COMMUNITY COLLABORATIVE CHARTER SCHOOL

An Independent Study 9th-12th Grade Program

Home of the Phoenixes

CCCS Main Campus 9-12
PH: (916) 286-5161
Fax: 916-921-2572
Address: 5715 Skvarla Avenue
McClellan, CA 95652

CCCS Resource Center in Partnership with Sacramento Youth Center 9-12
PH: (916) 261-2176
Address: 1901 Del Paso Blvd.
Sacramento, CA 95815

A Gateway Community Charters School

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

Gateway Community Charters
Board of Directors

Lillie Campbell, President
Bruce Mangerich, Vice President
Mark Anderson, Treasurer Harry Block, Secretary
Jack Turner, Director

GCC Administration
Jason Sample, Superintendent
Joi Tikoi, Assistant Superintendent
Morri Elliot, Assistant Superintendent
Omaira Reyna, Chief Business Official
Dr. Heather Gold, Chief Learning Officer
Deeph Dhillon, Director of Special Education & Student Services

5112 Arnold Ave
McClellan, CA 95652
All GCC Board Policies are available at the GCC Central Office and online at

www.gcccharters.org

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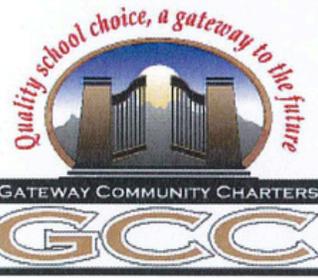
Our Mission

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

Table of Contents

Gateway Community Charters
2025-2026 School Calendar

JUL '25 — 0

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

AUG '25 — 18

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

SEP '25 — 21

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

OCT '25 — 21

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

NOV '25 — 14

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

Progress Report Dates:

Report Card Dates:

DEC '25 — 15

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

89

JAN '26 — 18

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

FEB '26 — 15

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

MAR '26 — 20

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

APR '26 — 18

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

MAY '26 — 20

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

JUN '26 — 0

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

91

Key Calendar Dates

Aug. 6 First Day of School

May 29 Last Day of School

Non Student Days

Aug. 4-5 Teacher in Service

Oct. 6 Teacher in Service

Jan. 5 Teacher in Service

Apr. 6 Teacher in Service

Holidays/Recess

Jul 4 Independence Day

Sep. 1 Labor Day

Oct 3-6 School Recess

Nov. 11 Veterans Day

Nov. 24-28 Thanksgiving Break

Dec. 22-Jan. 5 Winter Break

Jan.19 MLK Jr. Holiday

Feb. 16-20 President's Week

March 30-April 6 Spring Break

May 25 Memorial Day

Jun 19 Juneteenth

End of Grading Periods

Trimester 1 - Oct 31 (60 Days)

Trimester 2 - Feb 25 (60 Days)

Trimester 3 - May 29 (60 Days)

Semester 1- Jan 6 (90 Days)

Semester 2- May 29 (90 Days)

Total Service Days: **180**

BOARD ADOPTED: 6/11/2024

4

Principal's Welcome Message

Welcome CCCS High School Students and Families!

My name is Angee Phraxayavong-Briones, and I am the new and proud principal of CCCS High School. I am a former teacher who has taught at both CCCS High and Middle School Programs and was the former principal of CCCS TK-8.

We are so incredibly grateful you've chosen to be a part of the CCCS family for the 2025-2026 school year! Whether you're a returning student or brand new to our campus, we extend a warm and genuine welcome to you and your family.

At CCCS, we truly believe in the philosophy of "If you have a child's heart, you have a child's mind." As a Capturing Kids' Hearts Showcase School, we are deeply committed to building positive relationships, teaching, supporting, and treating each of you with the respect you deserve as you grow into young adults and embody the GCC Portrait of a Graduate.

Our goal is to ensure you have the best possible post-secondary options when you graduate. We're dedicated to working with you individually and collaboratively to discover your passions and prepare you for a bright future.

CCCS offers a comprehensive high school experience tailored to a hybrid, small-school, independent study setting with live classes, enrichment, and 1-1 meetings. You'll engage with our robust online core curriculum, explore various interests through small group electives, and gain valuable skills in our Career and Technical Education pathways.

Beyond our main campus, we have several smaller sites, all staffed with caring, dedicated teachers and support staff, offering diverse elective options.

We are proud to celebrate your differences, promote diversity, equity, and inclusion, and provide essential social-emotional learning, mental health, as well as academic support for all students.

We understand that high school can be a time of significant change. We want to partner with you and your families to navigate these years, ensuring that every student truly thrives.

Thank you for entrusting us with the opportunity to partner with you on this exciting high school journey. We can't wait to see all that you accomplish!

Sincerely,
Principal Angee Phraxayavong-Briones

Core Values

Student Focused
We prioritize student safety, well-being, and future success in every decision we make.

Excellence
We strive for excellence with a clear focus on our mission, values, and objectives.

Responsibility
We act with purpose and urgency, knowing our work matters. We take shared ownership and continually strive to improve.

Valuing People
In all that we do, we honor and invest in our stakeholders, embodying the Capturing Kids' Hearts culture throughout our organization.

Integrity
We act with honesty, transparency, and consistency to build strong trust across our organization.

Collaboration
We foster a culture of meaningful participation that values both individual contributions and collective insight.

Empowerment
All stakeholders grow, learn, and contribute meaningfully to GCC and its schools.

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

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

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

Develop students' empathy for diverse cultures and backgrounds.
CCCS students will be introduced to CKH practices through building a social contract that creates a self-managing school environment. Students will shake hands with CCCS staff and other students every time they are on campus to promote professional etiquette. Each student will leave campus with a positive, motivational "Launch" from their teacher.

CCCS is honored to have been recognized as a Capturing Kids' Hearts National Showcase School for the ninth year in a row for school year 2025-2026.

School Wide Expectations

Community Collaborative Charter School

WE ARE PHOENIXES

We will

Be **R**ESPECTFUL
Be **I**NCLUSIVE
Be **S**AFE
Show **E**XCELLENCE

R.I.S.E

School Wide Expectations

Closed Campus

CCCS is a closed campus. Students who arrive on campus for classes, meetings, or support must remain on campus until picked up or approved departure. Students are prohibited from leaving campus for any reason and returning to campus. For safety, once a student leaves campus, a parent/guardian notification will be sent out.

- No unauthorized persons are allowed in the classrooms, labs, or student areas without proper and approved check-in.
- All guests must obtain a visitor's pass
- Students staying during the lunch break will take their lunch in a supervised, enclosed, school space.
- Loitering or "hanging out" in front of school or on the handicapped accessible ramp/parking lot is prohibited.
- For SYC, if a student travels to another part of the facility, they must notify a teacher or para.

Restroom and Study Breaks

- There will be no smoking, drinking, or vaping anywhere on the CCCS campuses, including bathrooms and
- outside on any school property.
- Bathrooms are actively monitored with Vape/Smoke/Aggression sensors in the boys' and girls' restrooms, with alerts
- Skateboarding is prohibited on any school property.
- Use the bathroom with purpose
  - No more than 3 students will be allowed in the restrooms at any time.
- No loitering in or around the restroom area.
- Students must ask a staff member for a restroom pass before taking a break.
- Students must be responsible with restroom breaks so as to allow other students an equal opportunity.
- Students will be allowed "brain breaks" as approved by the para or teacher - individuals may request one
- upon completion of a lesson or unit test.
- In shared spaces, students may be offered a brain break at the end of a full working hour, except right before the full lunch break.

Dress for Success

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

Clothing that displays emblems of any sort, which the school officials, staff, and other students may perceive as inappropriate or in any way distracting, is not allowed:
- Obscene, vulgar, racially biased or hate speech/slur, gang-related in color, pattern or affiliation, drug paraphernalia, or weapons-related
- Clothing must cover undergarments and private parts
- Shorts/Pants inseam must cover undergarments and private parts
- Shirts/Tops must cover the midriff, stomach, undergarments and private parts

Student Parking Permits

Student parking permits are a privilege, not a right, and are available only to licensed juniors and seniors. To apply for a permit, students must submit a completed application to Ms. Tay in the front office with the following documents:
- A valid California driver's license.
- Current vehicle registration.
- Proof of active vehicle insurance that shows the student's name. "All/any licensed drivers" is not an acceptable form of verification.
- Be clear of all fines and have sufficient academic credits (110 for juniors, 165 for seniors).
-

Once a permit is issued, it is non-transferable and does not guarantee a specific parking space. Parking is on a first-come, first-served basis. Students must display their permit on the rearview mirror so that it is fully visible through the front window.

Parking on school property comes with important responsibilities. Violations of parking rules, such as parking in staff or restricted areas, may result in citations, towing at the owner's expense, or the revocation of parking privileges. The school is not responsible for any theft or damage to vehicles.

Additionally, any vehicle on school property is subject to search by school authorities without a warrant. Supplying false information on the application or violating school parking guidelines can lead to the revocation of a student's parking permit and other consequences.

