



Gateway Community Charter Schools

Gateway International School



GCC Family & Student Handbook 2026-2027

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SECTION 1

Welcome to Gateway Community Charters

Gateway Community Charters, Inc (GCC) is a nonprofit 501(C)3 Charter Management Organization (CMO) that provides leadership, operational support, and shared services to its family of charter schools. GCC works in partnership with each school to ensure students receive a high-quality educational experience while supporting school leaders, teachers, and staff in meeting academic, operational, and compliance goals.

About GCC

GCC oversees nine independently authorized Local Educational Agencies (LEAs). While each GCC school maintains its unique mission, educational program, and school culture, GCC provides centralized support in areas such as educational services, student support, business operations, human resources, technology, facilities, compliance, and strategic planning. This collaborative structure allows each school to focus on delivering exceptional learning opportunities while benefiting from the resources and expertise of a shared management organization.

Gateway Community Charters Board of Directors

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

Gateway Community Charters Cabinet

Jason Sample, Superintendent/CEO
Omaira Reyna, Chief Business Official
Joi Tikoi, Assistant Superintendent
Morri Elliott, Assistant Superintendent

Community Collaborative Charter School (Rise Academy, 9-12)

5715 Skvarla Way, Sacramento
Angee Phraxayavong-Briones, Principal

Community Collaborative Charter School (Resource Center: Sac Youth Center)

1901 Del Paso Blvd, Sacramento
Angee Phraxayavong-Briones, Principal

Community Collaborative Charter School (GCC Virtual Academy)

3612 Madison Avenue (Suite 25), North Highlands
Kaela Varneulen, Principal

Community Collaborative Charter School (Connections Academy at Gateway)

3612 Madison Avenue (Suite 25), North Highlands
Kaela Varneulen, Principal

Community Outreach Academy (Academy of Arts)

5640 Dudley Blvd, McClellan Park
Larissa Gonchar, Principal

Community Outreach Academy (Academy of Sciences)

3800 Bolivar Ave, North Highlands
Dr. Daniel Diego, Principal

Empowering Possibilities International School

2945 Ramco St #200, West Sacramento
Dr. Jerry Kosch, Principal

Futures High School

900 Grace Avenue, Sacramento
Vicente Luevano, Principal

Gateway International School
900 Morse Avenue, Sacramento
Michael Maita, Principal

Higher Learning Academy
900 Grace Avenue, Sacramento
Dr. Carla Galbrath, Principal

Sacramento Academic and Vocational Academy
1214 & 1224 North Market, Sacramento
Chelsy Stoufer, Principal

**Sacramento Academic and Vocational Academy
(EGUSD)**
3141 Dwight Road, Elk Grove
Lezli McEndree, Principal

**Sacramento Academic and Vocational Academy
(SCUSD, Power Inn Campus)**
5310 Power Inn Road, Sacramento
Summer Ash, Principal

**Sacramento Academic and Vocational Academy
(SCUSD, SIM Campus)**
6207 Logan St, Sacramento
Summer Ash, Principal

Mission

The mission of GCC is to create and manage high quality charter schools which provide access to innovative, quality, standards-based educational opportunities for all students.

Vision

Our GCC vision is to provide all students, regardless of circumstance, a safe, caring school choice with high academic and behavioral expectations where they can reach their fullest academic and social potential.

Core Values (SERVICE)

- **Student Focus:** We make all of our decisions through the lens of what is best for our students, particularly in terms of safety, social/emotional needs, and preparation for College and Career success.
- **Excellence:** We relentlessly pursue excellence with a strategic focus on our vision, mission, values and beliefs, priorities, goals and outcomes.
- **Responsibility:** We know that everything we do has an impact therefore we act with intent, a sense of urgency and embody collective ownership with a focus on continuous improvement.
- **Valuing People:** In all of our actions, interactions and decision-making we seek to honor, recognize and invest in our stakeholders. We understand, acknowledge and live our Capturing Kid's Hearts culture throughout the organization.
- **Integrity:** We are committed to a high level of ethical behavior and our daily actions and interactions are honest, transparent and consistent leading to a high level of trust throughout the organization.
- **Collaboration:** We create a culture that maximizes individual contribution while leveraging the collective intelligence of everyone through regular and ongoing systems of meaningful participation.
- **Empowerment:** All stakeholders learn, develop, grow and contribute to the GCC and its schools in meaningful ways.

