at all times.
- Students will never extend any part of their body or any of their possessions out of the windows of the bus.

ATTENDANCE / ABSENCES

Attendance at school is mandatory. Daily attendance is essential for success in school. This is one of the most important ways parents can support their children in academic success. It is required by state law that parents/guardians are responsible for ensuring that their children are to attend school. **If your child is unable to attend the school day, then you are required to call the school to report the absence as soon as possible.** Parents who fail to meet this obligation may face legal investigations (Education Code 48200, 48290). Parents are strongly encouraged to schedule medical appointments during non-school hours. Daily school attendance is critical for a student's success. Whenever possible, a student who is absent for a reason other than illness should attend at least half of the school day to receive instructional time. Reference BP 06-08.

- **Chronic Absenteeism - EC 48263.6**
 - A student is considered a chronic absentee when (s)he is absent, *for any reason* (excused or unexcused) 10% or more of the school days in one school year, from the date of enrollment to the current date. 10% of the school year is defined as 18 days of school.
 -
- **Truancy - EC 48260, 48262, 48264.5, 48263.6**
 - A student is considered truant after 3 unexcused absences or 3 unexcused tardies of more than 30 minutes each time or any combination of absences and tardies. After a student has been reported as a truant 3 or more times in a school year and the district has made a conscientious effort to meet with the family, the student is considered a **habitual truant**. A student who is absent from school without a valid excuse 10% or more of the school days in one school year is considered a **chronic truant**.

Excused Absences

All excused absences must align with the following justifiable reason(s) to be considered an excused absence (**EC 46010, 46010.3, 48205**).

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

Unexcused Absences

All absences are considered unexcused for any reason not listed under the excused section above. Absences are also considered unexcused when parents or guardians fail to provide the attendance office with a proper clearance of the absence. Students ill for three (3) consecutive days or more may be required to provide a doctor's note to clear their child's absence. A student with excessive unexcused absences will be referred to a Student Study Team meeting. For attendance review purposes, every 3 unexcused tardies will also count as 1 full unexcused absence. Students' absences due to vacation or family trips are considered unexcused absences. Plan trips to coincide with our school's scheduled breaks. Time away from class can compromise a student's academic standing. The school administration does not give approval for trips planned during school time.

Attendance Monitoring

Sites follow the process for tracking and coding absences per [Section 48205](#). The ATTEND program will streamline the absence letter process for all GCC site-based schools by automating the generation and mailing of truancy letters. Letters will be sent automatically based on the absence thresholds set by GCC, as outlined below. After the second truancy letter is sent, the system will pause and will not progress to the third letter until the site has recorded in the system that a conference with the student's parent/guardian has occurred.

Tier 1 Supports

1. After **three (3) unexcused absences**, the ATTEND system will send a notification letter to the student's home as required by Ed Code.
2. After **five (5) unexcused absences**, a second letter will be sent through ATTEND, and the school site will conference with the family. This contact could be a phone call, in person conversation, or a scheduled meeting and shall reiterate the school handbook policy of reporting absences to the office and the importance of school attendance.
3. After **ten (10) or more unexcused absences**, the school must hold a Student Study Team (SST) Meeting to determine the reasons for excessive absences and explore support options. A site administrator, classroom teacher, parent, and possibly the student must attend. At the SST meeting, an [Attendance Contract](#) will be created/reviewed.

Tier 2 Interventions

1. When the contract has not been successful and after **fifteen (15) or more unexcused absences**, the case will be referred to the Community Outreach Specialist from CED. A follow-up SST meeting will be conducted with a GCC designee and the Principal.
2. A home visit will be made by the CED and a site team member, with external referrals provided as needed to support the student and family. The home visit must be documented in Aeries.

Tier 3 Interventions

1. After **twenty (20) or more unexcused absences**, the case will be referred to the School Attendance Review Team (SART) at GCC. The SART members include some combination of the following people: Director of SpEd and Student Services, Assistant Superintendent, CED Outreach Specialist or Counselor, Student Resource Officer, a site representative, and legal counsel, when necessary. CED will make the referrals to the GCC SART on behalf of the site after Tier 2 interventions have been exhausted.
2. At this meeting, a SART contract will be signed.
3. If the family does not adhere to the SART contract, GCC may refer them to the Sacramento County Student Attendance Review Board (SARB) or back to their district of residence.

Short-Term Independent Study

Community Outreach Academy offers short term independent study as an optional educational alternative for students who desire to and demonstrate the capacity to benefit from independent study. The Short Term Independent Study program is available to students that are absent for 3 or more days, maximum of 15 days per year. If your child exceeds 15 days on Independent Study, their case will need to be reviewed with a school administrator. If you expect your child to be absent for more than three days, **please contact the school clerk** to learn more about the Short Term Independent Study. All independent study requests must be approved by your child's site manager- notifying their teacher **does not** initiate the Independent Study process. Whenever possible, at least one week advance notice should be given, so that the student work packet can be prepared.

ACADEMIC EXPECTATIONS

Grade Level Standards

California Common Core Standards are designed to set academic performance outcomes for each grade level. These standards include English language arts standards (ELA), math standards, Next Generation Science Standards (NGSS), California social studies standards and physical education. Students receive instruction in each of these standards. The goal is that every student reaches a level of proficiency and understanding of each standard.

Report Cards

Report Cards are issued at the end of each trimester in November, February, and May. Report cards reflect progress of your child's level of proficiency and understanding of the standards that are most essential. Parents may also check progress in the Aeries Parent Portal.