Bus Riding Expectations

West Sacramento to the Main Campus on McClellan (Skvarla)

We're excited to start a new school year and want to share some important details about our bus transportation from West Sacramento to the Main Campus on McClellan (Skvarla Ave.). Bus transportation will be available for four days, Tuesdays-Fridays. The CCCS program expects students to be on campus, Tuesdays, Wednesdays, and Thursdays. Friday attendance is optional.

The bus will arrive at the designated pick-up/drop-off site following the scheduled times. For the safety and punctuality of all our students, the bus will depart promptly at 8:25 AM. Please ensure your child is at the drop-off site and ready to board the bus during this window between 8:00 AM and 8:20 AM, Tuesday - Friday. Please arrive promptly to pick up your student at the pick up time by 3:15 PM Tuesday - Thursday (1:45 PM on Fridays).

- Pick Up/Drop Off - Enter parking lot on Ramco Street (Follow Red Arrows on Map)
- Bus Stop on Thomas Place (Red Circle on Map next to the Bus Icon and Yellow Arrow)
- Waiting Area - Parking Spaces (Red Rectangle on Map)
- Please don't park on Thomas Street due to safety and bus route maneuvering

	West Sacramento			Main Campus on McClellan (Skvarla)		
	Loading	Departure	Arrival	Loading	Departure	Arrival
TUES	8:00 AM	8:25 AM	8:55 AM	2:30 PM	2:45 PM	3:15 PM
WED	8:00 AM	8:25 AM	8:55 AM	2:30 PM	2:45 PM	3:15 PM
THURS	8:00 AM	8:25 AM	8:55 AM	2:30 PM	2:45 PM	3:15 PM
FRI	8:00 AM	8:25 AM	8:55 AM	1:00 PM	1:15 PM	1:45 PM

Rules and Expectations

🚌 Bus Riding Expectations
While school bus safety for all students shares a common goal, high school students have a greater level of responsibility and independence. The following safety instructions are tailored for high school students to ensure a safe and respectful environment for everyone. Failure to follow these expectations may result in loss of bus riding privileges and progressive discipline consequences. We appreciate you being a great role model and CCCS Phoenix Ambassador!
To ensure a safe and enjoyable ride for everyone, we ask that you review these bus riding expectations with your student:

🚩 At the Bus Stop/Drop Off
- Arrive on time: Please be at your designated bus stop at least five minutes before the scheduled pickup time. This prevents you from rushing and creating a safety hazard.
- Positive Engagement with EPIC Elementary Students: Give elementary students space. (A friendly greeting or wave is fine!) By keeping to yourselves, you're helping create a safe and focused environment for the little ones and ensuring they can get to their school.
- Stand Back/Wait for the Signal: Maintain a safe distance from the curb (at least 10 feet) while waiting for the bus to arrive. Do not engage in horseplay or pushing that could cause someone to fall into the street. The bus driver will signal when it is safe to board. Wait for the bus to come to a complete stop and the door to open before approaching.
- Use caution: When crossing the street, always cross in front of the bus, never behind it. Look left and right, make eye contact with the driver, and wait for their signal before crossing.

Rules and Expectations

🚌 On the Bus
- Respect the driver's authority: The bus driver is responsible for the safety of all passengers. Always follow their instructions.
- Stay seated: Remain seated, facing forward, while the bus is in motion. Do not stand or walk in the aisles.
- Keep aisles clear: Do not block the aisles with bags, instruments, or other personal belongings. This ensures a clear path for everyone and for emergency exits.
- Be courteous: Use appropriate language and keep the noise level down. Avoid shouting or using foul language. Be respectful of your fellow riders and their personal space.
- Keep objects inside: Do not throw anything on the bus or out the windows. Keep your hands, head, and personal items inside the bus at all times.
- No food or drink: Eating and drinking on the bus are generally prohibited. Check with your school's specific policies.
- Prohibited items: Do not bring any hazardous or illegal items on the bus, including weapons, drugs, or alcohol.

🚶🚶‍♀️Exiting the Bus
- Wait for the Stop: Remain in your seat until the bus has come to a complete stop.
- Use the Handrails: Use the handrails to exit the bus to avoid falls. Be careful that backpack straps or drawstrings on clothing do not get caught in the handrails or doors.
- If You Drop Something: If you drop an item near/under the bus, do not attempt to retrieve it. Tell the bus driver and wait for them to assist you. The driver may not be able to see you.
- Walk Away From the Bus: Once you have exited the bus, walk away from it immediately. Never walk behind a school bus.
- Wait Patiently for Your Ride in Designated Zones: Please wait respectfully and responsibly at the bus stop or waiting area in the designated parking lot.
- Positive Engagement with EPIC Elementary Students: Give elementary students space. (A friendly greeting or wave is fine!) By keeping to yourselves, you're helping create a safe and focused environment for the little ones and ensuring they can get to their school.

Behavior Expectations

Students are to conduct themselves by the Social Contracts created in each classroom by the teacher and students. A Social Contract is an agreement about behavior that ensures a respectful and positive environment conducive to learning.

Students will be held accountable for their actions and behaviors. If the student chooses to violate the Social Contract or California Edcuation Code, they will be subject to disciplinary actions according to the student discipline policies and procedures. Each teacher will deal with classroom misconduct by taking disciplinary action.

Suspensions and Expulsions
Students may be suspended for violations outlined in Education Code, Section 48900. Depending on the severity of violations, a student can be suspended from 10 one to five days. During suspension, a student may not participate in regular school classes or activities, including graduation, and is not allowed to be on school premises for the duration of the suspension.

During a suspension, the student has a right to complete and receive credit for regular school work. A student who accumulates a number of suspension days may be referred to a review meeting to discuss alternative next steps. Expulsion could be recommended for serious offenses, such as possession of a weapon or dangerous object, causing physical injury to another person, furnishing and sale of a controlled substance, robbery, extortion, sexual assault, battery, or accumulating too many days of suspension. If expulsion is recommended, the student will have an administrative hearing.

The GCC Board makes the final decision to expel a student. (BP 04-13) CCCS adheres to GCC BP 4-17 for all cases of suspension and/or expulsion. This policy is available in the main office upon request. Social Probation Participation in all extracurricular activities is a privilege, not a right. Social probation prohibits a student from attending or participating in any nonmandatory school functions, activities, or events. These activities include, but are not limited to, participation on athletic teams, including practices, events, proms, graduation ceremonies, special events, recognition programs, or school-sponsored activities of any type.

Social probation may be used at any time school officials deem it an appropriate behavioral sanction or that it would be effective in changing undesirable behavior, including but not limited to:
· Fights
· Controlled substance violation
· Vandalism to school/personal property
· Breaking of the behavior contract
· Excessive tardies and absences

Behavior Expectations

Prohibited Items

To ensure safety of all students and staff, the following items are prohibited on the school campus at all times: weapons (including replicas and imitations), aerosols, stink bombs, firecrackers, energy drinks, alcohol, tobacco and tobacco products and paraphernalia, drugs and drug paraphernalia, brass knuckles, matches or lighters, vaping devices, non-prescription medication, toys and other items as determined to be dangerous or disruptive to the learning environment by school administration. Violation of this rule will result in disciplinary actions, including, but not limited to, suspension and/or expulsion.

*ANY personal belongings deemed to be a distraction to the learning environment will not be allowed.

No Sale Campus

To help with limiting conflict, CCCS is a "No Sale" school campus, meaning students are not allowed to sell items at school unless under the supervision of a school official.

Gambling

Any form of gambling, including but not limited to playing cards, is prohibited on the school campus. In case of violation of this rule, the cards (or other gambling paraphernalia) will be confiscated, and parents will be notified. Repeated offenses will be subject to disciplinary actions.

Anti-Bullying Policy

The Gateway Community Charters (GCC) Board of Directors prohibits acts of harassment or bullying (GCC BP 15-17). The board has determined that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. Harassment or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment. Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior. Harassment occurs when a pupil has intentionally engaged in harassment, threats, or intimidation, directed against the school, school personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment. Students may be suspended or expelled for any such action (BP 15-15).

Students may report bullying by scanning the QR code for our anonymous tip form that is posted around campus. Students can also talk with their school counselor or an administrator.

Sexual Harassment

CCCS considers sexual harassment to be a major offense, which may result in disciplinary action, including expulsion of the offending student. Sexual harassment includes any unwelcome sexual behavior that interferes with an individual's performance at school or creates an intimidating, hostile, or offensive education environment. Any student who believes that he or she has been harassed or witnessed harassment is encouraged to immediately report the incident to his or her teacher, counselor, or Principal.

Behavior Expectations

Interventions and Supports

Our goal is to create a social culture that will encourage positive behaviors and interactions, while discouraging problem behaviors utilizing progressive discipline and alternative means of correction per GCC District Policy and California Education Code. The School Site administrator will consider the age, intent, and prior offenses of the student in determining the appropriate consequences. If action warrants, students may be given consequences of a second, third, or fourth offense for the first offense.

