



**TK-8 Campus  
Student and Family Handbook 2025-2026**

**Address:**

3701 Stephen Drive  
North Highlands, CA 95660

**Main Office Number:**

(916) 286-5158

*A Gateway Community Charters School:*



**Mission Statement**

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

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## **Mission Statement**

*“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.”*

## **Welcome to the Phoenix Nest Administrator's Message**

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Welcome CCCS TK-8 Families!

At Community Collaborative Charter School, we are dedicated to not only achieving academic excellence but also nurturing well-rounded, resilient individuals. Our commitment is embodied in the GCC Portrait of a Graduate, which guides us in preparing students to thrive in an ever-changing world. We aim to develop critical thinkers, effective communicators, and compassionate citizens who are equipped with the skills and mindset to succeed in any endeavor they choose to pursue.

One of the cornerstones of our educational philosophy is Capturing Kids' Hearts (CKH) and Positive Behavioral Interventions and Supports (PBIS). This approach fosters a positive school climate, encourages good behavior, and ensures that every student feels valued and respected. By emphasizing positive reinforcement and clear expectations, we create an environment where all students can excel both academically and personally.

Our standards-based instruction is designed to provide a rigorous and meaningful learning experience for every scholar. By focusing on clear, measurable goals, we ensure that all students have the opportunity to master essential skills and knowledge. This approach allows us to tailor our teaching to meet the diverse needs of our students, helping each one reach their fullest potential.

In our pursuit of excellence, we also emphasize the importance of being lifelong learners. Education does not end with graduation; it is a continuous journey of growth and discovery. We encourage our students to remain curious, open-minded, and committed to learning throughout their lives. By fostering a love for learning, we empower our students to adapt and thrive in an ever-evolving world.

As we begin this new school year, I invite you all to join us in creating a vibrant and supportive community where every student can succeed. Together, we will inspire greatness, celebrate achievements, and overcome challenges.

Thank you for being an essential part of our school community. Here's to a fantastic year ahead, filled with learning, growth, and countless opportunities!

Sincerely,

The CCCS Family

## Bienvenido al Nido del Fénix

### Mensaje del administrador

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¡Bienvenidas Familias de CCCS TK-8!

En Community Collaborative Charter School, estamos dedicados no solo a lograr la excelencia académica, sino también a formar individuos completos y resilientes. Nuestro compromiso se refleja en el Retrato de un Graduado de GCC, que nos guía en la preparación de los estudiantes para prosperar en un mundo en constante cambio. Nuestro objetivo es desarrollar pensadores críticos, comunicadores efectivos y ciudadanos compasivos, equipados con las habilidades y la mentalidad necesarias para tener éxito en cualquier esfuerzo que decidan emprender.

Uno de los pilares de nuestra filosofía educativa es Capturing Kids' Hearts (CKH) y las Intervenciones y Apoyos de Comportamiento Positivo (PBIS). Este enfoque fomenta un clima escolar positivo, anima el buen comportamiento y asegura que cada estudiante se sienta valorado y respetado. Al enfatizar el refuerzo positivo y las expectativas claras, creamos un ambiente donde todos los estudiantes pueden sobresalir tanto académica como personalmente.

Nuestra instrucción basada en estándares está diseñada para proporcionar una experiencia de aprendizaje rigurosa y significativa para cada estudiante. Al centrarnos en objetivos claros y medibles, nos aseguramos de que todos los estudiantes tengan la oportunidad de dominar habilidades y conocimientos esenciales. Este enfoque nos permite adaptar nuestra enseñanza para satisfacer las diversas necesidades de nuestros estudiantes, ayudando a cada uno a alcanzar su máximo potencial.

En nuestra búsqueda de la excelencia, también enfatizamos la importancia de ser aprendices de por vida. La educación no termina con la graduación; es un viaje continuo de crecimiento y descubrimiento. Animamos a nuestros estudiantes a mantenerse curiosos, con una mente abierta y comprometidos con el aprendizaje a lo largo de sus vidas. Al fomentar el amor por el aprendizaje, empoderamos a nuestros estudiantes para que se adapten y prosperen en un mundo en constante evolución.

Al comenzar este nuevo año escolar, los invito a todos a unirse a nosotros en la creación de una comunidad vibrante y solidaria donde cada estudiante pueda tener éxito. Juntos, inspiraremos grandeza, celebraremos logros y superaremos desafíos.

Gracias por ser una parte esencial de nuestra comunidad escolar. ¡Brindemos por un año fantástico, lleno de aprendizaje, crecimiento y un sinnúmero de oportunidades!

Con pasión y dedicación,

La familia CCCS

Добро пожаловать в Гнездо Феникса  
Сообщение от администратора

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Добро пожаловать, семьи CCCS TK-8!

В Community Collaborative Charter School мы стремимся не только к достижению академического превосходства, но и к воспитанию всесторонне развитых, стойких личностей. Наше стремление отражено в Портрете выпускника GCC, который направляет нас в подготовке студентов к успешной жизни в постоянно меняющемся мире. Наша цель — развивать критическое мышление, эффективные навыки общения и сострадательных граждан, обладающих навыками и мышлением, необходимыми для достижения успеха в любом выбранном ими деле.

Одним из основных принципов нашей образовательной философии является программа Capturing Kids' Hearts (СКН) и положительные поведенческие интервенции и поддержки (PBIS). Этот подход способствует созданию позитивного школьного климата, поощряет хорошее поведение и гарантирует, что каждый студент чувствует себя ценным и уважаемым. Подчеркивая положительное подкрепление и четкие ожидания, мы создаем среду, в которой все студенты могут добиваться успехов как в учебе, так и в личной жизни.

Наше обучение на основе стандартов разработано для обеспечения строгого и значимого учебного опыта для каждого учащегося. Сосредоточиваясь на четких, измеримых целях, мы гарантируем, что у всех студентов есть возможность овладеть необходимыми навыками и знаниями. Этот подход позволяет нам адаптировать наше преподавание для удовлетворения разнообразных потребностей наших студентов, помогая каждому из них достичь своего наивысшего потенциала.

В нашем стремлении к совершенству мы также подчеркиваем важность быть учеником на протяжении всей жизни. Образование не заканчивается выпуском; это непрерывное путешествие роста и открытий. Мы призываем наших студентов оставаться любознательными, открытыми и преданными обучению на протяжении всей их жизни. Воспитывая любовь к обучению, мы даем нашим студентам возможность адаптироваться и процветать в постоянно меняющемся мире.