The state of California also publishes 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 in the California School Dashboard at www.sarconline.org

Academic Awards

Students in grades kindergarten through fifth grade have an opportunity to receive academic awards based on Academics, Attendance, Attitude (AAA).

- **Academic Excellence Award:** Students with Standards Met SM and / or Standards Exceeded SE in **all** subject areas (ELA, Math, Science, and Social Studies, Physical Education & Multicultural Performing Arts) in each trimester will be rewarded.
 - *Standard Not Met SN/Standard Developing SD in any domain/subject would be an automatic disqualification*
 - During Tri 3 Assembly, students who received the academic excellence award in all 3 trimesters will also receive a **Principal's Award**.
- **Attendance Award:** Students with perfect attendance in a trimester
- **Attitude Award:** Students without a violation, detention, or suspensions and who displays all of the trimester's character traits will be awarded. - 5 students maximum per teacher
- **Additional Awards:**
 - Tri 1- Summer Bridges
 - Tri 1 -CAASPP
 - Tri 2- RFEP (Reclassified Fluent English Proficient)
 - Tri 3- Perfect Attendance for the whole year
 - Tri 3- Principal's Award

California Assessment of Student Performance and Progress (CAASPP)

California Assessment of Student Performance and Progress (CAASPP) is California's statewide testing system. CAASPP measures ELA, math, and science. CAASPP is divided into two parts; Smarter Balanced Assessment of California (SBAC) which measures ELA and math. The California Science Test (CAST) measures science standards. 3rd - 5th graders take the SBAC. The CAST is only taken by 5th graders. CAASPP testing is in the spring of the academic year.

ELPAC – English Language Proficiency Assessments

Students who speak a language other than English entering a school in California for the first time will be given the Initial ELPAC assessment to determine if they are an English learner. Students identified as English learners take the ELPAC Summative Assessment every year until they are reclassified as proficient in English. Students' English language skills are assessed 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>.

Academic Support

English Learners

COA provides Designated and Integrated English Language Development (ELD) instruction to support all students who are English Language Learners. Designated ELD time is built into each grade level's daily schedule to ensure students receive the support they need. Students are grouped by their skill level and are taught using the California ELD standards to develop their English language skills. Integrated ELD is used throughout the day throughout all subject areas to help support students understand content level standards. ELD includes visual support, lessons designed to better understand how English works, chants, songs, and other strategies to support learning English as another language.

What I Need (WIN)

WIN time is a protected time of day that provides intense targeted instruction for content standards to support the lessons given in the classroom to meet the needs of all students. All interventions are given to students in small leveled groups.

Student Study Team (SST)

The Student Study Team consists of the classroom teacher(s), an instructional coach, the student's parent(s) and could include members of the student services department. If a student is struggling to make progress, then your child's teacher and instructional coach will determine whether an SST meeting is needed to determine action steps that will better support the child's attendance, academic, or behavior progress. If it has been determined that an SST meeting is needed then parents will be contacted to schedule a meeting. The goal of an SST is to find ways in which we can support the student toward success.

Individual Education Plan (IEP)

An Individualized Education Plan (IEP) is a plan or program developed to ensure that a child with an identified disability receives specialized instruction and related support services. These services will make every effort to provide the least restrictive environment while providing them with the opportunity to learn in their own classroom and if needed in a separate learning environment within the special education department.

504 Plan

A 504 plan is a way for schools to provide support through accommodations for students with a disability or medical condition so that they can learn in a general education classroom with their peers. The name 504 plan comes from Section 504 of the Rehabilitation Act.

After School Academic Tutoring (ASAT)

After School Academic Tutoring is offered by the classroom teacher for the grade level in which they teach. Tutoring will meet Monday-Thursday, excluding minimum days, for one hour from 3:30 p.m.- 4:30 p.m.. Students must be picked up promptly by parents. Students will be invited to attend by their teacher.

BEHAVIORAL EXPECTATIONS

General School-Wide Expectations:

- **Be Respectful** — Listen to adults and peers. Use kind words and actions.
- **Be Responsible** — Take care of your belongings and school materials.
- **Be Safe** — Follow directions and use materials and spaces appropriately.

In the Classroom:

Stay Safe:

- Keep hands, feet, and objects to yourself.
- Walk at all times — never run indoors.
- Sit properly in chairs and at workspaces.
- Follow adult directions the first time.

Be Respectful:

- Use inside voices.
- Raise your hand to speak.
- Listen when others are talking.

Be Responsible:

- Clean up after yourself.
- Be ready to learn with all needed materials.
- Try your best and ask for help when needed.

In the Hallways:

Stay Safe:

- Walk facing forward in a straight line.
- Keep hands and feet to yourself.
- Stay to the right side of the hallway.

Be Respectful:

- Use silent voices ("hallway voice" or "bubble in mouth").
- Respect hallway displays — do not touch walls or bulletin boards.

Be Responsible:

- Move directly to your destination without stopping or lingering.
- Hold materials safely (books, lunchboxes, etc.).

On the Playground:**Stay Safe:**

- Use playground equipment correctly (e.g., slide down slides feet first).
- Stay inside designated play areas.
- Stop play immediately when the whistle or signal is given.
- Keep rocks, bark, and sticks on the ground.

Be Respectful:

- Include others in games.
- Take turns and share equipment.
- Use kind words and good sportsmanship.

Be Responsible:

- Line up quickly and quietly when called.
- Return equipment after use.
- Report unsafe behavior to an adult right away.

In the Lunchroom:**Stay Safe:**

- Stay seated while eating.
- Walk at all times — no running in the cafeteria.
- Eat your own food — no sharing food due to allergy risks.