When students struggle to follow an expectation, we utilize multiple clear, consistent behavior interventions to support student success that include strategies. Some or all of the following alternative means of correction may be used by teachers, staff, and school administrators (s) to support students if they choose not to follow expectations:

- Verbal warnings and re-teaching of the expectations
- Restorative reflections (both verbal and written)
- Teacher directed reset zones
- Temporary change of learning environment
- Phone calls or messages home
- Community Service
- Coaching by staff members
- Parent Contact
- In School Suspension

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

All Students - Universal Expectations upheld by all:
- School wide
- Social Emotional Learning (SEL)
- Class and campus management
- Restorative Reflection/Circles

Select Students - If the student continues to struggle with upholding universal expectations, targeted strategies may include:
- Small group social skills or Second Step
- Behavior Contract
- Targeted academic or behavioral instruction
- Restorative Reflection/Circles

Intensive Students - If the student continues to struggle with upholding universal expectations, targeted strategies may include:
- FBA Based Behavior Plan (Tier 3)
- Individualized Check In/Check out
- Individual Counseling

Steps for Addressing Concerns

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

Start with communication with your student's teacher. Suggested forms of communication are messaging, email, phone call, in-person before/after school, and parent-teacher conferences:

Please utilize this order or communication contact:

- Assigned Teacher of Record
- Principal Angee Phraxayavong-Briones - (916) 286-5161 - Angee.Briones@gcccharters.org
- GCC Assistant Superintendent Morri Elliot (916) 916-286-5129 - Morri.Elliot@gcccharters.org

_____
Non-Discrimination Policy

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

For questions, concerns, or complaints, please contact the Equity and Title IX Compliance Officer:
Morri Elliot, Assistant Superintendent:
Morri.Elliot@gcccharters.org
PH: (916) 286-5129
5112 Arnold Avenue
McClellan, CA 95652

Electronic Devices

Tablets and gaming devices are prohibited
- Personal headphones and earbuds can be brought for learning time at the discretion of the teacher
- We are not responsible for lost, broken, or stolen items
- Disruption or misuse of electronics will result in the student not being allowed to bring them

- Phone-Free Environment During School Hours
  - Cell phones are encouraged to be left at home.
  - Students who bring a cell phone to school are prohibited from using it while on campus during instructional time, such as 1-1 meetings, lab, live classes, and more (this includes but is not limited to: call/text/on apps or social media, etc.)

  - They will be required to:
    - TURN IT OFF or put on SILENT and keep it in their backpacks, not on persons (Cannot take out during school hours)

  - If the student or parent needs to get in contact, they can call the front desk or use the front lobby once all requirements of assignments, class, or lab hours are fulfilled.

- Please see the CCCS Cell Phone policy with consequential actions.
  - If you need to contact your student, or call the front desk at 916-286-5161

Additional information:

- The school and its staff are not responsible for any damage to or theft of a student's cell phone or electronic devices. Students must properly store their cell phone or electronic devices in their backpack or purse.

- Students may be subject to disciplinary action if their use of their cell phones disrupts the school's educational environment. Examples of this include, but are not limited to: cheating, bullying, harassment, unlawful recording or photographing, and violating other school rules.

Technology and Cell Phone Expectations

Chromebook Policy

All students will be issued a school Chromebook, which must be the only one used for school assignments. Personal computers are NOT allowed for any school-related classwork or homework.

All student Chromebooks are monitored via GoGuardian web filtering with alerts for safety, inappropriate content, as well as student engagement.

School-issued hot spots are intended for the sole purpose of academic learning and must be used for school assignments, projects, and courses. Misappropriation of the hotspots (used for streaming videos, unauthorized browsing) may result in loss of the privilege of the resource.

Students are responsible for maintaining and professional usage devices professionally and responsibly. Lost or damaged Chromebooks could result in full payment for the device. (Please see GCC Technology Board Policy for more details.)

Edgenuity User Script Policy
A userscript is an automated bot that students can use to complete their Edgenuity assignments, remove assignments/projects/essays, and unlock as well as can complete tests for them. If a student is logged out by Edgenuity and receives the message: "*A userscript has been detected, and you have been logged out of Edgenuity,*" the student must immediately inform their teacher to notify them of the message.

1st Incident -
- The Student will receive a warning, parent/guardian will be notified by the teacher

2nd Incident -
- Parent/Guardian meeting required
- Student will lose quiz/test check privileges
- The student will be required to complete assignments on campus under staff supervision, handwritten guided notes, or other alternative
- Documented on the student discipline record

3rd Incident -
- Steps 2 and Chromebook and student account submitted for IT review.
- Meeting with the principal, student, and parent/guardian
- A behavior contract enacted
- Assertive Discipline enacted (Detention, Suspension, and more.)
- Documented on the student discipline record

4th Incident -
Steps 2 and 3
Behavior review of the academic integrity board and CA Educational Code Policy

CCCS Cell Phone Policy

CCCS wants to provide all Independent Study scholars with a focused and productive space in which to learn. Because we value student time while at school, we want to provide the best educational environment for student success, which includes limiting distractions.

To achieve this, CCCS will be using a schoolwide Cell Phone Free Policy as outlined below:

- Upon arrival at school, students must power down their phones and place them in their zipped backpack (not a pocket). If they don't have a backpack or purse, they will be given a ziplock.
  - Students will not remove their phones while on the school campus, with the exception of outside lunch. If they do, they will be subject to having it be placed in the Cell Hotel, to be supervised by school staff.
  - Students who eat lunch outside at the main campus will be allowed to use their phones outside, and only outside. (During rainy day lunch, there will be no cell usage.)

- Students who need to make a call may access their phone in the lobby/front desk area only, and then must put it back away, out of sight, and powered down.

Food Ordering Policy
- Students will not be allowed to receive any food via a food delivery service during the school day (DoorDash, etc.) We provide breakfast and lunch. *Students wishing an alternative must bring food with them to school. Students are not allowed to leave campus to get food and come back (closed campus).*

Parents may contact students in emergencies by calling the front desk.
  - Main Campus: (916) 286-5199
  - SYC: (916) 261-2176

Cell Phone Consequences Policy
Consequences for violation of the schoolwide cell phone policy:
- 1st Time - Staff/Teacher reminds to put on silent, turn off, and put away.

- 2nd Time - Staff/Teacher reminds to put on silent, turn off, and put away.
  - Staff/Teacher will call/message home about the consequence and the next step of confiscation.
  - The student may be required to complete a restorative/community service activity.
  - Documented on the student discipline record.

- 3rd Time- Staff/Teacher refers student to administrator, and cell phone is confiscated.
  - A conference with an Administrator
  - Behavior Contract may be required to discuss and review the cell phone policy upon retrieval of the phone. (Can consist of, but not limited to, turning cell phones in while on campus.)
  - A parent/guardian may be required.
  - The student may be required to complete a restorative/community service activity.
  - Documented on the discipline record student record.

- 4th Time: Administrator contacts the parent/guardian
  - Confiscation and parent/guardian pick up of the phone from school,
  - Behavior Contract enacted (Can consist of, but not limited to, turning cell phones in while on campus.)
  - The student may be required to complete a restorative/community service activity.

Learning Expectations

Manner, Time, Frequency: Students will meet weekly with their assigned teacher in order to review and submit assignments and/or unit test, and review the student's progress toward achieving the educational objectives for Independent Study.

The parent and student will be notified of the date, time, and place of meetings on their schedule and Assignment Sheet. The Assignment Sheet and Attendance Record shall be considered a component of the Independent Study Agreement.

Students are required to:
- Meet with their teacher of record ONE HOUR (60 minutes) per week (1-1 scheduled weekly appointment) to review assignments, grades, check progress, as well as complete any required tests, quizzes, and/diagnostics
- Attend a weekly ONE HOUR (60 Minutes) Homeroom Class led by a CCCS Staff focused on social-emotional, college and career-ready lessons
- Attend assigned LIVE (In Person) Math, Science, and ELA classes
- Additional courses may be assigned depending on progress of grades and test scores
- Complete 5 hours of on campus study completing assignments (Lab Hours)

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

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

Learning Expectations

Students are required to be on campus for a **minimum of five hours** a week in a combination of teacher appointments, live classes, and lab time. Specific lab sessions and additional hours may be assigned by the student's supervising teacher based on cohort placement and student need.

Onboarding/SpringBoarding
Onboarding is an induction program that teaches students the skills needed to be independent and successful in our unique setting. Students attend class (to be scheduled) for their first 5 weeks of enrollment, either live at each site.

These classes are designed to prepare students for the challenge of becoming an IS student, to facilitate their initial online orientation to Edgenuity, and to take their initial diagnostic assessments in math and ELA. Once students have completed all Onboarding expectations, they earn their first elective credit. This is an expectation for all students new to CCCS who enroll after orientation week. In addition to the main campus, students will attend every day for a minimum of two weeks to complete all testing and /or until they earn their first unit.

SpringBoarding is a senior-focused 5-week seminar designed to jump-start learning in a student's final semester. Spring Boarding introduces students to senior requirements, allows them to complete necessary financial aid and community college applications, addresses senior fears, explores careers and post-secondary options, and sets the tone for a positive end to their high school life. SpringBoarding will be offered at each site on a rotational basis and is required of all seniors within 30 credits of graduation during that semester.