Начав этот новый учебный год, я приглашаю всех вас присоединиться к нам в создании яркого и поддерживающего сообщества, где каждый студент может добиться успеха. Вместе мы будем вдохновлять на великие дела, отмечать достижения и преодолевать трудности.

Спасибо за то, что вы являетесь неотъемлемой частью нашего школьного сообщества. Пусть впереди будет фантастический год, наполненный учебой, ростом и бесчисленными возможностями!

С уважением,  
Семья CCCS

# CCCS TK-8

## 2025-26 School Calendar



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



Independent Study

### JULY'25

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

### JANUARY'26

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

<b>AUG</b>	<b>6</b>	<b>First Day of School - On Campus</b>
	<b>28</b>	<b>Back to School Night (5pm - 6:30pm) (Minimum Day)</b>

### AUGUST'25

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

### FEBRUARY'26

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

<b>SEP</b>	<b>1</b>	<b>NO SCHOOL Labor Day</b>
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### SEPTEMBER'25

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

### MARCH'26

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

<b>OCT</b>	<b>3 &amp; 6</b>	<b>NO SCHOOL School Recess</b>
	<b>27 - 30</b>	<b>Parent-Teacher Conferences (Minimum Days)</b>

### OCTOBER'25

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

### APRIL'26

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

<b>NOV</b>	<b>11</b>	<b>NO SCHOOL Veterans Day</b>
	<b>24 - 28</b>	<b>NO SCHOOL Thanksgiving Break</b>

### NOVEMBER'25

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

### MAY'26

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

<b>DEC</b>	<b>18</b>	<b>Winter Celebration (Minimum Day)</b>
	<b>22 - 31</b>	<b>NO SCHOOL Winter Break</b>

### DECEMBER'25

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

### JUNE'26

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

<b>JAN</b>	<b>1 - 2</b>	<b>NO SCHOOL Winter Break</b>
	<b>5</b>	<b>NO SCHOOL Teacher in Service</b>
	<b>19</b>	<b>NO SCHOOL MLK Jr. Holiday</b>

<b>FEB</b>	<b>9 - 12</b>	<b>Parent-Teacher Conferences (Minimum Days)</b>
	<b>16 - 20</b>	<b>NO SCHOOL Presidents' Week</b>

<b>MAR</b>	<b>26</b>	<b>Minimum Day</b>
	<b>30 - 31</b>	<b>NO SCHOOL Spring Break</b>

<b>APR</b>	<b>1 - 3</b>	<b>NO SCHOOL Spring Break</b>
	<b>6</b>	<b>NO SCHOOL Teacher in Service</b>

<b>MAY</b>	<b>7</b>	<b>Open House (5pm - 7pm) (Minimum Day)</b>
	<b>25</b>	<b>NO SCHOOL Memorial Day</b>
	<b>27 - 29</b>	<b>Last Week of School (Minimum Days)</b>
	<b>TBD</b>	<b>Kindergarten, 5th Grade &amp; 8th Grade Promotions</b>
	<b>28</b>	<b>Field Day &amp; Last Day on Campus</b>
	<b>29</b>	<b>Last Day of School</b>

<b>End of Grading Periods</b>
Trimester 1 - October 31st
Trimester 2 - February 25th
Trimester 3 - May 29th

## CCCS TK-8 Monday - Thursday Bell Schedule

### Elementary/Intermediate

TK/K		1st/2nd		3rd/4th/5th	
8:30	Instruction Begins	8:30	Instruction Begins	8:30	Instruction Begins
8:30 - 9:35	Core 1	8:30 - 9:55	Core 1	8:30 - 10:15	Core 1
9:35 - 9:50	AM Recess	9:55 - 10:10	AM Recess	10:15 - 10:30	AM Recess
9:45 - 10:50	Core 2	10:10 - 11:10	Core 2	10:30 - 11:30	Core 2
10:50 - 11:05	Lunch	11:10 - 11:25	Lunch	11:30 - 11:45	Lunch
11:05 - 11:25	Lunch Recess	11:25 - 11:45	Lunch Recess	11:45 - 12:05	Lunch Recess
11:45 - 12:45	Core 3	11:45 - 12:30	Core 3	12:05 - 12:30	Core 4
12:45 - 1:20	Core 4	12:30 - 1:40	Core 4	12:30 - 2:00	Core 5
1:20 - 1:35	PM Recess	1:40 - 1:55	PM Recess	2:00 - 2:15	PM Recess
1:35 - 2:15	Core 5	1:55 - 2:15	Core 5	2:15 - 2:30	Core 5
2:15 - 3:00	Core 6	2:15 - 3:00	Core 6	2:30 - 3:00	Core 6
3:00 - 3:15	Supper				

### Middle School Bell Schedule

6th/7th/8th					
8:30	Instruction Begins				
8:30 - 8:45	8:30 - 8:45 6th Grade Homeroom	8:30 - 8:45 7th Grade Homeroom	8:30 - 8:45 8th Grade Homeroom		
8:45 - 9:00	8:45 - 9:43 Core 1:	8:45 - 9:43 Core 1:	8:45 - 9:43 Core 1:		
9:00 - 9:15					
9:15 - 9:30	9:43 - 9:45 (Passing)	9:43 - 9:45 (Passing)	9:43 - 9:45 (Passing)		
9:30 - 9:45					
9:50 - 10:00	9:45 - 10:40 Core 2:	9:45 - 10:40 Core 2:	9:45 - 10:40 Core 2:		
10:00 - 10:15					
10:15 - 10:35					
10:35 - 10:45	10:40 - 10:50 MS Break Blacktop (10:50-10:55 passing)				
10:45 - 11:00					
11:00 - 11:15	10:55 - 11:45 Core 3:	10:45 - 11:45 Core 3:	10:45 - 11:45 Core 3:		
11:15 - 11:30					
11:30 - 11:45					
11:45 - 12:00	11:50 - 12:05 6th/7th/8th (Cafeteria)				
12:00 - 12:15					
12:15 - 12:30	12:05PM - 12:25 6th/7th/8th (Blacktop)				
12:30 - 12:45	Core 4:	Core 4:	12:30 - 1:25 Core 4:		
12:45 - 1:00					
1:00 - 1:15	1:25 - 1:30 (Passing)	1:25 - 1:30 (Passing)	1:25 - 1:30 (Passing)		
1:15 - 1:30					
1:30 - 1:45					
1:45 - 2:00	1:30 - 2:15 Core 5: 2:15 - 2:20 (Passing)	1:30 - 2:15 Core 5: 2:15 - 2:20 (Passing)	1:30 - 2:15 Core 5: 2:15 - 2:20 (Passing)		
2:00 - 2:15					
2:15 - 2:30	2:20 - 2:45 Core 6:	2:20 - 2:45 Core 6:	2:20 - 2:45 Core 6:		
2:30 - 2:45	2:50 - 3:00	2:50 - 3:00	2:50 - 3:00		
2:45 - 3:00	(Homeroom Launch) Homeroom Launch (Homeroom Launch)				
3:00 - 3:15	Supper				