Be Respectful:

- Use quiet voices.
- Use good table manners.
- Listen to lunch supervisors and follow directions.

Be Responsible:

- Clean up your area after eating.
- Dispose of trash properly (recycling, compost, landfill bins).
- Raise your hand if you need help.

Outside Classrooms (Entryways, Dismissal Areas, Waiting Areas):**Stay Safe:**

- Walk at all times.
- Keep hands, feet, and backpacks to yourself.
- Stay with your class or group.

Be Respectful:

- Wait quietly for teachers or parents.
- Use kind words with peers and staff.

Be Responsible:

- Be ready to listen for directions or announcements.
- Keep track of your belongings.
-

Common Language for Positive Reminders:

Staff can use consistent phrases like:

- "Safe bodies, safe choices!"
- "Show me you're ready."
- "Walking feet, please."
- "Voices off in the hallway."
- "Kind words, kind actions."

STUDENT DISCIPLINE POLICY

The teachers and staff at Community Outreach Academy work together to encourage positive behavior in a firm, fair, and consistent manner. We are a Capturing Kids Hearts (CKH) showcase school and strive to meet the values of CKH in our day to day work. Teachers collaborate with students to create a classroom discipline plan guided by their classroom social contracts. Our school's discipline plan is based on the premise that teachers are here to teach and students are here to learn. Therefore, no student will be allowed to stop the teacher from teaching or interfere with the learning of other students.

Social contracts are a foundation of the Capturing Kids Hearts (CKH) program. The social contract is designed to let all participants in a classroom or school know what behavior is acceptable. Students help to create the contract, and this contract is used as the basis for discipline procedures at COA. As the founder of CKH, Flip Flippen said, "Truly remarkable outcomes are possible in a classroom where trust, respect, and caring relationships flourish." When a student breaks the social contract, staff will refer to the student's signature/agreement to follow the social contract. The student will be asked four questions about their behavior that helps the student reflect on what he/she has done and what will happen if the behavior continues.

If a student continues to break the established expectations or their social contract, some or all of the following interventions may be used at the teacher's discretion:

- warning (the use of 4 CKH questions)
- time out
- violation notice
- student/teacher conference

If a student receives a referral for having 5 discipline notices, they will be referred to the site manager / school administrators for further action. This may result in one of the following:

- Friday Behavior Detention
- In-School Detention
- Loss of privileges (Fun Friday, Free Choice, assembly, field trip, class party, or class celebration)
- Loss of lunch recess

A student may receive a suspension or expulsion in compliance with California Education Codes (§48900).

PROHIBITED ITEMS

We want to do everything possible to create a safe and orderly learning environment at Community Outreach Academy. To accomplish this, in addition to the classroom, school and bus disciplinary programs, we prohibit certain items and activities. We have listed some of those for your benefit.

This list is not all-inclusive, but contains those things that have a potential for causing problems. These items will be confiscated and returned only to parents. Students who engage in these activities may be subject to disciplinary action. The school is not responsible for housing or theft of the confiscated items.

WE DO NOT ALLOW THESE ITEMS AT COMMUNITY OUTREACH ACADEMY (DURING SCHOOL OR AFTER SCHOOL PROGRAM) OR ON THE SCHOOL BUS:

- Sports Equipment (inc. balls)	- Electronic Devices (Cell Phones, Smartwatches, Tablets)	- Knives
- Nail polish	- Fireworks	- Matches/Lighters
- Cosmetics	- Flyers	- Medication
- Cameras	- Toys	- Tobacco
- Soft Drinks	- Playing or Trading Cards	- Drugs/Paraphernalia
- Energy Drinks	- Poppers	- Aerosol Cans
- Coffee	- Roller Skates / Heely's	- Alcohol
- Candy	- HoverBoard	- Weapons / Replicas / toy guns/water guns
- Gum	- Stink Bombs	- White-Out
- Sunflower Seeds	- Guns	

CELL PHONES, SMART WATCHES or any other communication devices cannot be used on school property or school buses.

No pets are allowed on COA campus while students are at school unless authorized by the school administration for a preapproved instructional purpose.

Our school forbids the buying, selling, or trading of personal items at school. Students who engage in these activities may be subject to disciplinary action. Students will not be permitted to buy or sell fundraising items during the school day that are outside of what is being sponsored by their school.

DRESS CODE POLICY

Students wearing inappropriate attire or footwear will be sent to the office and will be asked to call their parents or guardian. Students will be given the opportunity to change into appropriate clothing, if available at the site or request the parent to bring a change of clothing or footwear. Students will return to class upon meeting dress code standards.

Dress Code Guidelines

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 should be presentable and suitable for a school setting. Clothing must be safe, worn in the manner it was designed to be worn, and must not promote conflict among students. Clothing that displays emblems of any sort that the staff and other students may perceive to be obscene, vulgar, racially-biased, gang-related, or in any other way distracting is not allowed. Students will be sent home to change if the dress code is not followed, or parents must bring appropriate attire.

- With the exception of school spirit days, pajamas and costumes are not permitted
- Crop tops, spaghetti straps, tube tops, tank tops, racer back, or any tops exposing undergarments are not permitted.
- Pants must be worn at or above the hip point and must not show undergarments.
- Footwear must be worn at all times. Sandals must have an ankle strap. No flip-flops. No open-toe shoes are allowed.
- No hats or hoods are allowed to be worn in the classroom. Headwear worn for purposes of religious observance shall be permitted both indoors and outdoors.
- All shorts, skirts, dresses, etc. must be of an appropriate length, reaching at least mid-thigh. They should provide adequate coverage and maintain a professional and respectful school environment.
- Shorts must be worn under dresses or skirts.