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

Learning Expectations

Career Technical Education (CTE)

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

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

Our current hands-on pathways include Patient Care, Animal Science, Food Service, Hospitality, and Tourism (Culinary, Barista), Family and Human Services (Public Safety)

Students enrolled in each pathway must attend live classes, complete assignments/quizzes/tests as assigned to earn elective credits, and progress to the next course in the two-year progression.

Early College
An Early College program partners high schools with a local community college or university, allowing students to earn both a high school diploma and significant college credit, or even an associate's degree, while still in high school. These programs aim to provide academic support for college-level coursework and to increase college accessibility, especially for traditionally underrepresented students.

- Dual Enrollment
- Transfer Certificate
- 12 Units of Community College Credits

Rules and Expectations

CCCS Schoolwide Academic Integrity Policies:

In addition to earning credits towards graduation, we want our students to learn the core concepts and standards addressed in each of their classes. Learning happens when students do the hard work of studying the material, completing guided notes, completing tests and quizzes to the best of their ability and own work.

Learning looks like:

- Activity engaging with the videos and practice questions
- Taking guided or personal notes (staff will check for approval)
- Asking for help for school staff for clarity and support
- Completing assignments, quizzes, projects, and tests with a passing score of 60 % or higher
- Tests will be completed in the testing lab (Cell phones and notes are prohibited in the testing lab)

To ensure that students are learning the material, Edgenuity has provided a "Speed" checker to ensure students aren't racing through the work. They have also included a plagiarism check to alert teachers to students copying the work of others. Finally, through GoGuardian, teachers are able to see students when they web search on sites such as Google answer for questions rather than do the work to answer them themselves.

For assignments: If a student is found to have acted without academic integrity more than once, (1) through the plagiarism checker in Edgenuity, (2) GoGuardian logs that show evidence that u were googling Edgenuity questions, (3) teachers using Google to find work that students have sul as their own, or (4) as witnessed by either teachers or paraeducators:

- **1st violation:** Student will be issued a warning and teacher to discuss academic integrity with

Academic Expectations

For Quizzes and Unit Tests:
- Students are allowed to use guided or personal notes on quizzes and unit tests
- Students are allowed to get a quiz "checked" for accuracy ONE time by either a para-educator, or their teacher
- Completing quizzes/tests for other students other than yourself is strictly prohibited

For a Quiz:
- If a student has already had a check and they do not pass a quiz, they get ONE retake
- They may get ONE check for this quiz
- If they fail the same quiz, they must review their guided or personal notes, present it to a para-educator or their teacher, and demonstrate comprehension of the content to be able to retake the quiz again.
- If students do not have any notes, they must re-do the lesson again and be REQUIRED to take notes.

To get a Unit Test Unlocked:

Students must pass the unit review with **_70% accuracy_**

All unit tests must be taken on campus in the testing lab to ensure a secure testing setting monitored by a school staff and GoGuardian

Students may get ONE "check" for the test before submitting

If the student does not pass the test, they must review it the content along with their notes with a para-educator or teacher before getting a retake

After passing, the students must turn in any completed guided notes

Scripts

A userscript is an automated bot that students can use to complete their Edgenuity assignments, remove assignments/projects/essays, and even unlock/complete their tests for them. Edgenuity can detect when students are using userscripts and will log them out with the message "A userscript has been detected, and you have been logged out of Edgenuity." The student must immediately contact their teacher and notify them of this message.

Discipline for Academic Integrity and Dishonesty

1st - Warning to the student

2nd - Parent Meeting with student, teacher (teacher documents on student record). Restorative project/consequences may be enacted.

3rd - Parent Meeting with student, teacher, principal (Principal documents on student record) Detention, suspension, loss of privilege, or a restorative project/consequences may be enacted.

4th - Suspension (Principal documents on student record) - Review of program expectations

Counseling Team

Ms. Jody Decker & Ms. Lexie Williams

Ms. Hannah Larson (School Social Worker)

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

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

Social-Emotional Counseling
•Personal counseling: Individual and Group

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

Community Mental Health Resources

•916-368-3111 24-Hour Suicide Prevention Crisis Line, or 988

•Text 741741 – Crisis Text Line

•916-875-1055 or toll free 888-881- 4881 Mental Health Access Team: Monday- Friday, 8 am- 5 pm. Call for an over the phone assessment and receive referral to a mental health service provider.

•916-875-1113 Minor Emergency Response Team: 7 days a week 10:00am-7:00pm. 2150 Stockton Blvd. Sacramento CA 95817. Emergency mental health evaluations.

•916-520-2460 Mental Health Urgent Care Clinic (MHUCC), 2130 Stockton Blvd. Building 300, Sacramento, CA 95817: Monday-Friday, 10 am – 10 pm, Weekends and Holidays, 10 am – 6 pm. A walk-in clinic for individuals with an urgent mental health need.

•916-874-6015 Community Support Team: Monday-Friday 8:00am -5:00pm Provides assistance to families with accessing mental health services.

CCCS Front Desk
916-286-5161 Community Collaborative Charter School

Modified Graduation Requirements (If Applicable)

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

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

Certificate of Completion

A Certificate of Completion may be an option for some special education students. Courses focus on those skills needed for independent living. Students should be working on meeting their IEP goals in each area as determined by the IEP team. Courses may be taken on a pass/fail basis for students who are not working towards a diploma. A Response to Intervention (RTI) system and targeted instruction may be utilized to support academic progress, such as tutoring, lab support, and other interventions.

Students who are working toward a Certificate of Completion participate in graduation ceremonies with their general education peers. No distinction is made between a diploma and a certificate at the ceremonies. LEAs/districts may neither develop nor implement an IEP that extends beyond eligibility dates.

Dual Enrollment at Community College

GCC participates in a dual enrollment College and Career Access Pathway partnership with American River College. All GCC high school students now have access to dual enrollment opportunities as part of their general education coursework and can enroll in college courses as early as the second semester of their freshman year. CCCS may be able to purchase college textbooks for students in concurrent enrollment. Please see Counselor for details.

Edgenuity Overall Grade (Definition)

This is the weighted average grade for completed activities based on the grade weights for each type of activity. If the student's course grade has a weight for an activity category the student has not yet completed, that weight will be spread among the other categories proportionally. For example, one quiz will not have a greater impact than another. This grade does not incorporate any penalties for late or missing work. Teachers should reference this grade daily to determine whether a student is beginning to struggle with mastering the content. If this metric begins to decrease, the student is not mastering content.

Edgenuity Actual Grade (Definition)

This is the overall grade adjusted for progress if a student is behind. This score doesn't assume zeros for uncompleted work; simply penalizes for falling behind. Assigning zeros could swing a grade dramatically depending on the weight of the uncompleted activities. Any ungraded, but submitted work, does not count against the grade. Once graded, it is factored into the calculation. This metric incorporates a penalty for a student being behind their target. It makes use of a ratio that represents the student's actual progress divided by his target progress. In order for this metric to populate, a student's course must have a start date and target date assigned. Some teachers use this for progress reports, while others may use this year-round. This grade will never be higher than the overall grade when students are working ahead. When a "N/A" appears for an Actual Grade, it means that the start and target dates have not been set. Also, the day the student was enrolled in the course will appear as "N/A".

Relative Grade (Definition)

This is the grade that a student would receive if they stopped working and received 0% for all unscored, counted activities. Because this grade is essentially a harsh penalty for not completing work, it is most accurate when all work students have submitted for teacher scoring has been graded, not left pending. Many teachers decide to use this grade as the final course grade. Relative Grade is commonly used in credit recovery courses because if submitted items are graded, it will show the point at which the student could recover the credit, depending on district policies.

Activity Type	Weights
Quizzes	10%
Tests	20%
Exams	70%

Assessments & Grading Policy

CA State Testing

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

9-12th: English Language Proficiency Assessment of California (ELPAC) for our Long-Term English Learners who have not yet been reclassified. 9th: Physical Fitness Test 11th: Smarter Balanced Summative Assessments in English and Math (CAASPP) 12th: California Assessment Science Test (CAST)

Other Assessments

Students will also be required to take the i-READY assessment each semester to measure their growth throughout the year in Reading and Math, as well as weekly tests within our online Edgenuity learning platform as they progress thru their academic courses.

California High School Proficiency Exam (CHSPE)

The California High School Proficiency Exam (CHSPE) is a voluntary test that assesses proficiency in basic reading, writing, and mathematics skills taught in public schools.

The CHSPE consists of two test sections: mathematics and English Language Arts (ELA). The ELA section has two subtests (reading and language). Eligible persons who pass both parts of the CHSPE are awarded a Certificate of Proficiency by the State Board of Education. The test is given in English only.

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

Grading Scale

Final grades and credits are posted to transcripts at the end of each semester. To support students and families with progress monitoring, teachers will be communicating work progress in either daily, weekly, or monthly reports. Please note that students enrolled in A-G courses/Dual Enrollment follow post-secondary grading policy recommendations.