## School Climate and Culture



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

### ***Capturing Kids' Hearts - Seven Years CKH Showcase School***

***"If you have a child's heart, you have his head."***

- ***Flip Flippen***

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

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

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

## Student Behavioral

### Policies and Expectations

#### General School Expectations

### Protecting Learning Time

Learning time is precious and every minute counts and having items that are distracting will interfere with that. Our school is not responsible for lost, broken, or stolen toys or electronics. Please partner with us in leaving the following items at home:

- **Toys are prohibited at school.**
  - Toys at school will be confiscated and will be returned to parents at the end of the school year.
- **Electronic Devices**
  - Tablets and gaming devices are not allowed
  - Personal headphones and earbuds can be brought for learning time at the discretion of the teacher
  - 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 should be left at home.***
  - Students who bring a cell phone to school are not allowed to use it during school hours ( this includes but 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 (Can not take out during school hours)
    - Optional - turn it in to charging lockers.
  - If the student or parent need to get in contact, they must go through the proper processes by notifying the front office of the need.
  - Please see the CCCS Cell Phone policy with consequential actions.
  - If you need to contact your student, or call the front desk at 916-286-5158

#### Cell Phone Consequences 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 consequence and next step of confiscation. Student may be required to complete a restorative activity. Documented on student record.
- **3rd Time**- Staff/Teacher refers student to administrator and cell phone is confiscated. Conference with an Administrator/Behavior Contract may be required to discuss and review cell phone policy upon retrieval of phone. Student may be required to complete a restorative activity. Documented on student record.

### **Dress for Success**

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

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

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

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

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

- **S**peaking out when we see or hear hate
- **T**alking about how hate hurts our society
- **A**dvocating for others to help end hate
- **N**ever allow hate to go unchallenged
- **D**enounce online hate and report it to an adult
- **U**nite with people who are different from us and learn more about them
- **P**rotect each other by creating a welcoming community

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

being unkind to others because they are different from you. This can be shown by hostility or aversion towards them and can stem from fear, anger, lack of knowledge, and more.

Hate/Racial speech or comments will not be tolerated at CCCS and appropriate supports/interventions will be enacted to educate the student. If the pattern of behavior continues, further assertive disciplinary action will be taken.

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

- Intentional harm-doing
- Happens repeatedly over time
- Verbal: name-calling, threatening, and/or rumors
- Emotional: making faces, isolating others, gestures
- Unequal power (size, ability, popularity, money, clothing)

- Physical: hitting, kicking, pushing, and hitting someone else to hurt someone
- Can be through technology and online (Social Media, Chats, Text Messages, etc.)

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

### **Social Media Bullying**

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

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

- A post or comment is linked to or disrupting school activities
- A student who is being targeted is adversely affected, being intimidated, or feels unsafe
- A post made outside of school hours but directly relates to school activities, students, or personnel
- Posting images, content, captions that promote topics including but not limited to hate/violence/racism in relation to school activities, students, or personnel

### **Use of Camera or Video Recording Devices**

Unauthorized recording on any device such as cell phones and/or Chromebooks without the permission or consent of CCCS is strictly prohibited on school campus.



## **PBIS**

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

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

### **General School Expectations**

Anytime, any place, Phoenixes RISE.  
We are Respectful, Inclusive, Safe, and show Excellence.

These expectations apply to all students, staff, and settings. They will be directly taught and regularly reviewed, and we will continually affirm and acknowledge students for displaying the expected behaviors.



Community Collaborative Charter School

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**WE ARE PHOENIXES**

*We will*

*Be* **RESPECTFUL**

*Be* **INCLUSIVE**

*Be* **SAFE**

*Show* **EXCELLENCE**

---

**R.I.S.E**

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### Behavior Matrix

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

**SCHOOL EXPECTATIONS - "PHOENIXES RISE"**

AREA/ SETTING	RESPECTFUL	INCLUSIVE	SAFE	EXCELLENCE
<b>Classrooms</b>	<p>Get permission and use hall pass before leaving</p> <p>Enter and leave classroom calmly</p>	<p>Use kind words and actions</p> <p>Celebrate Each other</p>	<p>Keep body to self</p> <p>Use furniture appropriately</p> <p>Use Materials With Intended Purpose</p>	<p>On Task</p> <p>Best Effort</p> <p>Ready to Learn</p>
<b>Cafeteria</b>	<p>Keep food to self</p> <p>Get permission before leaving.</p> <p>Follow staff directions</p>	<p>Use kind words and actions</p> <p>Invite others</p>	<p>Keep body to self</p> <p>Walking feet</p> <p>Use school property appropriately</p>	<p>Take care of needs</p> <p>Keep eating area clean.</p> <p>Dispose of trash</p>
<b>Hallways</b>	<p>Have permission</p> <p>Use hall passes</p> <p>Focus On Self</p>	<p>Kind words and actions</p> <p>Use silent signals</p>	<p>Keep body to self</p> <p>Walking feet</p> <p>Stay on walkways</p>	<p>Return promptly</p> <p>Keep hallways clean and clear.</p>
<b>TK - 5th Bathrooms</b>	<p>Have permission.</p> <p>Have bathroom pass.</p> <p>Use With Purpose</p>	<p>Use Kind Words and Actions</p> <p>Give Others Privacy.</p> <p>Keep Bathrooms Clean</p>	<p>Keep body to self</p> <p>One person per stall.</p> <p>Wash Hands For 20 Seconds</p>	<p>Dispose of Trash in Garbage</p> <p>Report low supplies</p> <p>Return Promptly</p>