INTERNET SAFETY POLICY

It is the policy of Gateway Community Charters to: (a) prevent user access over its computer network to, or transmission of, inappropriate materials via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activities; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

Access to Inappropriate Material

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the Children's Internet Protection Act, Blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research of other lawful purposes.

GoGuardian is a software that uses artificial intelligence and machine learning in order to block websites based on what is on the screen, regardless of where the content was found. It examines the words and images on a web page for inappropriate content and, if believed to be unsuitable for students, it will block the page immediately.

If a student violates internet use guidelines, the student is subject to disciplinary action as well as having their computer privileges taken away for up to the rest of the year. For more information about Internet policies, please see GCC Board Policy 17-12, available in the main office.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the Gateway Community Charters online computer network when using electronic mail, Chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

SAFETY POLICY

Emergency Procedures

The school has developed a comprehensive school safety plan that includes a complete emergency response plan. The emergency plan clearly identifies specific actions for major emergency situations. Students and staff practice emergency procedures such as fire drills, lockdowns, and earthquake drills during the school year and are familiar with how to respond in an emergency situation. Safety drills are held periodically to teach students the proper way to leave the building or to find alternative exit routes in an emergency. Safety drill instructions and evacuation maps are posted in each classroom. Students are to quietly and quickly follow all directions given by teachers and/or other school or fire department personnel.

During an emergency situation, the school administration will only dismiss children to go home if permitted, otherwise an early dismissal will not be allowed. If a student's parent cannot be contacted and/or the parent is unable to pick up their child, the school will maintain responsibility for the child until the parent or an authorized individual can pick up the child. Students will not be excused except to the care of a parent or another adult designated on the emergency card.

LIBRARY POLICY

COA Library Mission Statement

The mission of the COA Library is to create a physical environment in which our students, staff, and community can foster their love of reading.

Library Classes

Library classes are for grades KG-5th, every other week. Please check with your child's teacher for their library day.

1st Grade

1st grade students are able to check out **one book** at a time. Students will begin checking out books after an introduction lesson at the library to go over routines and procedures.

2nd-3rd Grade

2nd and 3rd graders are able to check out **two books** at a time. Students will begin checking out books after an introduction lesson at the library to go over routines and procedures.

4th-5th Grade

4th and 5th graders are able to check out **three books** at a time. Students will begin checking out books after an introduction lesson at the library to go over routines and procedures.

Returning Books

Library books are due back in 2 weeks, on the student's next visit to the library. However, books can also be returned in person until 4:30 or placed in the book drop box. Please do not leave any books on the librarian's desk. You are responsible for the book(s) until they are checked in by the librarian.

Fines

There are no fines for overdue books. However, notices will be sent home for overdue book(s). If your child has any overdue or lost book(s), he/she will not be able to check out any books until all books are returned.

Lost or Damaged Books

In the event that a book is lost or damaged beyond repair, it must be replaced with the same title. Community Outreach Academy does not accept payments for lost or damaged books. Instead, if a book needs to be replaced, it must be a library-bound version. It is important to note that COA is not responsible for any books your child trades with friends. You are accountable for any books checked out by your child; if they trade a book and it is lost, you will need to replace it. Therefore, please encourage your child not to trade books.

Family Selection Policy

Please take the time to discuss the types of books you want your child to be reading. Also, take the time to discuss any topics you do not want your child to read about. They need to know your expectations. COA cannot be responsible for monitoring what you do or do not want your child to be reading.

HEALTH POLICY

Medication at School

When it is necessary for a student to take medication, please administer the medication before or after school hours if at all possible. A parent may administer the medication during recess or lunch time. When this is not possible, a GCC approved signed release form by the parent and the doctor must be received by the school office before any assistance can be given in the administration of the medication. The school does not supply over the counter medication, including painkillers, to students. All medication must be kept in the office in its original container with an approved release form. Students may not carry medication (inhaler, Epi-pen) unless a consent signed by a parent and the physician allowing the medication to be carried is on file in the school office. Students who carry medications must have their name on the medication. Students are not permitted to provide any medication to other students. Refer to BP 11-08 for further details.

Sick or injured students are released only to parents or people listed as emergency contacts on the Emergency Card. **They may only be released to their parent(s), to a person properly identified to the school clerk, or by a telephone call from the parents. The person picking up the student will be asked to show some form of valid ID along with verification from the parent that they have permission to be released to them.** Please provide current names and phone numbers of people to contact in case of emergency and keep the information on the Emergency Card updated and accurate throughout the school year. If there are changes, please come in person to make the changes.

Accident / Injury

School personnel assess students' symptoms and make the decision whether a student needs to be sent home based on current symptoms and the history of the student's situation. Students excluded from school for health reasons may return when symptoms have subsided for an appropriate amount of time. A physician's note or medical test may be required for return in some cases of illness or injury.

Students returning to school after injury or surgery, and who are thereby temporarily incapacitated (e.g. crutches, casts or slings), should present a physician release to return to school along with a statement of any modifications or accommodations that need to be made.

Students becoming ill or injured at school should ask the staff in charge to send them to the front office. Parents/guardians or emergency contact individuals of students who become seriously ill or injured during the school day will be notified. Emergency telephone numbers must be available and kept current. In the event of a serious accident or illness where the parent/guardian or other emergency contact individuals cannot be reached, an ambulance will be called, and the student will be transported to the nearest hospital emergency room. When advisable, the student will be accompanied by a staff member. Additional staff will continue to attempt to reach the student's parent/guardian. Parent(s)/guardian(s) are held responsible for any costs involved for medical transport and care.