Percentage	Grade
98-100+%	A+
92-98%	A
90-91.9%	A-
88-89.9%	B+
82-88%	B
80-81.9%	B-
78-79.9%	C+
72-78%	C
70-71.9%	C-
68-69.9%	D+
62-68%	D
60-61.9%	D-
0-59.9%	F

Success For All Students

English Learners

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

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

Administrative Instructions for High School Grade Level Placement and Change - Independent Study Schools

Overview: Grade level placement is determined by years in high school for on-track students and by total credits earned for students who are credit deficient. This approach ensures consistency, supports accurate graduation planning, and aligns with state reporting expectations.

Placement Guidelines: 1. Students who are on-track to graduate with 4-year cohort

Students who are progressing as expected toward graduation in four years will follow a regular graduation path with annual grade level progression.

Year in High School	Grade Level Placement Based on Credits		
1st Year	Grade Level	Regular Graduation Path	Credit Reduction Path
2nd Year	9th	0-49 credits earned (200-150 credits needed)	0-49 credits earned (130-81 credits needed)
3rd Year	10th	50-99 credits earned (149-100 credits needed)	50-79 credits earned (80-41 credits needed)
4th year	11th	100-149 credits earned (99-50 credits needed)	80-109 credits earned (40-21 credits needed)
	12th	150-200 credits earned (49-0 credits needed)	110-130 credits earned (20-0 credits needed)

2. Credit-Deficient Students in Regular Graduation Path
Students who have not earned the expected number of credits for their year(s) in high school are placed in the grade level that aligns with their number of credits needed. (numbers in parentheses above)
Example: A 3rd-year high school student with only 75 credits earned and needs 125 credits would be placed in 10th grade.

3. Students qualifying for Credit Reduction Path
California law allows certain students to be exempt from local educational agency (LEA) graduation requirements. These students are only required to meet the minimum California state high school graduation requirements. When a student qualifies under one of the

30

approved classifications and the parent or guardian provides consent, the student is placed on the appropriate credit-reduction pathway, as outlined in the chart above.

Grade Level Change Guidelines:

1. Parent/guardian agreement must be documented in writing before adjusting the student's grade level. Grade level placement change for students with IEPs must be conducted through the IEP meeting.
2. 11th grade graduates must complete all mandatory state assessments. Additional guidance on this subject can be found in the GCC Administrative Instructions for Graduation During State Testing.
3. Grade level change requests beyond these exceptions and traditional year roll over cannot be made without preapproval from the Director of Academics.

There are two conditions for when a site has permission to change a student's grade level mid-year, otherwise all mid-year grade changes must be pre-approved by GCC.

1. Grade Level Change Upon Initial Enrollment

Once official transcripts are received after initial enrollment and a grade level change is required. This should be done using the following process.

There are two steps in Aeries necessary to complete this process. It is crucial that the school site 1) utilize the mid-year exit code and then 2) update the student record in Aeries. Although the student is not exiting your school, this will ensure there is a record of the grade level change in CALPADS by using the correct exit code.

1. Exit the student using the exit code E150 ensuring the end date reflects the last date you want the student's record to reflect the previous grade level
2. Create a new enrollment record with the updated grade level, the start date should be the next school day following the end date used in the previous step

2. Grade Level Change for 9th and 10th Grade Graduates

If a student enrolled in 9th or 10th grade becomes eligible for graduation, it is necessary to update their grade level to ensure accurate graduation data for the school.

A-G REQUIREMENTS

WHAT ARE THEY?

☐ The A-G Requirements are classes you must pass with a "C" or better as part of CCCS graduation requirements and California State University requirements.

WHEN DO I TAKE THEM?

☐ A-G courses will be taken throughout your four years of high school.

WHY ARE THEY IMPORTANT?

☐ These courses are required to graduate from high school, and aim to put you on a path toward becoming a competitive college applicant.
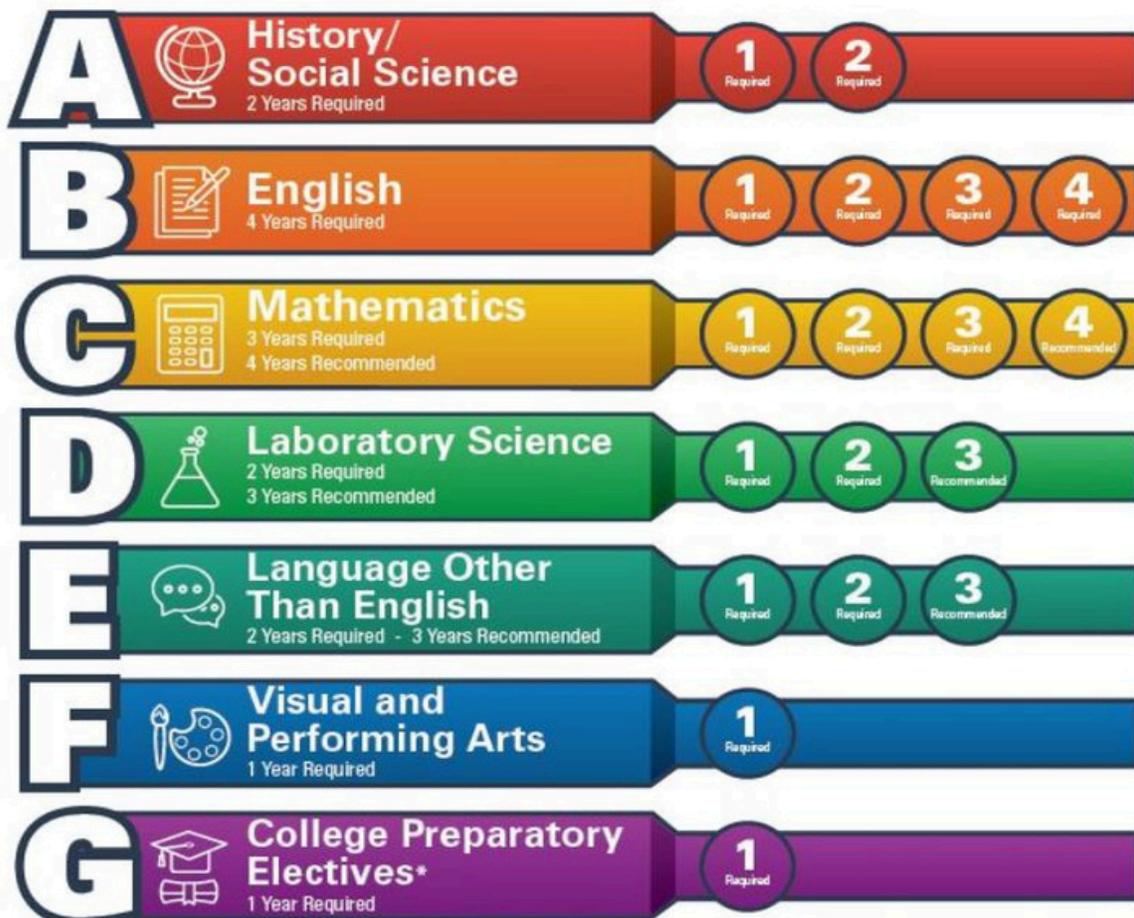
STUDENT ATTENDANCE MONITORING
INDEPENDENT STUDY SCHOOLS

A key factor in supporting students to achieve their potential is ensuring strong attendance habits. Gateway Community Charters (GCC) recognizes that family connections are vital in building a solid foundation for success, and therefore seeks to develop strong communication with families. GCC will engage families in meaningful ways—not just to highlight the value of good attendance, but also to address any barriers that may prevent students from attending school.

Students with regular consistent attendance and engagement have better connections with the school community and greater success in academics. School attendance and work completion are the primary driving factors of generating revenue for the school via Average Daily Attendance (ADA).

GCC sites and staff will follow a structured process to document attendance correctly in Aeries. It begins at the school level with the School Study Team (SST) then moves to the Community Engagement Department (CED), and progresses to the Central Office through the School Attendance Review Team (SART) process. The county SARB process does not apply to independent study students. Before referral to the GCC CED or Central Office, the school site must make all reasonable efforts to address and eliminate barriers preventing the student from attending and engaging with school regularly.

The GCC will provide appropriate existing services and resources to enable pupils to complete their IS successfully and will ensure that the IS pupil has the same access to all services and resources in the school in which the pupil is enrolled as is available to all other pupils in the school, including providing equipment and internet connectivity support.

Opportunities for Live Interactions and Synchronous Instruction
Synchronous instruction is defined as classroom-style instruction, small group instruction or one-on-one instruction provided in person or via live two-way communication between a credentialed teacher and the student. Live interaction is defined as any communication or interaction between the student and any school staff member for the purpose of school connectedness. The process for tracking interactions may differ between LEAs and must be documented.

The School shall plan to provide, at minimum, the following opportunities for live interaction and synchronous instruction for all pupils participating in independent study for 16 or more school days in a school year. Per AB 181, students are to receive live/synchronous instruction based on their current grade span:

- For pupils in transitional kindergarten through grades 1 to 3 inclusive, the school shall plan to provide opportunities for daily synchronous instruction for all pupils throughout the year.
- For pupils in grades 4 to 8 inclusive, the school shall plan to provide opportunities for both daily live interaction and at least weekly synchronous instruction for all pupils throughout the year.
- For pupils in grades 9-12 inclusive, the school shall plan to provide opportunities for at least weekly synchronous instruction for all pupils throughout the year.