**SCHOOL EXPECTATIONS - "PHOENIXES RISE"**

AREA/ SETTING	RESPECTFUL	INCLUSIVE	SAFE	EXCELLENCE
<b>6th - 8th Bathrooms</b>	Have permission.  Have bathroom pass.  Use With Purpose	Use Kind Words and Actions  Give Others Privacy.  Keep Bathrooms Clean	Keep body to self  One person per bathroom.  Wash Hands For 20 Seconds	Dispose of Trash in Garbage  Report low supplies  Return Promptly
<b>Blacktop</b>  <u>Need to leave blacktop?</u>  Find supervising staff  Ask permission  Use a hall pass	Use and return equipment properly.  Share Equipment	Kind words and actions  Invite Others	Safe body  Safe play  Remain On the Blacktop.	Take Care of Needs  Resolve conflicts.  Follow staff directions and whistles.
<b>Office</b>	Follow staff directions  Enter with purpose  Kind Words and Actions	One voice at a time  Focus on self	Keep Body to Self  Use school property appropriately  Keep Office Clean	Wait patiently for help.  Respect Boundaries  Return to class promptly.
<b>Emergencies/ Drills</b>	Follow staff directions	Stay with your class.  Remain Calm	Keep body to self.  Stay in designated area	Actions with purpose.  Eyes on staff

SCHOOL EXPECTATIONS - "PHOENIXES RISE"				
AREA/ SETTING	RESPECTFUL	INCLUSIVE	SAFE	EXCELLENCE
<b>School Events</b>	Sit in assigned area  Follow staff directions	Celebrate everyone's success!  Kind words and actions	Safe body to self.  Keep Walkways Clear	Enter and Exit Calmly  Attention On Presenter
<b>Phoenix Nest (F10)</b>	Follow Staff Directions  Work in Assigned Areas  Keep Areas Organized	Kind words and actions  Share Space and Materials	Keep Body to Self  Use School Property Appropriately.	Return Items to Proper Location  Clean Up After Use  Solve Problems
<b>IS @ Home</b>	Use Chromebook Responsibly  Attend Online Morning Meeting (Zoom)  Complete IS Assignments	Use Kind Words and Actions  Focus On Learning  Collaborate With Others	Protect Personal Information  School-Approved Websites Only  Be in a Distraction-Free Work Space	Follow Teacher Directions  Treat Devices With Care  Do Your Own Work

## **Interventions and Supports**

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 may be used by teachers, staff, and school administrator (s) to support students if they choose to not follow expectations:

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

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

**All Students** - Universal Expectations upheld by all:

- School wide and class wide - PBIS
- Social Emotional Learning (SEL)
- Class and campus management
- Restorative Reflection/Circles

**Select Students** - *If student continues to struggle with upholding universal expectations, targeted strategies may include:*

- Check in/Check Out
- Small group social skills or Second Step
- Behavior Contract
- Targeted academic or behavioral instruction
- Restorative Reflection/Circles

**Intensive Students** - *If 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



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## 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.

### **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 2 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 [CED Referral sent by the site](#) and [letter emailed and physically mailed to family](#)**

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	SAVA
Missed Assignments	Student fails to complete 10 missed assignments during any period of 20 days (Sites must define what constitutes one missed assignment for each program)			
Monthly ADA	Student does not generate ADA for more than 10% of required minimum instructional time over four continuous weeks			
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  — Meetings per month for CCCS Connections.	50% of synchronous instruction equates to  — 2 Meetings per month for CCCS Main.	50% of synchronous instruction equates to  2 Meetings per month for SAVA.
High School Credits	NA	Student is not making sufficient progress to complete at least 20 credits in a semester		
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.**

**School Attendance Campus Policy**

**Attendance**

**1. Work Completion EQUALS Attendance**

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

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

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

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

### **3. Arrival and Dismissal**

The safety and welfare of our students are very important.

- **Students are not to arrive before 8:00 AM as there is no supervision available during that time.**
- School gates will open at 8:10 AM for arrivals

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

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

### **4. Late Arrival**

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

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

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

### **5. Early Release/Dismissal**

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

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

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

## **6. Late Pick-up**

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

- The staff will try to contact the parent.
- The staff will contact persons on the emergency card and ask them to pick up the child immediately.
- The staff will contact Twin Rivers Police Department if all efforts to arrange pick-up have been unsuccessful.
- If there is a repeated pattern, Child Protective Services may be called.

## **7. Closed Campus**

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

## **8. Visitors**

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

## **9. Make-Up Work**

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

Prior communication to the teacher with a phone call, email, messages is highly encouraged at least 48 hours for make up work request.

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

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

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

**Integrated Thematic Instruction (Language Arts, History, Science)** All of our teachers are OCD Project GLAD trained, so students at each grade level will receive integrated thematic instruction. This means that every classroom will explore between six and nine different

standards-based science OR history units. ELA Common Core and ELD standards will be taught through our Next Generation science and history units. We are committed to differentiating curriculum, instruction, learning groups, and academic experiences to meet the diverse needs of our student body.

Curriculum:

- ELA - SAVAAS my Perspectives (TK-8)
- Social Studies- TCI History Alive! (TK-8)
- Science- TCI Science Alive! (TK-8)

### **Math**

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

Curriculum:

- SAVAAS enVision (TK-8)

### **Intervention**

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

Curriculum:

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

### **English Learners**

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

Curriculum:

- SAVAAS myPerspectives ELD
- Project GLAD strategies (integrated)

### **Classwork**

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

### **Homework**

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

### **Physical Education**

The goal of our physical education program is to promote physically active and healthy lifestyles for our students. The Physical Education Framework for California Public Schools is kept at the

core of our physical education lesson design and instruction. Students will receive one, forty-five-minute P.E. class each week and will complete one, forty-five-minute physical activity at home on Fridays as part of their independent study coursework.

### **Healthy Youth Act**

Effective January 2016, school districts are required to provide students with integrated, comprehensive, accurate, and unbiased comprehensive sexual health and HIV prevention education at least once in middle school and once in high school. Our school will partner with a community organization to support and deliver Healthy Youth content. Preview of the curriculum, parent informational night, and voluntary written opt-out form will be available.