Health Screening

Vision and hearing screenings are provided for students in grades K-5. Below you will see the type screening that will occur in the grade levels listed. Dental screening is optional and not required.

Screening & Grades: Grades TK- 2nd and 5th– Vision and Hearing Screening.

Immunizations

California law requires all students to have evidence of required immunizations on file prior to attending school. Parents/guardians should bring immunization records or proof of exemption at time of enrollment and obtain additional immunizations as required by state law.

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 asked 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 Board Policy SP 5141.33: Head Lice , which is available in all COA main offices.

FOOD AND BEVERAGES AT SCHOOL

Everyone must work together to keep our school clean. No food or drink is allowed in the classroom. Snacks are to be eaten at outdoor designated areas. Students may bring healthy foods for snacks and lunch, such as water, vegetables, fruit, lean meat, and dairy. Soda, candy, and spicy foods such as Hot Cheetos are not allowed.

Free Meal Program

All enrolled students in our school district, regardless of income level, are eligible to receive a healthy school breakfast and school lunch at no charge each day. No further action is required of you. Your child(ren) will be able to participate in these meal programs without having to pay a fee or submit a meal application. The After School Program provides a nutritional meal each day for every child enrolled into the program free of charge.

Outside Food Policy

There are many special occasions - birthdays, holiday celebrations, etc - where we bring treats into the classrooms for students. But we don't want to overload students with sugar, which disrupts the productivity in the class or can ruin a student's appetite for lunch or dinner. These occasions are a golden opportunity for parents and teachers to demonstrate healthy choices. All food must be store bought only, in the original packaging, and have an expiration date. Reference BP 20-13. **Please be aware of any food allergies in the classroom. If you are not sure, ask the teacher before bringing food.**

PARENTAL INVOLVEMENT

Parent Participation

A significant correlation has been established between direct parent involvement and a school's overall high rate of success. Community Outreach Academy was established with a provision that parents would play a significant role as volunteers. We highly encourage that all parents who enroll children in our school would commit to a minimum of twelve (12) hours per year of direct school support. There are several ways that you can participate in your child's life at COA, such as: before school preparation, relocating/moving help, you may contact your child's teacher to help in the classroom, yard/recess duty, helping in the lunchroom, working as a cross guard, helping in the library, helping with special events, helping in the office, after school program help, and field trips. All participation (volunteering) will require the completion of a volunteer packet which is available at the front desk of each building. This packet will outline Level 1 and Level 2 clearance expectations and is required prior to any participation (volunteering) in a classroom. For more information about parent participation policies, please see GCC Board Policy 01-08, available in the main office.

Parent Involvement in Child Academics

Parent involvement enriches a child's experience at COA Elementary. There are various opportunities for parents to become involved with their children. Parents are encouraged to share in their child's educational experience in the following ways:

- Discuss classroom experiences with your child
- Talk with your child daily about what they are learning in class and what they did throughout the day
- Show an interest in and provide support for your child with their homework and projects
- Check your student's progress using Aeries regularly and communicate with your child and your child's teacher throughout the trimester.

Parent Support Programs

The success of a school relies on effective parent/school cooperation. Research suggests that one of the most significant ways a parent can impact their child's positive academic outcomes is to read to them on a regular basis. To ensure success, we require a signed commitment by parents, student and teacher pledging involvement and support of the Community Outreach Academy program. This is a Three-Way Pledge located at the end of this Student Handbook. You will also receive one in your back to school packet. Please sign and return it to your child's teacher.

Parent Conferences

Mandatory parent-teacher conferences will be scheduled during the first and second trimester. Conferences for the third trimester will be at teacher or parent request only. Community Outreach Academy schedules minimum days during conference week so that teachers may have sufficient time to confer with parents. The average length of a conference is 15 minutes. Conferences are used for reporting progress and sharing goals for students.

GENERAL INFORMATION

Classroom Visits

Parents/guardians and interested members of the community are encouraged to visit the school and observe the educational program. Visits during school hours should be arranged at least 2 days in advance with the teacher or administrator. If a conference with the teacher is desired, an appointment should be set with the teacher during non-instructional time. When school is in session, **all visitors must go directly to the school office to register** before going into instructional areas. School employees will question any visitor without a pass. This procedure is designed to provide safety for students. Your cooperation and support is critical and very much appreciated.

Lost and Found

Mark all your personal belongings with your full name. Should you lose anything, first check with your teachers and your friends. Then check the lost and found after school. Please look for your belongings on your own time -- not during class time. The school is not responsible for any lost items. All items not claimed in a timely fashion from lost and found will be donated. Donations will be made twice a year, before winter break and before the end of the school year. Notices/auto dialers will be sent home at least one week prior to the donation. Finders are not keepers. If you find something that is not yours, it is your duty to turn it in to your teacher or attendance clerk.

Admission / Education Records

Admission is open to any student in the state of California who meets the admissions requirements. Deadlines for re-enrollment will be announced in written form and sent out in advance. For further regulations and guidelines, refer to BP 05-18. All educational records, any written or computerized document, file, entry, or record containing information directly relating to a student that is compiled and maintained by the school, need to be kept up-to-date. Any disclosure of student documents needs a written request from the parent. Refer to BP 12-19 for more details.