Work Assignments for Determining ADA
For students in all programs of independent study, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be as follows:
- For pupils in transitional kindergarten/kindergarten and grades one through five, 10 days
- For pupils in grades six through twelve, 20 days

Missed Assignments and Level of Satisfactory Progress
Lack of satisfactory progress will be determined by any of the following:
1. When any student fails to complete 10 missed assignments during any period of 20 days.
2. Not generating attendance for more than 10% of required minimum instructional time over four continuous weeks.
3. Not participating in required synchronous instruction for more than 50% of scheduled synchronous instruction time in a school month.
4. For high school, when students are not making sufficient progress to complete at least 20 credits in a semester.
5. Lack of completion of assignments, assessments, or other indicators that the pupil is working on assignments.
6. Lack of mastery of required concepts, as determined by the supervising teacher.

If a student fails to make satisfactory progress as defined above, the School will conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study or to return to the regular school program.

School sites must follow the process outlined below for tiered interventions for student re-engagement.

At the conclusion of a full attendance period (4 weeks), any student not making satisfactory progress in any of the areas above, will be placed into the tiered reengagement process. These steps can be accelerated when there is no contact or engagement from the family at each step; but, no steps can be skipped and all interventions must be documented in AERIES interventions.

Tier 1 (Reviewed every 1-2 Weeks)
1. The Teacher of Record (TOR) calls the family to verify current contact information and review the IS Master Agreement and informs the family of lack of satisfactory progress as determined by any of the indicators above.
2. Tier 1 letter is emailed as a follow up to parent/guardian and/or student within 5 school days of the recording lack of satisfactory progress as determined by any of the indicators above.

34

Tier 2

3. After the tier 1 letter is sent home, if the student continues to fail to make satisfactory progress in the following two weeks (or any two week period within the same instructional term), sites must send the Tier letter home. This letter includes the scheduling of a conference with the family regarding the concerns related to their student's lack of satisfactory progress. This conference could be a phone call, in person conversation, or a scheduled meeting and shall reiterate the school policies around work completion and required synchronous instruction.

4. After the Tier 2 letter is mailed home and the first conference is held, if the student continues to fail to make satisfactory progress in the following two weeks, the school must hold a Student Study Team (SST) meeting to determine the reasons for the lack of progress. A site administrator, the teacher of record, parent, and possibly the student must attend. At the SST meeting, a re-engagement agreement must be created. Some things to consider at the SST meeting include but not limited to:
    a. Offer flexible virtual check-ins or office hours to address concerns.
    b. Assign study buddies or small group discussions to maintain engagement
    c. Address possible barriers to engagement.
    d. Modify pacing or content delivery to better suit the student's needs.
    e. Engage family members for additional support and accountability.

Tier 3

A student is referred to tier 3 and the CED team if the student continues to demonstrate a lack of satisfactory progress as determined by any of the indicators above the following two weeks post SST. When the student is referred to the CED team for support, the site must first send home the parent notification letter.

Parent Notification Letter of <u>CED Referral sent by the site</u> and <u>letter emailed and physically mailed to family</u>:
1. When the contract has not been successful and the student continues to fail to make satisfactory progress the case will be referred to the Community Outreach Specialist from CED.
2. A home visit will be made by the CED and a site team member. The home visit must be documented in AERIES.
3. External referrals will be made by the CED team for additional student and family support.
4. A follow-up SST meeting may be conducted by the CED Specialist and the Principal. Some things to consider at the follow up SST meeting include but not limited to:
    a. Develop a structured re-engagement contract with clear expectations and accountability.
    b. Establish additional time and days on campus with structured support.
    c. Partner with local nonprofits, youth centers, or faith-based groups that may have relationships with the family.
    d. If the student returns after a long absence, set up a re-entry plan with structured support.
    e. Scheduled time with another trusted adult at the school to support student success.
    f. Implementation of Tier 2 and Tier 3 strategies that were previously successful.

Parent Notification Letter of GCC SART Referral

1. If the student continues to fail to meet attendance requirements after the prior tiers of re-engagement, 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 elect to work with the family to transition the student back to in-person instruction. GCC cannot guarantee enrollment availability in any school.

No Show

If a student fails to show any engagement over the first two weeks of enrollment they can be marked as a "No Show" in AERIES. This "no show" allowance does not apply to any student with an active IEP or 504.

Progress Thresholds	CCCS TK-8	CCCS VA/ CCCS Connections	CCCS Main/SYC 9-12	SAVA
Missed Assignments	Student fails to complete 10 missed assignments during any period of 20 days CCCS Main/SYC 9-12 • Failure to complete 60% of toward quiz/tests unlocking • 15 missed quizzes in a month or thereinof • Failure to earn at least 5 credits in a month • Failure to complete a unit test for 2 weeks in a row			
Monthly ADA	Student does not generate ADA for more than 10% of required minimum instructional time over four continuous weeks (2 or more non-ADA days for each Learning Period) • Less than <90% ADA Each Month • 50% (2 Appointments with Teacher) Each Month • Less than <60% of assignments completed • Missed 2 more teacher meetings • Missed 2 or more live classes that the student is enrolled in			
Student does not participate in more than 50% of scheduled synchronous instruction in a given school month.	50% of synchronous instruction equates to _____ 10 Meetings (Class) Days per month for CCCS TK-8.	50% of synchronous instruction equates to 10 Meetings per month for CCCS VA TK-8; 8 Meetings per month for CCCS VA 9-12	50% of synchronous instruction equates to _____ 2 Teacher Meetings per month for CCCS Main/SYC	50% of synchronous instruction equates to 2 Meetings per month for SAVA.

		_____ Meetings per month for CCCS Connections.	2 Live Class Attendance For Each Class Enrolled	
High School Credits	NA	Student is not making sufficient progress to complete at least 20 credits in a semester • Less than <20% Graduation Plan Progress Each Month or • Assignments = Minimum of 4 Credits Each Month		
Satisfactory Progress	Student fails to complete assignments, assessments, or other indicators that evidence lack of satisfactory progress.			

*Note- this chart can and should be individualized by grade level/grade span for each program as the thresholds can vary.

Student Services

Work Permits

The law requires work permits for students between the ages of 14-17 who want to be employed. Students must have a job offer before applying for a work permit. If you need help finding a job or want to know if a work permit will be issued, see the Principal.

Work permits will be issued only to the extent that outside employment does not significantly interfere with the student's school work. A request for a work permit and the actual work permit are issued by a counselor or administrator. Work permits are a privilege of actively enrolled students with CCCS.

If *a student withdraws or is dismissed from the school, the work permit will be revoked, and the employer will be notified that the student is no longer enrolled.* If a student has not completed his/her assignments, does not maintain a GPA of 2.5, or is not making adequate progress toward completing assigned credits/courses, the work permit will be revoked.

Pre-SST and SST

A Student Study Team (SST) is a TK-12 school-based, evidence-informed framework for prevention, early intervention, referral, and support for students with needs that may prevent them from fully benefiting from their educational experience. SSTs focus on building support for students dealing with academic and non-academic barriers to learning, including behavioral health, family and relationship issues, as well as other life needs.

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

A Pre-SST might be established by a teacher or staff and may involve other school team members for support and guidance before conducting an SST to discuss concerns and supports.

504 Plans

Section 504 of the federal Rehabilitation Act of 1973 and the Americans with Disabilities Act (42 USC 12101 et seq.) prohibits discrimination on the basis of disability. Section 504 requires school districts to identify and evaluate children with disabilities in order to provide them with a free, appropriate public education. Individuals with a physical or mental impairment that substantially limits one or more major life activities, including seeing, hearing, walking, breathing, working, performing manual tasks, learning, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, speaking, are eligible to receive services and aids designed to meet their needs as adequately as the needs of nondisabled students are met. If a student has a disability that limits his or her ability to attend or function at school, a written accommodation plan may be documented under Section 504. Students have the right to be educated in the least restrictive environment.

Special Education

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

Health

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

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

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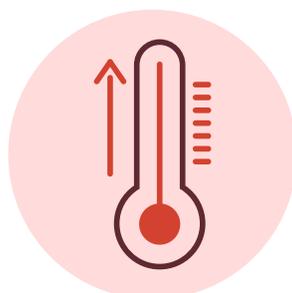
Health

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

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

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

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

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

COVID 19: If you have concerns that your student has been exposed or has tested positive for COVID 19, please go to the CA Department Public Heath website for up-to-date information:https://www.cdph.ca.gov/

Safety

Emergency Procedures

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

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

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

Dangerous Objects In trying to create a safe and orderly learning environment, we have prohibited the following items from the school campus. • Matches/Lighters • Pepper Spray • Prescription medication without authorization • Pocket Knives • Drugs (including marijuana)/alcohol/drug paraphernalia • Vaping/e-cigarettes • Weapons/Replicas • Flyers (not related to a school sponsored activity) In addition to the above listed items, any personal belonging deemed to be a distraction to the learning environment will not be allowed. These items will be confiscated and returned at the end of the school day. There will be consequences for repeated confiscations.