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

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

### **After-School Clubs Program**

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

## Friday Independent Study Expectations



**Fridays are a school day from home with a mandatory synchronous connection via Zoom.**

***Mandatory Morning Meetings and completion of Independent Study packets must be completed every Friday as part of enrollment at CCCS.***

### **Mandatory Friday Morning Meeting**

As part of the Independent Study Agreement, all TK-8 grade students are required to participate in synchronous learning and check in with their teacher.

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

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

### **Independent Study Packet**

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

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

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

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

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

## Grading and Reporting

## **CCCS TK-8 Grading Philosophy**

CCCS TK-8 provides high quality curriculum, instructional support, and community and social resources to families and students in our community. It is our belief that all students can learn and achieve if we first ensure that students' basic needs are met. We do this by connecting community resources and student support systems which create multiple pathways to meet the divergent needs of our student populations

To achieve this core value, CCCS TK-8 implements an innovative, data-driven, Common Core-aligned curriculum that is differentiated to meet the needs of each individual student. We utilize data and research-based strategies to inform, measure and monitor learning in order to identify and support with integrity the needs of all students from the most vulnerable to the highest achieving,

The primary purpose of reporting student academic performance is to engage parents and guardians as integral participants in their students' educational experiences, provide access to district/social/community services and support, as well as mentoring opportunities, and build relational capacity between and amongst all school stakeholders.

In order to present a comprehensive evaluation of student learning, this information will be presented through three domains: Academic Mastery, Citizenship, and Work Ethic.

At CCCS TK-8, we believe that all students can learn and achieve when their basic needs are met, and we create multiple pathways to address diverse needs by connecting community resources and support systems. Our innovative, data-driven, Common Core-aligned curriculum, combined with active parental engagement and comprehensive evaluations through Academic Mastery, Citizenship, and Work Ethic, ensures holistic student development and achievement.

## **CCCS TK-8 Grading Policy and Procedures**

To support learning and gain a better understanding of student performance, we will implement school-wide procedures to establish a common assessment experience for all students, ensuring consistency in determining the Academic Mastery grade.

### **Pre-Elementary (TK) Academic Mastery Grading Scale are as follows:**

In Transitional Kindergarten, students are measured using the Desired Results Developmental Profile. The DRDP is an assessment instrument developed by the California Department of Education designed for teachers to observe, document and reflect on the learning and development of all children enrolled in transitional kindergarten and kindergarten classes.

There are eleven domains of measurement. The focus of each domain is on the acquisition of knowledge, skills, or behaviors that reflect each domain's developmental constructs. A child's learning and development across domains provides the child's overall learning and developmental profile. The domains are as follows:

- **Approaches to Learning - Self-Regulation (ATL-REG)**
  - The approaches to learning skills and behaviors include engagement and persistence and curiosity and initiative. The self-regulation skills include self-control of feelings and behavior and shared use of space and materials.
- **Social and Emotional Development (SED)**

- The knowledge or skill areas in this domain include identity of self in relation to others, social and emotional understanding, relationships and social interactions with familiar adults, relationships and social interactions with peers, and symbolic and sociodramatic play.
- **Language and Literacy Development (LLD)**
  - The Language and Literacy Development (LLD) domain assesses the progress of all children in developing foundational language and literacy skills.
- **English-Language Development (ELD)**
  - The English-Language Development (ELD) domain assesses the progress of children who are dual language learners' in learning to communicate in English.
- **Cognition, Including Math and Science (COG)**
  - The Cognition: Math (COG: MATH) and Cognition: Science (COG: SCI) domains focus on observation, exploration of people and objects, and investigation of objects and concepts.
  - The COG: MATH domain includes the following knowledge or skill areas: classification, number sense of quantity, number sense of math operations, measurement, patterning, and shapes.
  - The COG: SCI domain includes the following knowledge or skill areas: cause and effect, inquiry through observation and investigation, documentation and communication of inquiry, and knowledge of the natural world.
- **Physical Development (PD) and Health (HLTH)**
  - The Physical Development (PD) and Health (HLTH) domains assess motor development and the development of routines related to personal care, safety, and nutrition.
- **History-Social Science (HSS)**
  - The History–Social Science (HSS) domain focuses on learning about the expectations of social situations, how to participate within a group, and the relationship between people and the environment in which they live. The knowledge or skill areas in this domain include sense of time, sense of place, ecology, conflict negotiation, and responsible conduct.
- **Visual and Performing Arts (VPA)**
  - The Visual and Performing Arts (VPA) domain focuses on awareness and engagement in four areas of artistic expression. The knowledge or skill areas in this domain include visual art, music, drama, and dance.

**Elementary (K-5) Academic Mastery Grading Scale are defined as follows:**

Your grade point average (GPA) is a measure of your academic achievement. Your GPA is calculated by dividing the total number of grade points you earn by the total number of classes you attempt. The result is your GPA. Here is how we score Elementary Academic Mastery:

MARK REPORT CARDS	TITLE	SUMMARY	LOW PERCENT	HIGH PERCENT
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SE	Standard Exceeded	This mark indicates that the student demonstrates mastery of all essential standards, and applies extended knowledge through additional assignments.	95.00%	100.00%
SM	Standard Met	This mark indicates that the student demonstrates mastery of all essential standards, and some proficiency of extended knowledge through additional assignments.	70.00%	94.99%
SD	Standard Developing	This mark indicates that the student is nearing proficiency of all essential standards.	60.00%	69.99%
SN	Standard Not Met	This mark indicates that the student has not yet met the minimum requirement deemed proficient of all essential standards.	0.00%	59.99%
NA	Not Assessed	Student was not assessed in this standard.	0.00%	0.00%

**Middle School (6-8) Academic Mastery Grading Scale are defined as follows:**

Your grade point average (GPA) is a measure of your academic achievement. Your GPA is calculated by dividing the total number of grade points you earn by the total number of classes you attempt. The result is your GPA. Here is how we score Middle School Academic Mastery:

MARK REPORT CARDS	TITLE	SUMMARY	LOW PERCENT	HIGH PERCENT
A	Standard Exceeded	This mark indicates that the student demonstrates mastery of all essential standards, and applies extended knowledge through additional assignments.	95.00%	100.00%
B-C	Standard Met	This mark indicates that the student demonstrates mastery of all essential standards, and some proficiency of extended knowledge through additional assignments.	70.00%	94.99%
D	Standard Developing	This mark indicates that the student is nearing proficiency of all essential standards.	60.00%	69.99%
F	Standard Not Met	This mark indicates that the student has not yet met the minimum requirement deemed proficient of all essential standards.	0.00%	59.99%
NA	Not Assessed	Student was not assessed in this standard.	0.00%	0.00%

The following procedures are available for students to improve their Academic Mastery grade:

1. **EXTENSION**

If a student earned a “SM”/”C” or higher on an assessment, that student shall be allowed to complete an extension to earn a higher grade beyond a “SM”/”B”or”C” if they meet the criteria and process outlined in this section.