Portrait of a GCC Graduate

The Portrait of a GCC Graduate defines the knowledge, skills, and characteristics Gateway Community Charters strives to develop in every student before graduation or promotion. It guides curriculum, instruction, and student experiences to prepare learners who are Academically Ready, Workforce and College Ready, Life Ready, Global Citizens, Productive Citizens, and Reflective Citizens. Developed with input from students, families, staff, business leaders, faith-based organizations, and higher education partners, the Portrait reflects GCC's commitment to preparing students for lifelong success and meaningful contributions to their communities.

Capturing Kids' Hearts

Capturing Kids' Hearts, developed by the Flippen Group, is a relationship-centered approach that helps create safe, supportive, and engaging school environments. The framework emphasizes building strong connections between staff and students through trust, respect, empathy, and accountability. By fostering positive relationships, teaching social-emotional competencies, and establishing shared expectations, Capturing Kids' Hearts helps improve student engagement, behavior, academic success, and overall school culture.

Understanding Legal Codes in this Handbook

Many of the rights and responsibilities referenced in this handbook are based on legal mandates through the state and federal governments. While we have made an effort to explain these items in common terms, many of them are based on legal language contained in a variety of policy sources. The sources are referenced in parenthesis at the end of each relevant section.

For your reference, here are the codes you will see in this handbook, along with the acronym that will be listed. Access to the source California or United States policies are available online by searching the full source name and section number. GCC board policies and administrative regulations are available on the GCC website section titled, [GCC Board Policies](#).

- Americans with Disabilities Act (ADA)
- California Education Code (EC)
- California Health and Safety Code (HSC)
- California Penal Code (PC)
- California Vehicle Code (VC)
- California Code of Regulations (CCR)
- Family Educational Rights and Privacy Act (FERPA)
- Gateway Community Charters Board Policies (BP)
- United States Code (USC)

Purpose of this Handbook

This Parent/Student Handbook is designed to provide students, parents, guardians, and families with important information about Gateway Community Charters (GCC) schools. It serves as a guide to the programs, expectations, policies, procedures, and resources that support student success and help ensure a safe, respectful, and positive learning environment.

The handbook is intended to foster a strong partnership between the school and home by clearly communicating the rights, responsibilities, and expectations of students, families, and staff. Families are encouraged to review this handbook together and refer to it throughout the school year.

Because Gateway Community Charters operates multiple schools with unique educational models and programs, this handbook contains both organization-wide information that applies to all GCC schools and school-specific information that may vary by campus. When differences exist, the school-specific information provided by your child's school will govern.

This handbook is intended to summarize key information and should not be interpreted as replacing applicable federal or state law, the school's charter, or Gateway Community Charters Board Policies. GCC reserves the right to revise this handbook, policies, or procedures as necessary to comply with changes in law or operational needs. Families will be notified of significant changes as appropriate.

Annual Notifications Statement

Gateway Community Charters (GCC) provides parents, guardians, and students with an Annual Notifications document at the beginning of each school year, as required by federal and California law. The Annual Notifications include important information regarding student rights, parent rights, school policies, and other legally required notices.

The Annual Notifications are provided separately from this handbook and are incorporated by reference. Families are responsible for reviewing the Annual Notifications each year, as they contain important information that may not be repeated in this handbook.

The most current Annual Notifications are available on the Gateway Community Charters website and may also be obtained from your school office upon request.

If there is any conflict between information contained in this handbook and applicable law or the Annual Notifications, applicable law and the Annual Notifications shall govern.

SECTION 2

ACADEMIC PROGRAM

Academic Standards

GCC has high academic standards and supports all students to work hard to achieve their potential. Upon graduation, our students will be prepared to pursue postsecondary education, work-force training, or employment that continues to promote lifelong learning, productive citizenship, and maximizes development in mind, body, and spirit. GCC schools adopt curriculum based on California State Standards including Common Core and Next Generation Science Standards (NGSS).

Academic Expectations

All GCC students are expected to give their full effort every day. Parents/guardians should also expect this of their students and support them by getting their students to school on time. GCC schools assess every student regularly to determine progress and needs. If students are below their expected level, opportunities are given for support, such as reteaching, differentiated assignments, online programs, tutoring, and intervention support.

CAASPP and ELPAC

GCC students participate in all required California state testing. Students participate in tests such as the California Assessment of Student Performance and Progress (CAASPP) and the English Language Proficiency Assessment for California (ELPAC).