Safety

Parking Lot Safety We need your help to keep the school and students safe. Due to the potential for high- traffic volume at certain times of the day, please follow directional arrows and direction of staff supervising drop off and pick-up.

It is imperative that families adhere to parking safety rules. We share the parking lot with other schools with younger students, and every student's safety is important. Please be aware of pedestrians. At no time, should anyone drive quickly or recklessly through the parking areas or surrounding streets. At no time should parents park their cars in a drop off zone. Parents must always park in a designated parking spot. The handicapped zone is reserved for those with handicap permits. Please be courteous and follow all safety guidelines at all times.
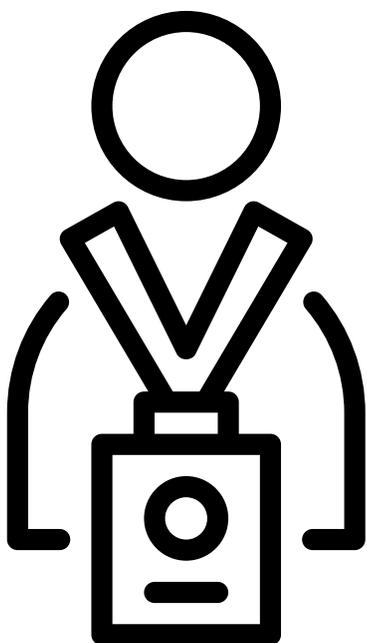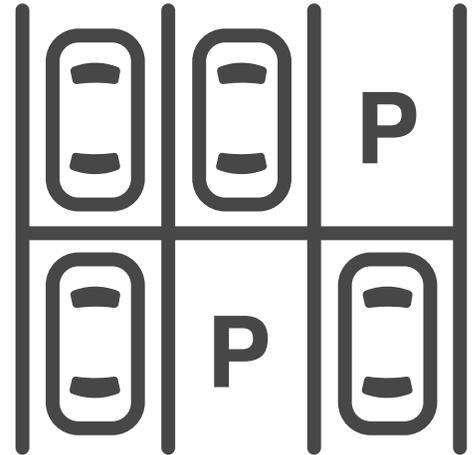
Guests on Campus Any visitor to the CCCS campus, including students' guardians, family members, or friends, ***will need a scheduled meeting and receive approval from the principal*** to be allowed to enter the CCCS main floor. If there is no meeting scheduled, the visitor, guardian, family member, or friend will need to wait in the front office lobby.

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

Animals on Campus Policy

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

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

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

Animals Used for Demonstration in CCCS Veterinary Technology Program

The CCCS Veterinary Assistant training program is open to a variety of animals, restricted to non-poisonous animals. Therefore, zoonotic animals that are often carriers or reservoirs of infectious diseases will not be permitted. Birds, reptiles, and rodents are not permitted on campus except for demonstrations from veterinary professionals or professional animal care organizations that have been approved or cleared by school or district administration.

- Non-venomous: This term is used for animals that do not inject venom into other creatures via a bite or a sting, such as a non-venomous snake.
- Non-poisonous: This is the term for animals that are not harmful if they are eaten or touched. The toxins are not injected but are present on their skin or in their tissues.

1. Adult cats are allowed in Veterinary Assistant classes with the following provisions:
a. Proof of current rabies vaccine
b. Proof of physical examination with fecal exam indicating no internal parasites.
c. Cats must be housed 100% indoors by the owner; cats that are allowed outside are ineligible to bring onto the school campus.

2. Kittens brought in for training purposes must have proof of a physical exam with negative fecal/skin examinations before entry into the Veterinary Assisting program. Shelter kittens may not be removed from the designated feeding area, and may not be housed in the same area as adult cats.

3. Dogs over the age of 16 weeks are allowed in Veterinary Assistant classes with the following provisions:
a. Proof of current rabies vaccine
b. Proof of completion of DHP-P vaccine series
c. Proof of physical exam with fecal exam indicating no internal parasites
d. Evidence of early and consistent socialization and training in public settings.

All dogs must be individually approved by Veterinary Assistant instructors.

4. Puppies under the age of 16 weeks may be brought to class by veterinary professionals or established Breeders of Record.

GCC's Legal Notices

NONDESCRIMINATION FOR STUDENTS AND EMPLOYEES (BP 06-19)

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

STAFF-STUDENT BOUNDARIES POLICY (BP 03-23)

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

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

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

Unacceptable Behaviors

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.

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.

GCC's Legal Notices

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.
1. Kissing of ANY kind
2. Massage [Note: Prohibited in athletics unless provided by a massage therapist or other certified professional in an open public location. Coaches may not perform a massage or rub-down. Permitted in special education only as instructed under an IEP or 504 Plan.]
3. Full frontal or rear hugs and lengthy embraces
4. Sitting students on one's lap (grades 3 and above)
5. Touching buttocks, thighs, chest or genital area
6. Wrestling with students or other staff member except in the context of a formal wrestling program
7. Tickling or piggyback rides
8. Any form of sexual contact
9. Any type of unnecessary physical contact with a student in a private situation
10. Intentionally being alone with a student away from school
11. Furnishing alcohol, tobacco products, or drugs, or failing to report knowledge of such 12."Dating" or "going out with" a student
13. Remarks about physical attributes or physiological development of anyone. This includes comments such as "Looking fine!" or "Check out that [body part]."
14. Taking or requesting photographs or videos of students for personal use or posting online
15. 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
16. Leaving campus alone with a student for lunch
17. Sharing a bed, mat, or sleeping bag with a student
18. Making, or participating in, sexually inappropriate comments
19. Sexual jokes, or jokes/comments with sexual overtones or double-entendres
20. Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
21. Listening to or telling stories that are sexually oriented
22. Discussing your personal troubles or intimate issues with a student
23. Becoming too involved with a student so that a reasonable person may suspect inappropriate behavior
24. 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
25. Being alone in a room with a student at school with the door closed and/or windows blocked from view
26. 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
27. Staff mirroring the immature behavior of minors
28. 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.

1. This policy does not prevent:
2. Touching a student for the purpose of guiding them along a physical path;
3. Helping them up after a fall;
4. 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
5. 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.
6. 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 boundary violation(s), the likelihood of harm is greatly reduced.

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

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

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

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

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

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

Disciplinary Physical Action 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.

Parent Engagement

Communication

Your partnership with us is crucial to your child's success. Our campus and organization utilize Parent Square daily to communicate with families and students, and the Aeries Parent Portal for current grades and test scores. Please ensure that you are connected to Parent Square classes to receive messages, notifications, and alerts. In addition, communication via email, ParentSquare, phone calls, and handouts may occur.

Parent/Guardian Volunteer Process
Volunteers are welcome to support in the classroom, on field trips, and at school events. All volunteers must be fingerprinted and background checked through LiveScan to be cleared through GCC to be on campus.
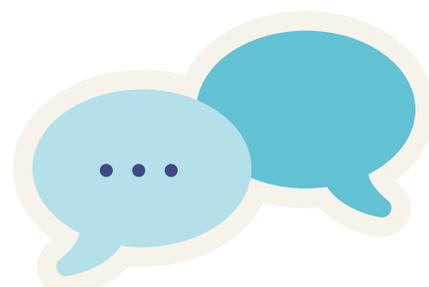
Conferences With Student/ Parent/ Teacher
Teachers, parents, or guardians may, at any time, request a conference to ask questions and/or address concerns. Out of consideration for instructional time, if you wish to discuss your child's progress with the teacher, please arrange for a private conference with the teacher outside of instructional class time before or after school.

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

Visits to the Campus
We welcome parent/guardian visitors. All parent/guardian visitors are required to check in at the office to get a visitor's badge. This visitation may be escorted by the school administrator. Any video recording/photography during the visit is strictly prohibited.

Parent Engagement

Communication

Your partnership with us is crucial to your child's success. Our campus and organization utilize Parent Square daily to communicate with families and students, and the Aeries Parent Portal for current grades and test scores. Please ensure that you are connected to Parent Square classes to receive messages, notifications, and alerts. In addition, communication via email, ParentSquare, phone calls, and handouts may occur.

Parent/Guardian Volunteer Process
Volunteers are welcome to support in the classroom, on field trips, and at school events. All volunteers must be fingerprinted and background checked through LiveScan to be cleared through GCC to be on campus.
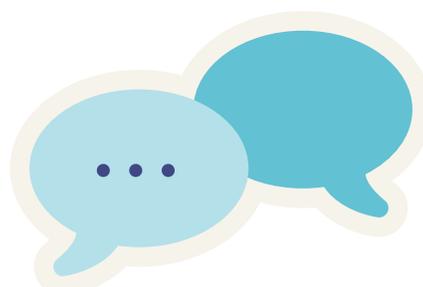
Conferences With Student/ Parent/ Teacher
Teachers, parents, or guardians may, at any time, request a conference to ask questions and/or address concerns. Out of consideration for instructional time, if you wish to discuss your child's progress with the teacher, please arrange for a private conference with the teacher outside of instructional class time before or after school.