- a. To be eligible for an extension, the student must have completed, on time:
  - i. at least 90% of all the practice assignments for the unit that the assessment is for, or
  - ii. all the practice assignments for the unit that the assessment is for except for one practice assignment.
- b. The student shall conference with their teacher within one (1) week of the return of the original assessment. If the student fails to conference with their teacher by this deadline, they shall be ineligible for an extension.
- c. Upon completing the conference with their teacher, the teacher shall evaluate the student's performance and assign the work that the student must do for the extension. The deadline for an extension shall be two (2) weeks from the day the extension was assigned. If a student fails to submit an extension by this deadline, their grade for the assessment shall not be adjusted.
- d. The student shall only be allowed to complete one (1) extension for a given assessment.
- e. The teacher may extend any deadline for a reperformance.

## 2. **RE-PERFORMANCE**

A student who did not earn at least a "SM"/"C" on a particular assessment shall be eligible for a reperformance on that assessment if they comply with the criteria and process outlined in this section.

- a. To be eligible for an extension, the student must have completed, on time:
  - i. at least 90% of all the practice assignments for the unit that the assessment is for, or
  - ii. all the practice assignments for the unit that the assessment is for except for one practice assignment.
- b. The student shall conference with their teacher within one (1) week of the return of the original assessment. The teacher shall evaluate the student's performance and assign the work that the student must do for the reperformance.
  - i. If the student fails to conference with their teacher by this deadline, they shall only be eligible to earn up to a "SM"/"C" on that reperformance.
- c. The deadline for a reperformance shall be two (2) weeks from the day the reperformance was assigned. If a student fails to complete a reperformance by this deadline, an email notification will go home to the student and parent stating that the student failed to meet the deadline and they have (1) week to reperform or they will keep the original score.
- d. If a student completes a reperformance with a good faith effort and by the deadline, but fails to earn a grade of at least a "SM"/"C", the student shall be eligible to complete another reperformance, the deadline for which shall be two (2) weeks from the return of the prior reperformance.
- e. Once a student earns a "SM"/"C" or higher on a reperformance, the student shall not be eligible to complete any further reperformances or extensions for that assessment.
- f. The teacher may extend any deadline for a reperformance.

**The following procedures are available for deadline extensions due to absence:**

- Students who missed a deadline due to a verified but unexcused absence (e.g. family vacation) shall receive a deadline extension such that the deadline for said practice or

assessment is the next available class period unless the student and teacher mutually agree upon a different deadline extension.

- Students who missed a deadline due to an absence except for truancy (e.g., illness) shall receive deadline extensions the same number of school days they were absent for unless the student and teacher mutually agree upon a different deadline extension.
- In cases of severe or extenuating circumstances, teachers have the discretion to develop accommodations to support student learning, as they deem appropriate and necessary, so long as it is consistent with the philosophy outlined in this grading policy.
- Students who qualify for special education and related services shall be granted flexibility regarding the procedures consistent with the student's IEP or 504 Plan.
- If a student has reason to believe that a mistake has been made in the implementation of the grading policy in a course, the student must first communicate with the teacher to discuss their concerns. If the issue is still unresolved, a student may pursue a meeting with an administrator.

### **Student Progress Monitoring**

There are three grading periods:

- Trimester 1 - Oct 31, 2025 (60 Days)
  - Trimester 1 Progress Reports - Week of Oct 6, 2025
  - Trimester 1 Report Cards - Week of Nov 3, 2026
- Trimester 2 - Feb 25, 2026 (60 Days)
  - Trimester 2 Progress Reports - Week of Feb 2, 2026
  - Trimester 2 Report Cards - Week of Mar 2, 2026
- Trimester 3 - May 29, 2026 (60 Days)
  - Trimester 3 Progress Reports - Week of Apr 28, 2026
  - Trimester 3 Report Cards - Week of Jun 2, 2026

*Progress Reports* - Student progress and updates will be sent home that will include but are not limited to Aeries Progress Reports, benchmark and curriculum assessments, assignments, and iReady scores will be sent home throughout each trimester. Progress can be checked on Aeries Parent Portal at any time.

*Report Cards* - will be available through the Aeries Portal and sent home every trimester.

### **Assessments**

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

- California Assessment of Student Performance and Progress (CAASPP).
  - All 3<sup>rd</sup> through 8<sup>th</sup>-grade students must take CAASPP tests in the spring. There are four required tests: English Language Arts, Mathematics, ELA Performance Task, and Math Performance Task.
  - 5<sup>th</sup> and 8<sup>th</sup> graders will also take the CAST- California Science Test.

- TK-8th Grade - iReady Diagnostics (Beginning, Middle, and End of year)
- Physical Fitness Test
  - All 5<sup>th</sup> and 7<sup>th</sup> graders will take the Physical Fitness Test in the spring.
- iReady Reading and Math Diagnostics
  - TK through 8<sup>th</sup> grades
- Reading Fluency and Comprehension
  - Kindergarten through 3<sup>rd</sup> grades
  - As needed, in the 4<sup>th</sup> through 8<sup>th</sup> grades
- English Language Proficiency Assessments (ELPAC)
  - Students who are classified as English learners will take the ELPAC Summative Assessment every year until they are reclassified as proficient in English. Students are tested on their skills in listening, speaking, reading and writing. To learn more about the ELPAC, please read the *Parent Guide to Understanding the ELPAC*, which can be found on the CDE Parent Guide to Understanding the ELPAC Web page at <https://www.cde.ca.gov/ta/tg/ep/documents/elpacparentguide.pdf> If you have any questions about your child taking the ELPAC, please contact our school's office.