The tests in the CAASPP system provide information to teachers, parents/guardians, and students about student progress and readiness for college and career. In grades three through eight and grade 11, most students take the Smarter Balanced online tests for English language arts (ELA) and mathematics. However, students who have a significant cognitive disability (as designated in their individualized education program) are eligible to take the California Alternate Assessments (CAAs). In grades five, eight, and once during high school, students are also tested in science.

Notwithstanding any other provision of law, a parent's or guardian's written request to school officials to excuse their child from any or all parts of the CAASPP assessments administered pursuant to this chapter shall be granted. (*EC* § 60615)

When a student enrolls in a California public school for the first time, the Home Language Survey is used to identify whether the student may need assessment for English language proficiency. If a language other than English is indicated in Questions 1–3 of the survey, the student must take the Initial English Language Proficiency Assessments for California

(Initial ELPAC) within 30 calendar days of enrollment. Based on the Initial ELPAC results, a student will be identified as either Initially Fluent English Proficient (IFEP) or English Learner (EL). Students identified as English Learners are required to take the Summative ELPAC each year until they meet the criteria for reclassification as Fluent English Proficient. The ELPAC assesses students' skills in listening, speaking, reading, and writing. To learn more about the ELPAC, please review the Parent Guide to Understanding the ELPAC, available on the California Department of Education website at <https://www.cde.ca.gov/ta/tg/ca/documents/elpacpgtu.pdf>. For additional information about the English Learner identification or reclassification process, please contact your school administration.

K-2 Reading Screener

In order to provide early support and intervention for our young learners, GCC schools will screen all students in grades K-2 for reading difficulties risk. (*EC* § 53008) Families will receive direct notification before the screener is administered, and results will be shared with families after the screener is administered.

Student Success Team (SST)

The Student Success Team meets as needed to provide recommendations, support, and program modifications for a student experiencing academic, behavioral, or attendance issues. Parents/guardians work together with the entire SST team to do what is necessary to help the student be successful. This might include putting specific interventions in place or moving forward with special education testing, if appropriate. Meetings are held at the school's or parent/guardian's request.

Students identified as needing additional support in the core subjects (ELA and Math) will be provided with intervention services during the school day and may be offered tutoring services before/after school by a credentialed teacher or paraprofessional.

Special Education and Section 504 Services

GCC is committed to providing all students with equal access to educational opportunities. Students who qualify for special education services under an Individualized Education Program (IEP) or accommodations under a Section 504 Plan will receive services and supports in accordance with applicable federal and state laws.

Parents/guardians who have questions about their child's IEP or Section 504 Plan, or who believe their child may be eligible for services, should contact the school administration. The school will work collaboratively with families to ensure students receive appropriate supports and accommodations to help them succeed academically and socially.

Students with IEPs and Section 504 Plans are expected to follow the same school rules and expectations as all students. When disciplinary actions are considered, the school will follow all applicable legal requirements related to students with disabilities.
Promotion/Retention in Grade

Students who do not make adequate progress may be identified as at risk and provided with additional academic support and interventions. An SST meeting will be held to review the student's progress and develop a plan for improvement. The student's progress will be monitored throughout the school year. If retention is discussed, the school principal needs to immediately inform the Director of Student Services and Director of Academics for approval.

At-Risk Students

Students in grades 9-12 who are at risk of not graduating with their class shall be identified and provided with a variety of interventions and counseling support, designed to assist them in successfully transitioning to postsecondary education or employment. For students in grade 12, this will also include options for continuing their education if they fail to meet graduation requirements, including, but not limited to, the option of enrolling in an adult education program, community college, or continuing enrollment in the district. (*EC* § 52378)

Code of Academic Conduct

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

Definitions:

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

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

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

Complicity in Academic Dishonesty: Helping another to commit an act of academic dishonesty, especially providing material or information to another person with knowledge

that this material or information will be used deceitfully in an academic evaluation activity; permitting one's own work to be submitted by another person as if it were that person's original work.

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

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

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

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

If a teacher deems that the breach of the Academic Honesty Policy is a major violation then school administration will become involved. Any alleged violation of this school policy will be investigated thoroughly and appropriate disciplinary action will be taken.

Physical Education

GCC schools provide a Physical Education (PE) program for students in kindergarten through grade 12 that is aligned with the California Content Standards and Framework for Physical Education.