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

Visits to the Campus
We welcome parent/guardian visitors. All parent/guardian visitors are required to check in at the office to get a visitor's badge. This visitation may be escorted by the school administrator. Any video recording/photography during the visit is strictly prohibited.

Parent/Guardian Expectations and Rights

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

- Make sure that students attend all scheduled school events including teacher appointments, 5 hours of lab time, and live or virtual learning.
- School hours are (with he exception of holidays):
  - Mondays - 12:00 PM - 3:30 PM (Testing and Open Lab)
  - Tuesdays - Fridays - 8:00 AM - 3:30 pm

- Please avoid scheduling appointments or personal outings during these hours.

• Arrange safe and reliable transportation to and from school (Regional Transit cards are provided for student IDs).

• Supervise students at home, making sure that all assignments are completed thoroughly, correctly, and with academic integrity.

• If your student cannot attend a meeting with his or her teacher, the teacher must be contacted before the appointment time to discuss another arrangement for fulfilling attendance obligations.

• Keep staff/teacher aware of changes to phone number or address.

• Promptly return calls from the teacher and/or school.

• Contact the teacher with any questions or concerns about assignments and student progress.

• Follow through with courses of action agreed upon with school personnel with regards to the student's academic and/or behavioral progress.

• In the case of a prolonged or serious illness or injury, contact the teacher and/or vice principal to discuss alternative arrangements for assignments and attendance. • Behave and dress appropriately while on the school campus.

• Treat teachers, staff, students, and other parents with appropriate kindness and respect.

• Ensure students maintain campus and school materials with respect. Parents are liable for damage and loss of materials, technology, and campus resources.

• Honesty and integrity are expected of parents in regards to all assignments and communications.

• Parents have the right to appeal any decision about student placement, school program, or transfer by first contacting the supervising teacher and/or vice principal, then contacting the principal. If not satisfied with the results of this communication, the parent/guardian may contact Gateway Community Charters.

Parent/Guardian Rights – You have the right to

• Information about and progress of your child's achievement, behavior in school, and attendance which will only be provided to parents/legal guardians/caregivers listed on enrollment documentation;

• Expect a safe environment that is non-threatening and allows your children to achieve at their maximum academic potential; and information about all school rules, regulations, and expectations.

Acknowledgement of Receipt of Handbook
Name of Student: _____

Student has read, understands, and will adhere to the following agreements:

- Attendance Policy
- Climate and Culture of CCCS Phone-Free Campus
- Academic Integrity
- Chrome Book Policy
- Productive On-Campus Hours
- Social Contract
- Staff/Student Boundaries Unacceptable Behaviors

Parents/Guardians will:

• Make sure that student attends all scheduled classes and meetings with teachers and that all assessments are completed as assigned (iReady, CAASPP, CAST, PFT, ELPAC, etc.).

• Attend all in-person events and meetings and ensure that student is present as well.

• Supervise students at home, making sure all assignments are completed.

• Ensure students have a quiet place to work, free from distractions.

• Keep school and teacher aware of phone number and/or address changes.

• Promptly return calls from the teacher and/or school.

• Contact the teacher with any questions or concerns about assignments and IS student progress.

• Follow through with courses of action agreed upon with school personnel with regard to the student's academic and/or behavioral progress. In the case of a prolonged or serious illness or injury, contact the teacher and/or campus principal to discuss alternative arrangements for assignments and attendance.

• Ensure that teachers, staff, students and other parents are treated with kindness and respect.

• Maintain campus and school materials with respect. Parents are liable for damage and loss of materials and campus resources.

• Honesty and integrity are expected of parents in regard to all assignments and communications.

• Parents have the right to appeal any decision about student placement, school programs, or transfer by first contacting the supervising teacher and/or campus principal. If not satisfied, parents may then contact Gateway Community Charters.

Student Chromebook and Adaptive Technology Loan Agreement 2024-2025

Providing technology for instructional use by high school students is an exciting venture. Certain guidelines are necessary to protect the laptop, Chromebook, Hotspot wireless internet device and the school network to ensure that this technology serves as an effective instructional tool. Students and their parents/guardians must agree to the following:

The student agrees to follow all CCCS regulations and policies governing the use of the computer as well as all applicable State and Federal laws including copyright and intellectual property law pertaining to software and information.

The computer is the property of CCCS.

If a student withdraws from the school prior to the end of the loan period (semester), the technology devices are to be returned to school officials by the student prior to withdrawal.

The student shall not remove or alter any CCCS identification labels attached to or displayed on the computer, nor shall the student change identification within the computer, such as the computer name or other barcodes.

The student agrees to handle the computer carefully and protect it from potential sources of damage. The student agrees to take care to keep the computer secure and safe. The student will assume the risk of loss by theft, destruction, or damage. If, during the loan period, the technology is damaged or returned with any accessories missing, CCCS may charge the student the lesser of the repair or replacement cost of the computer. The student must report theft (or suspected theft) of the technology, loss of the technology, damage to the technology, or malfunctioning of the technology to school personnel immediately. Upon request, the student agrees to deliver the technology to CCCS staff for technical inspection or to verify inventory or other information; this may include random screening. The student understands that the teacher determines if student work completion and behavior warrants it, technology will be issued. No Expectation of Privacy Students have no expectation of confidentiality or privacy with respect to any usage of technology, regardless of whether that use is for district-related or personal purposes, other than as specifically provided by law. The school may, without prior notice or consent, log, supervise, access, view, monitor, and record use of student technology at any time for any reason. By using technology issued by CCCS, students agree to such access, monitoring, and recording of their use. Teachers, school administrators, and the technology department staff may use monitoring software that allows them to view the screens and activity on student Chromebooks/ laptops.

Taking Care of Your Chromebook/ Laptop Students are responsible for the general care of the technology they have been issued by the school. Technology that is broken or fails to work properly must be taken to administration as soon as possible so that they can be taken care of it properly. District-owned technology should never be taken to an outside computer service for any type of repairs or maintenance. Students should never leave their technology unsecured.   56

Community Collaborative Charter School (CCCS)

General Precautions

- No food or drink should be next to school issued technology.
- Cords, cables, and removable storage devices must be inserted carefully into technology. Chromebooks/ laptops should not be used with the power cord plugged in when the cord may be a tripping hazard.
- Decorating, writing or drawing on school issued technology is not allowed.
- Heavy objects should never be placed on top of Technology (even inside a backpack)
- Never lift Chromebooks/ laptops by the screen, nor carry them with the screen open.
- Make sure there is nothing on the keyboard before closing the lid of the Chromebook/ laptop (e.g. pens, pencils, or disks).
- Only clean the screen with a soft, dry microfiber cloth or anti-static cloth.
- Do not use any household cleaning products on the screen.

Repairing/Replacing Your Chromebook If your technology is not working notify your teacher of record as soon as possible. The following are estimated costs of Chromebook/ laptop parts and replacements: Replacement - $300.00; Screen - $100.00; Keyboard/touchpad - $50.00; Power cord - $30.00; Hotspot - $100

ADDITIONAL TERMS OF AGREEMENT:

I have read and agree to comply with these guidelines. I have read and agree to abide by all CCCS policies and regulations for the use of equipment including the Acceptable Use Policy for Computers and the Internet as well as computer use guidelines as outlined in the GCC Student Handbook. I understand that, if the technology or any accessory is lost, damaged or stolen, I am responsible for the replacement cost of the technology. I will report any damage to hardware or software immediately to designated school personnel and will return equipment promptly when requested by school personnel. The technology remains the property of CCCS and cannot be loaned, sold, bartered, traded, leased, rented or given to any other person or persons without the express written consent of CCCS. The district insurance AND the permission granted to the student ceases on the LAST CALENDAR DAY OF THIS CURRENT SCHOOL YEAR (unless terminated earlier by CCCS) and failure to return the said technology on or before that date to the administration could result in criminal charges being sought against the student and/or the person who has the technology. CCCS reserves the right at any time to demand return of the Technology forthwith.

Please sign and return this page to your campus administration. You must have a signed agreement on file in order to be assigned a Chromebook, Laptop and/or Hotspot. By signing this agreement, I acknowledge that I have read, understand, and accept the terms of Chromebook Use Agreement. I agree to be financially responsible for the repair or replacement cost should the technology be lost, stolen, or damaged. This includes any damage or loss that occurs on or off campus.

Date:_____

Student Name: _____
Grade: _____

Student Signature: _____

Student Phone#:_____

Parent Signature: _____

Parent Phone#:_____

Laptop Tag #_____

Date Issued_____

Date Returned_____

Staff Signature_____

Hotspot Tag #_____

Date Issued_____

Date Returned_____

Staff Signature_____

Teacher of Record: _____

Acknowledgement of Receipt of Handbook
Name of Student: _____

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

Parent/Guardian would like more information about becoming a member of our School Site Council that meets once a month for 1 hour. Yes/No (circle one)

Parent/Guardian has set up an account to the Aeries portal in order to keep track of their student's academic performance. Yes/No (circle one)

_____

Please sign and date below to indicate your receipt and understanding of this agreement.

_____   _____
Student   **Parent**

Date:
_____