### Success for ALL Students

#### **Pre-SST (formerly SAP)**

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

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

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

#### **Special Education**

California law requires schools to make special programs available to all pupils with exceptional needs who are eligible for services. All of our students with learning disabilities are integrated into general education classrooms, where they receive instruction from their general education teachers that are designed with their unique learning needs in mind. Our RSP specialist ensures

our students with IEPs receive their services. Most often, RSP services are provided in our general education classrooms by an RSP teacher; sometimes students are pulled out of their classrooms to work on their specific learning goals. Parents of children who are suspected to have a disability, or who are determined to be eligible for special education services, are entitled to receive a written copy of procedural safeguards which provides an explanation of their rights and will be required to sign an acknowledgement that they have been advised of their rights.

### **Section 504**

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

### **English Learners**

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

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

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

### **Response to Intervention (Tier II and Tier III)**

This year, we will implement a 30-minute block of WIN time into each class schedule. WIN stands for “What I Need” and refers to our goal of giving every student what they need, individually, to make significant growth in reading this school year. During WIN time, students will have their most urgent learning needs met.

Our WIN time groups include:

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

## Parent Engagement

### **Communication**

Your partnership with us is crucial to your child's success. Our campus and organization utilizes ClassDojo and Parent Square daily to communicate with teachers and school staff. Please ensure that you are connected to our ClassDojo and 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**

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

### **Parent Support**

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

### **Visits to the Classroom**

We welcome parent/guardian visitors. However, it is important that parents make arrangements with the classroom teacher in advance and notify the front office and school administrator for pre-approval. All parent 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.

Out of consideration for classroom 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.***

### **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 scholar's teacher. Suggested forms of communication are

ClassDojo Messaging, email, phone call, in person before/after school, parent teacher conferences:

Please utilize this order or communication contact:

1. Assigned Classroom Teacher
2. Principal
3. Director
4. GCC Director of Special Education and Student Services



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#### Non-Discrimination Policy

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

For questions, concerns, or complaints, please contact Equity and Title IX Compliance Officer:  
Deep Dhillon, Director of Special Education and Student Services:

[Deep.Dhillon@gcccharters.org](mailto:Deep.Dhillon@gcccharters.org)

PH: (916) 286-5129

5112 Arnold Avenue

McClellan CA, 95652

#### SARC (School Accountability Report Card)

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

#### California School Dashboard

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

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



Board Governance Policies BP 03-23

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

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

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

### *Boundaries Defined*

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

### *Acceptable and Unacceptable Behaviors*

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

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

## **Unacceptable Behaviors**

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

1. Giving gifts of a personal and intimate nature (including photographs) to a student; or items such as money, food, outings, electronics, etc. without the written pre-approval of the Principal or School Leader. It is recommended that any such gifts be filtered through the Superintendent/CEO or designee along with the rationale therefore.
2. Kissing of ANY kind
3. Massage [Note: Prohibited in athletics unless provided by massage therapist or other certified professional in an open public location. Coaches may not perform massage or rub-down. Permitted in special education only as instructed under an IEP or 504 Plan.]
4. Full frontal or rear hugs and lengthy embraces
5. Sitting students on one's lap (grades 3 and above)
6. Touching buttocks, thighs, chest or genital area
7. Wrestling with students or other staff member except in the context of a formal wrestling program
8. Tickling or piggyback rides
9. Any form of sexual contact
10. Any type of unnecessary physical contact with a student in a private situation
11. Intentionally being alone with a student away from school
12. Furnishing alcohol, tobacco products, or drugs - or failing to report knowledge of such
13. "Dating" or "going out with" a student
14. Remarks about physical attributes or physiological development of anyone. This includes comments such as "Looking fine!" or "Check out that [body part]."
15. Taking or requesting photographs or videos of students for personal use or posting online
16. Either partially or fully undressing in front of a student or asking a student to undress, with the intent to view/expose private body parts
17. Leaving campus alone with a student for lunch
18. Sharing a bed, mat, or sleeping bag with a student
19. Making, or participating in, sexually inappropriate comments
20. Sexual jokes, or jokes/comments with sexual overtones or double-entendres
21. Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
22. Listening to or telling stories that are sexually oriented
23. Discussing your personal troubles or intimate issues with a student
24. Becoming too involved with a student so that a reasonable person may suspect inappropriate behavior
25. Giving students a ride to/from school or school activities without the express, advance written permission of the Superintendent/CEO or designee and the student's parent or legal guardian

26. Being alone in a room with a student at school with the door closed and/or windows blocked from view
27. Allowing students at your home and/or in rooms within your home without signed parental permission for a pre-planned and pre-communicated educational activity which must include another educator, parent, or designated school volunteer
28. Staff mirroring the immature behavior of minors
29. Sending emails, text messages, social media responses, making phone calls, or sending notes or letters to students if the content is not about school activities. Communication via private social media accounts is not acceptable.

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

#### **Acceptable Behaviors**

1. Pats on the shoulder or back
2. Handshakes
3. "High-fives" and hand slapping
4. Touching face to check temperature, wipe away a tear, remove hair from face, or other similar types of contact
5. Placing TK through second grade students on one's lap for purposes of comforting the child for a short duration only
6. Holding hands while walking with small children or children with significant disabilities
7. Assisting with toileting of small or disabled children in view of another staff member
8. Touch required under an IEP or 504 Plan
9. Reasonable restraint of a violent person to protect self, others, or property
10. Obtaining formal written pre-approval from Superintendent/CEO or designee to take students off school property for activities such as field trips or competitions, including parent's written permission and waiver form for any sponsored after-school activity whether on or off-campus
11. Emails, text-messages, phone conversations, and other communications to and with students, if permitted, must be professional and pertain to school activities or classes (communication should be initiated via transparent [non-private] school-based technology and equipment)
12. Keeping the door wide open when alone with a student
13. Keeping reasonable and appropriate space between you and the student
14. Stopping and correcting students if they cross your own personal boundaries, including touching legs, or buttocks, frontal hugs, kissing, or caressing

15. Keeping parents informed when a significant issue develops about a student, such as a change in demeanor or uncharacteristic behavior
16. Keeping after-class discussions with a student professional and brief
17. Immediately asking for advice from senior staff or administration if you find yourself in a difficult situation related to boundaries
18. Involving your direct supervisor in discussion about boundaries situations that have the potential to become more severe (including but not limited to grooming or other red flag behaviors observed in colleagues, written material that is disturbing, or a student's fixation on an adult)
19. Making detailed notes about an incident that in your best judgment could evolve into a more serious situation later
20. Recognizing the responsibility to stop "Unacceptable Behaviors" of students and/or co-workers
21. Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student after regular school hours
22. Prioritizing professional behavior during all moments of student contact
23. Asking yourself if any of your actions, which could be contrary to these provisions, are worth sacrificing your job and career.