Disenrollment from School

If it becomes necessary to disenroll a student from school, attendance office personnel should be notified as soon as possible. Any lost books, materials, fees and fines must be paid and attendance clerks must complete a withdrawal form for each student, before records are released to the new school.

OTHER POLICIES

Cheating

Cheating is defined as any use or attempt to use the work effort of another student, with or without the consent of that student, or any previously published material to benefit their grade status. Both (or all) students involved in an incident will be held accountable for the consequences (i.e., zero on paper, or students involved will share the point of one assigned grade on the work). Students involved in cheating on examinations will be referred to school administrators for disciplinary action.

Uniform Complaint Procedure

The Governing Board recognizes that Gateway Community Charters' ("GCC") schools are the local agencies responsible for ensuring compliance with state and federal laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

- o Complaints alleging misconduct or unlawful discrimination based on ethnic group identification, religion, age, gender, gender identity, gender expression, color, race, ancestry, national origin, physical or mental disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity.
- o Complaints alleging failure to comply with state or federal law in governing the following programs: Title II, Title IX, Section 504 of the Rehabilitation Act, No Child Left Behind, adult basic education, Local Control Funding Formula/Local Control Accountability Plan, consolidated categorical aid programs, migrant education, vocational education, child care and development programs, child nutrition programs, and special education programs.
- o Upon receipt of a written complaint such as those described above uniform complaint procedures shall be initiated and the Superintendent/CEO or designee shall distribute full information about these procedures.

- o We acknowledge and respect student and employee rights to privacy. Alleged misconduct or discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent/CEO or designee on a case-by-case basis. - Board Governance BP 01-14.

Steps for Addressing Concerns

Community Outreach Academy has adopted a clear set of procedures to address concerns and complaints. Parents should use the following steps when a concern arises.

1. Classroom concerns should first be brought to the attention of your child's teacher. Please contact the teacher to explain your concern.
2. If the classroom concern is not properly addressed with the teacher or the concern is a school level concern, then please contact the Site Manager or Instructional Coach.
3. If a concern still lingers, despite a meeting with the Site Manager/Instructional Coach, a parent conference may be scheduled with the Vice Principal or Campus Principal, accordingly.

Title IX: Non-Discrimination, Harassment, Intimidation, and Bullying for Students and Employees (BP# 06-19)

Gateway Community Charters (“GCC” or the “Charter School”) programs and activities shall be free from discrimination, sexual harassment, harassment, intimidation, and bullying. This policy applies to all disruptive behaviors, which interfere with students’ ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, GCC prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This Policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, “discrimination, sexual harassment, harassment, intimidation, and bullying” are described as the intentional conduct, including verbal, physical, written communication or cyberbullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as “misconduct by this Policy.”

GCC shall ensure equal opportunities for students in admission and access to educational programs, guidance and counseling programs, athletic programs, testing procedures, and other activities, regardless of a student's actual or perceived race, religious creed, color, national origin, immigration status, citizenship status, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or any other characteristic protected under applicable state or federal law or local ordinance. Lack of English language skills will not be a barrier to admission and participation in career technical education programs. Eligibility for co curricular or extracurricular programs shall be determined on the basis of objective competencies. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision. Please see GCC’s Nondiscrimination statement on the GCC website.

In some situations, the GCC may have to provide individualized accommodation to a student to protect the student from discrimination, harassment and bullying based upon gender identity or gender expression. Such an

accommodation may include providing a student adequate access to appropriate facilities, such as restrooms. GCC may also provide male and female students with separate sex education classes. In physical education, when objective standards have an adverse effect on students because of their gender, race, ethnic group or disability, other standards shall be used to measure achievement and create comparable educational opportunities. Please see GCC's Gender Inclusiveness and Nondiscrimination Policy on the GCC website.

Policies and procedures related to the types of unlawful discrimination, including harassment, intimidation and bullying described above must also be consistent with student free speech rights under the First Amendment and Education Code sections 48907 and 48950. Education Code section 48907 protects students' speech rights, except to the extent student speech is obscene, libelous, or slanderous, or constitutes speech that incites pupils as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or the substantial disruption of the orderly operation of the school. Education Code 48950 states that it does not prohibit discipline for harassment, threats or intimidation unless constitutionally protected. As a general rule, harassment, threats, intimidation and bullying directed at an individual or group are not constitutionally protected, and whether such speech might be entitled to constitutional protection will be determined on a case-by-case basis, with consideration for the specific words used and the circumstances involved. This assessment will also question whether the conduct is prohibited because it is a violation of this Policy.

To the extent possible, GCC will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. GCC staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene, so long as it is safe to do so.

If GCC possesses information that could indicate immigration status, citizenship status or national origin information, the Charter School shall not use the acquired information to discriminate against any students or families or for any unlawful purposes in violation of applicable law or regulation. If parents or guardians choose not to provide information that could indicate their or their child's immigration status, citizenship status or national origin information, the Charter School shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.