Physical Fitness Test

The California Physical Fitness Tests will be administered to all students in grades 5, 7, and 9 to determine the levels of fitness of students. To evaluate health-related fitness and to assist students in establishing lifetime habits of regular physical activity, state law requires school districts to administer a set of tests. The complete test battery measures student performance in the following areas:

- Aerobic Capacity
- Abdominal Strength and Endurance
- Trunk Extensor Strength and Flexibility
- Upper Body Strength and Endurance
- Flexibility.

California officially transitioned the Physical Fitness Test to a participation-only model through emergency regulations prompted by Senate Bill 820. This change eliminated scoring "Healthy Fitness Zones," BMI data reporting, and gender reporting.

The California *Education Code* requires two years of physical education in high school. If a student has satisfactorily met at least five of the six standards of the physical performance test administered in grade 9, they may request an exemption from PE by completing the GCC's physical education exemption approval process. (*EC* § 51241.b.1)

California minimum graduation requirements require students to complete Two courses in Physical Education, unless the pupil has been exempted pursuant to the provisions of *EC* Section 51241.

Parents should provide any important medical history to the teacher. It is the student's responsibility to report injuries to their teacher immediately.

SECTION 3

STUDENT ATTENDANCE & ENROLLMENT

Excused Absences

Regular attendance is essential for student success. Absences may be excused for reasons permitted under California Education Code, including illness (including mental or behavioral health), medical, dental, or counseling appointments, quarantine, bereavement, religious observances, court appearances, military family leave, citizenship ceremonies, approved educational activities, civic or cultural events, and other circumstances approved by the school. Parents or guardians should notify the school as soon as possible and provide appropriate verification of the reason for the absence when requested. Students with excused absences will be given a reasonable opportunity to make up missed assignments and assessments for full credit.

Unexcused Absences

Absences that do not meet the requirements for an excused absence are considered unexcused. Excessive unexcused absences or tardiness may result in a student being identified as truant in accordance with California law. GCC school will work with students and families to improve attendance through supportive interventions; however, continued truancy may result in meetings with school staff, referrals to GCC student services department, and additional consequences as permitted by law.

Attendance – Independent Study (IS) Programs

Attendance requirements for students enrolled in Independent Study (IS) programs differ from those in classroom-based programs. Attendance is based on the completion of assigned work, meaningful participation, and regular communication with assigned teachers as outlined in the Independent Study Master Agreement. Families are expected to ensure students actively participate in their educational program and comply with all attendance requirements described in the Independent Study Handbook and Board Policy.

Refer to the GCC Board Policy SP 06-08: Attendance

Verifying Student Absences

Whenever a child is absent from school, the school must receive an absence verification from the parent/guardian. The verification must include the child's name, the date(s) of the absence, and the reason for the absence. This could be a phone call, note, or an email from the parent/guardian. Please provide a note signed and dated by your physician or dentist for doctor or dentist appointments. The school attendance clerk will call home if a phone call, note, or e-mail has not been received for absent students.

The Importance of Attendance

Regular attendance is one of the strongest predictors of student success. Being in school each day helps students build academic skills, develop positive relationships with teachers and peers, and stay engaged in learning. While absences due to illness or other legitimate reasons are sometimes unavoidable, frequent absences, whether excused or unexcused, can make it difficult for students to keep pace with instruction and achieve their full potential. GCC schools are committed to partnering with families to support consistent attendance. When a student's absences or tardies begin to increase, school staff will reach out to identify any barriers to attendance and work collaboratively with the family to develop appropriate supports and interventions. Early communication helps ensure students receive the assistance they need before attendance concerns become more significant.

When a Student is Chronically Absent

If a student's attendance becomes a concern, GCC school will follow applicable state laws and Board policies regarding attendance and truancy. Families may receive attendance notifications, participate in meetings with school staff, or be referred to a Student Success Team (SST) or other support services to develop strategies for improving attendance. The goal of these interventions is to support student success through regular school attendance and a strong partnership between home and school. Below is how we support students and families when absences begin to add up:

Seat-Based Tiered Re-Engagement

Under California law, a student may be considered truant if they are absent from school without a valid excuse for more than 30 minutes on three occasions during a school year, or any combination of unexcused absences and tardies that meet this threshold. When attendance concerns arise, GCC schools partner with families to identify barriers to attendance and provide early support to help students attend school consistently. GCC schools use a tiered approach to address attendance concerns. The process begins with communication and attendance notifications, followed by conferences with families and the development of an attendance support plan through a Student Study Team (SST) or IEP meeting, when appropriate. If attendance concerns continue, additional interventions may include support from the Community Engagement Department, home outreach, referrals to community resources, and finally a review by the GCC School Attendance Review Team (SART). If, after all required interventions have been exhausted, a student continues to have chronic attendance issues and the family does not comply with the attendance support plan, GCC will initiate the involuntary disenrollment process in accordance with applicable law, Board Policy, and the GCC Admissions Policy.