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

#### Boundaries Reporting

When any staff member, parent, or student becomes aware of a staff member (or volunteer, guest, vendor) having crossed the boundaries specified in this policy, or has a strong suspicion of "grooming behavior," he or she must report the suspicion to the Superintendent/CEO or designee promptly. "Grooming behavior" is an attempt to build an emotional and/or physical connection with a minor to gain their trust for the purpose of sexual abuse. "Suspicion" means something perceived in spite of inconclusive or slight evidence. It is based on facts that would lead a reasonable person to believe that a violation of the boundaries policy occurred. Prompt reporting of "unacceptable behaviors" observed in adult interactions with minors is essential to protect students, staff, any witnesses, and the school as a whole. When observant staff members call attention to a boundary violation(s), the likelihood of harm is greatly reduced.

#### Child Abuse / Sexual Abuse Reporting (Mandatory Reporting)

If, within your professional capacity or within the scope of your employment, you observe or gain possession of knowledge that a child has been a victim of child abuse or sexual abuse (or you reasonably suspect it), **California Penal Code Section 11166 requires YOU to immediately**

**report this information or suspicion directly to your county child protective agency (CPS) or local police/sheriff.** The report shall be made by phone immediately, and a subsequent written report must be sent within 36 hours of your knowledge or suspicion of the abuse.

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

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

### Internal Investigations

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

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

### Consequences

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

## **DISCIPLINARY PHYSICAL CONTACT WITH STUDENTS**

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

## **STAFF-STUDENT INTERACTIONS**

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

## Safety

### **Emergency Procedures**

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

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

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

### **Safety Drills**

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

### **Parking and Driveway Safety**

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

### **Student Emergency Cards**

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

### **Custody Disputes**

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

## Health

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

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

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

School policy mandates that students with a contagious disease stay home. In order to ensure the health and welfare of all students, school personnel can request a doctor's note to confirm that the student is no longer contagious upon his/her return. School personnel will provide minor first aid treatment but will contact a parent or guardian if a student vomits, suffers a severe injury, or is running a temperature. Students who are sick must be picked up within 30 minutes of calling the parent.

### **Immunizations**

Students must be current on required immunizations. Students who do not have all required

immunizations must receive the next required dose by the specified due date or they will be excluded from school until the dose is verified by staff.

### **Prescription Medicine**

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

### **Over-the-Counter Medications**

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

### **Head Lice**

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

### **Outside Food and Beverages**

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

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

## CCCS Technology Use Rules



When using school technology such as Chromebook and other devices, students are expected to adhere to the following expectations. Violation of these rules will result in revocation of computer use privileges.

1. I will use the computer for school work and to learn
2. When using school computers, I will:
  - a. Use good manners
  - b. Use appropriate language
  - c. Never tell anyone my home address or phone number
3. Never post my picture on the Internet without permission of my parent(s) and teacher
4. Not look at or use anyone else's work without permission
5. I will show respect for all hardware and software that I use.
6. I will not install "pirated software" or knowingly use disks with viruses on any equipment.
7. I will use only appropriate language when writing on the computer.
8. I will limit my use of the internet to only appropriate learning activities and respect the Internet filter's usage restrictions.
9. I will not share personal information about myself or anyone else on the Internet. This includes name, address, phone number, photograph, etc.
10. I understand that anyone can read the messages I send from the computer and that work stored on the computer is not private.
11. I understand that from time to time the computer or Internet connection may not be working when I plan to use it. I will share the computer and the network.
12. I will keep my passwords private.
13. I will not use anything from the computer or Internet or send anything over the Internet that belongs to someone else without their permission.
14. I will not download and share copyrighted music, videos, and other digital media.
15. If I am unsure how to use any or part of the computer system, I will ask for help.
16. I will not use the computers and the internet to gossip about, harass, or intimidate fellow students or staff.
17. I will not post on newsgroups or other message posting systems any communication containing profanity, racially disparaging remarks, or lewd and/or obscene language.
18. I will not at any time use speech that is not appropriate for an educational setting.
  - a. Examples of speech that is not appropriate for an educational setting includes, but is not limited to, inflammatory language, profanity, personal attacks, harassment, threats to do personal harm or other criminal activity, and language that is intended to be racially derogatory.
    1. I will not make threats of any kind against others.
    2. I will respect other peoples' work and not copy it as my own. I will not access anyone else's computer or accounts.
17. I will conserve our valuable natural resources by limiting my paper use
  - a. I will only print when I am allowed.

b. I will only print school work.



### Three-Way School Pledge

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

#### Student Pledge:

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

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

#### Parent/ Guardian Pledge:

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

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

- **I will ensure that my child leaves cell phones at home, so as to not disrupt their learning or the learning of others.**
- If my child needs to bring a phone, it will be **turned off** and **turned in** to the teacher's lock box for the hours of school.

Staff Pledge:

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

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



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Student and Family Acknowledgement  
**School Year: 2024-2025**

In the 2024-2025 Community Collaborative Charter School (CCCS) TK-8 Campus Student Handbook, you will find the most current information about school policies and procedures. The Student and Family Handbook can be viewed and/or downloaded at <https://www.cccs-sacramento.org/>. Please take a moment to review the most current handbook as some of our policies and expectations have been updated or changed.

If you have any questions about any of our school policies, please contact the front office of CCCS TK-8 at (916) 286-5158 and our staff will direct you to an administrator.

I, \_\_\_\_\_, (*print student name*) acknowledge that I have received the CCCS TK-8 Student and Family Handbook (*digitally or printed upon request*) as part of registration as CCCS TK-8.

- We understand that CCCS is a choice charter school.*
- We are responsible to read, review, and understand the updated policies and guidelines.*
- We understand that failure to adhere and uphold our expectations may result in disciplinary action or withdrawal from the program.*

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

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Parent/Guardian Print Name**

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