Each year, GCC shall educate students about the negative impact of bullying other students based on their actual and perceived immigration status or their religious beliefs or customs. The Charter School shall also train teachers, staff and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above. Such training shall provide Charter School personnel with the skills to do the following:

- Discuss the varying immigration experiences among members of the student body and school community;
- Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims;
- Identify the signs of bullying or harassing behavior;
- Take immediate corrective action when bullying is observed;
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

The Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom GCC does business, or any other individual, student, or volunteer. This Policy applies to all employee, student, and volunteer actions and relationships, regardless of position or gender. GCC will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. GCC complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator (“Coordinator”):

Morri Elliott
Assistant Superintendent
5112 Arnold Ave. McClellan, CA 95652
Morri.Elliott@gcccharters.org
916-335-4980 (cell)

Definitions

Prohibited Unlawful Harassment:

- Verbal conduct such as epithets, derogatory jokes or comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school because of sex, race or any other protected basis.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Prohibited Unlawful Harassment under Title IX:

Title IX (20 U.S.C. § 1681 et seq.; 34 C.F.R. Part 106) and California state law prohibit discrimination and harassment on the basis of sex. Under Title IX, “sexual harassment” means conduct on the basis of sex that satisfies one or more of the following:

- An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or
- “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

In accordance with Title IX and California law, discrimination and harassment on the basis of sex in education institutions, including in the education institution's admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by GCC.

GCC is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.

- Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
 - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
3. Causing a reasonable student to experience substantial interference with the student's academic performance.
4. Causing a reasonable student to experience substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by GCC.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic Act means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, email, text, sound, video, or image.
2. A post on a social network internet web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
 - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above.
"Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
3. An act of "Cyber sexual bullying" including, but not limited to:
 - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the

depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

b. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

4. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in GCC's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that GCC investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, a complainant must be participating in or attempting to participate in GCC's education program or activity.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Bullying and Cyberbullying Prevention Procedures

GCC has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

GCC advises students:

- a. To never share passwords, personal data, or private photos online.
- b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- d. To consider how it would feel receiving such comments before making comments about others online.

GCC informs Charter School employees, students, and parents/guardians of GCC's policies regarding the use of technology in and out of the classroom. GCC encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

GCC employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. GCC advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at GCC and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

GCC's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

GCC informs GCC employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

GCC annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other GCC employees who have regular interaction with students.

GCC informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by GCC, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities

GCC encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for GCC’s students.

Grievance Procedures

1. Scope of Grievance Procedures

GCC will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person’s association with a person or group with one or more of the protected characteristics set forth in the UCP that:

Are written and signed;

Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and

Submitted to the GCC UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, GCC will utilize the following grievance procedures in addition to its UCP when applicable.

2. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The GCC Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy. All other members of the school community, including students, parents/guardians, volunteers, and visitors, are encouraged to immediately report misconduct prohibited by this Policy to the Coordinator:

Morri Elliott

Assistant Superintendent

5112 Arnold Ave. McClellan, CA 95652

Morri.Elliott@gcccharters.org

916-335-4980 (cell)

3. Supportive Measures

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment. Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to GCC's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or GCC's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. GCC will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of GCC to provide the supportive measures.

4. Investigation and Response

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of GCC, the Coordinator (or administrative designee) will promptly initiate an investigation. In most cases, a thorough investigation will take no more than thirty (30) school days. If the investigation will take longer than thirty (30) school days and needs to be delayed or extended due to good cause, the Coordinator (or administrative designee) will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator (or administrative designee) will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any action necessary to resolve the incident/situation. However, the Coordinator (or administrative designee) will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- Notice of the Allegations
 - Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
 - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
 - A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
 - A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and
 - A statement that GCC prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.
- Emergency Removal
 - GCC may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with GCC's policies.
 - GCC may remove a respondent from GCC's education program or activity on an emergency basis, in accordance with GCC's policies, provided that GCC undertakes an

- individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
- This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.
- Informal Resolution
 - If a formal complaint of sexual harassment is filed, GCC may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If GCC offers such a process, it will do the following:
 - Provide the parties with advance written notice of:
 - The allegations;
 - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
 - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
 - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
 - Obtain the parties' advance voluntary, written consent to the informal resolution process.
 - GCC will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.
- Investigation Process
 - The decision-maker will not be the same person(s) as the Coordinator or the investigator. GCC shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
 - In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.
 - The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
 - The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
 - A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
 - Prior to completion of the investigative report, GCC will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
 - The investigator will complete an investigation report that fairly summarizes all relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.
- Dismissal of a Formal Complaint of Sexual Harassment
 - If the investigation reveals that the alleged harassment did not occur in GCC's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable GCC policy.
 - GCC may dismiss a formal complaint of sexual harassment if:
 - The complainant provides a written withdrawal of the complaint to the Coordinator;

- The respondent is no longer employed or enrolled at GCC; or
- The specific circumstances prevent GCC from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
- If a formal complaint of sexual harassment or any of the claims therein are dismissed, GCC will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.
- **Determination of Responsibility**
 - The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
 - Determinations will be based on an objective evaluation of all relevant evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness.
 - GCC will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
 - The allegations in the formal complaint of sexual harassment;
 - All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - The findings of facts supporting the determination;
 - The conclusions about the application of GCC's code of conduct to the facts;
 - The decision and rationale for each allegation;
 - Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
 - The procedures and permissible bases for appeals.

Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from GCC or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by GCC in response to a formal complaint of sexual harassment.

Right of Appeal

Should the reporting individual find GCC's resolution unsatisfactory, the reporting individual may within five (5) business days of notice of GCC's decision or resolution, submit a written appeal to the GCC's Board Executive Committee who will review the investigation and render a final decision.

The following appeal rights and procedures will apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and GCC will implement appeal procedures equally for both parties.
- Within five (5) business days of GCC's written decision or dismissal of the complaint, the complainant or respondent may submit a written appeal to the Coordinator.
- The decision-maker(s) for the appeal will not be the same person(s) as the Coordinator, the investigator or the initial decision-maker(s).
- The complainant and respondent may appeal from a determination regarding responsibility, and from GCC's dismissal of a formal complaint or any allegations therein, on the following bases:
 - Procedural irregularity that affected the outcome of the matter;
 - New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
 - The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- GCC will notify the other party in writing when an appeal is filed.

- The decision-maker for the appeal will: 1) give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; 2) issue a written decision describing the result of the appeal and the rationale for the result; and 3) provide the written decision simultaneously to both parties.

Recordkeeping

All records related to any investigation of complaints under this Policy are maintained in a secure location.

GCC will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process .
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

Related Policies: Student Policy 15-18 and Employee Policy 11-18

Staff-Student Boundaries (GCC Governance Policies 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.

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 boundaries 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.

ALL GCC BOARD POLICIES AVAILABLE AT COA FRONT OFFICES

AFTER SCHOOL PROGRAM (ASP)

COA offers a free after school program to all enrolled students. This program exists to meet the needs of families and is funded by the ASES Grant and the Expanded Learning Opportunities Grant. The program has an academic focus with tutoring and homework support, as well as, enrichment and physical opportunities. All after school program students receive a free dinner after school.

The after-school program seeks to mirror the policies and processes that exist during the regular school day. Parents/Guardians who enroll their child(ren) in the program must agree to the following:

1. Attendance Policy-All students are encouraged to attend the full program every day that they attend school, Monday-Friday. Priority is given for students who need access to the program full time.
2. Sign-out/Early Release Policy-Students must be signed out by a parent or guardian and provide a reason for leaving early per the following options:
 - Family emergency
 - Appointment
 - Transportation
 - Illness -Safety
 - Offsite program -Other
3. Behavior Policy- The After-School Program adheres to the Discipline Policy, school rules and guidelines of the regular school day as outlined in the Parent and Student Handbook.
4. Late Pick-Up Policy- All students must be picked-up on time.
5. Students who are picked up late more than three (3) times per school year will be removed from the program.

After School Program Schedule

Monday- Thursday 3:00-6:00 PM, Friday 12:30-6:00 PM

Registration

Registration for after-school clubs, provided through the After School Program, is available year-round. Please complete an online application for your child on www.outreachacademy.org according to the appropriate grade level.

Homework Policy

COA After School Program will provide a minimum of one hour of homework time daily. ASP consists of two classes, the first half will be dedicated to working on the homework, and the second half will be spent in their chosen club.

Club Change Request

A parent may request to change one club once a month. The Club Change Request Form is located at the After School Program front desk. After the submission of the request, it will take 5-7 business days to review and complete the request. If the desired club will be available, then it will be changed.

Nutrition

Good nutrition is essential to maintaining quality health and supporting the learning capabilities of children. Our nutrition policies and practices support serving snacks of high nutritional quality.

- The After School Program provides a nutritional snack daily.
- Please discuss any food allergies your child may have with your COA Extended Learning Program Manager.

Early Release Policy

COA After School Program hours are based on the school's hours of instructions, Monday through Thursday from 3:15 p.m.- 5:30 p.m. The After School Program will begin on Fridays from 12:30 p.m.- 5:30 p.m. and any additional minimum days, immediately following the end of the school day. The program runs until 5:30 p.m. daily.

SIGN OUT: Authorized adults must sign children out according to the classroom clock, regardless of contracted times. Full legal signatures are required when signing children out of the program. All students must be signed out of the program daily before 5:30 PM. ASP requires that the parent or an adult (18 years or older) who is listed on the student release form to sign the student out.

Late Pick-Up

The COA After School Program closes at 6:00 p.m. In the event that an emergency prevents a parent from picking up their child before 6:00 pm, it is the responsibility of the parent to make arrangements for pick-up. Three late pick-ups in a school year may result in After School Program services being discontinued.

When a child has not been picked up and no parent contact has been received, the following steps may be taken:

1. The staff will attempt to contact the parent / guardian and then anyone listed in the emergency contact.
2. The staff will contact Twin Rivers Police Department if all efforts to arrange pick-up have been unsuccessful.
3. If there is a repeated pattern, Child Protective Services may be called.

WHEN THE POLICE DEPARTMENT ASSUMES RESPONSIBILITY FOR A CHILD, YOU MUST CALL AT (916) 286-4875

Behavior Expectations

*Refer to Student Discipline Policy above

THREE – WAY SCHOOL PLEDGE

*It is important that families and schools work together to help students achieve high academic standards. Through a balanced educational approach we can ensure success. The following are agreed upon roles and responsibilities for teachers, students and parents.
Your signature signifies support of these actions.*

Student Pledge

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

- Show respect towards the school, classmates, staff and families.
- Come to school on time ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow the school rules and abide by the social contract.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Set aside enough time to complete my homework assignments and projects.

Parent/Guardian Pledge

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

- Show respect for the school staff, students, and other families.
- Help my child with homework by providing a quiet place and enough time for its completion.
- Monitor my child's use of all electronic devices (TV, computer, video games, i-Phone, etc.)
- Read daily to my child or encourage my child to independently read at least 20 minutes.
- Communicate with the teacher or the school when there is a concern.
- Ensure that my child attends school dressed appropriately every day, gets an adequate amount of sleep, and receives regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Actively participate in all school related activities such as shared decision-making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.

Teacher Pledge

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

- Show respect for the school staff, students, and other families.
- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love for learning.
- Communicate regularly with families about student progress.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make the schools accessible, welcoming places for families which help each student achieve the school's high academic standards.
- Hold myself, students, and parents responsible for the highest standards of performance.

Student

Parent/Guardian

Teacher