Nonclassroom-Based Tiered Re-Engagement

Student success in an Independent Study program depends on regular participation, communication, and completion of assigned work. If a student is not making satisfactory academic progress, completing assignments, participating in required live instruction, or maintaining regular engagement, GCC will implement a tiered re-engagement process designed to identify barriers and provide support. The process begins with outreach from the student's teacher and may include conferences with the family, a Student Study Team

(SST) meeting (or IEP team meeting for students with disabilities), the development of a re-engagement plan, and connections to school and community resources to help the student successfully re-engage in learning.

If a student continues to demonstrate a lack of satisfactory progress despite these interventions, additional supports may be implemented, including home outreach and review by the GCC School Attendance Review Team (SART). The purpose of this process is to partner with families, address barriers to participation, and help students remain successful in their Independent Study program. If, after all required interventions have been exhausted, the student continues to violate the Independent Study Master Agreement by failing to engage or make satisfactory progress, GCC will initiate the involuntary disenrollment process in accordance with applicable law, Board Policy, and the Admissions Policy.

Voluntary Withdrawal

If it becomes necessary for families to withdraw a student from school, a parent/guardian must notify the school office as soon as possible. Any lost books or materials fees, etc. must be paid and teachers must complete a checkout form for each student.

Involuntary Removal Process

No student shall be involuntarily removed, or disenrolled, by the school for any reason unless the parent or guardian of the student has been provided written notice of the Charter School's intent to remove the student ("Involuntary Removal Notice"). The Involuntary Removal Notice must be provided to the parent or guardian no less than five (5) schooldays before the effective date of the proposed disenrollment date.

The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include:

- The discipline education code violation
- An explanation of the student's basic rights including the right to request a hearing before the effective date of the action
- The CDE Enrollment Complaint Notice and Form

If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon a parent's or guardian's request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student

or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing, the student will be disenrolled effective the date of the hearing.

For students with disabilities who are eligible for special education services under an Individualized Education Program (IEP), an IEP team meeting will be convened to review the student's educational program, supports, and placement before involuntary removal is considered. The Charter School will comply with all applicable state and federal laws regarding students with disabilities when considering involuntary removal.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) calendar days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or reoccur.

***The above is a summary of our procedures. For a copy of the full Attendance Policy, please see the school website or the main office.*

***In the event of any discrepancy between the attendance process outlined in this handbook and within the complete Attendance Policy, the complete policy shall supersede and govern.*

SECTION 4

STUDENT CONDUCT

Behavior Expectations

Students, parents/guardians, and staff at GCC Schools can expect a safe and productive learning environment where individuals (children and adults) will be treated with dignity, fairness, and respect. Capturing Kids' Hearts (CKH) has been implemented school-wide to develop a culture of unity and respect. CKH is at the core of a powerful process that allows every member of the school family to foster and become part of a high-performing learning community by building positive, productive, and trusting relationships among students and staff members. It consists of student-centered Social Contracts, non-verbal cues such as hand signals, and strategies for redirecting behavior. Disciplinary consequences are sometimes necessary for students to take responsibility for their choices, learn from their mistakes, and seek acceptable alternative solutions to their problems.

General School Rules

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

Dress Code Guidelines

- 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 neat, clean, and appropriate for school. Clothing must be safe, worn in the manner it was designed to be worn, and must not promote conflict among students. Clothing that displays emblems of any sort that the staff and other students may perceive to be obscene, vulgar, racially-biased, gang-related, or in any other way distracting is not allowed. Students will be sent home to change if the dress code is not followed, or parents must bring appropriate attire.
- Tops that expose undergarments are not permitted.
- Pants must be worn at or above the hip point and must not show undergarments.
- Footwear must be worn at all times. Sandals must have an ankle strap. No flip-flops are allowed.

PE Dress Code

In order for our students to take full advantage of our activities, we require, for safety, modesty, and hygienic reasons the following guidelines for dress codes in all physical education classes: athletic clothing (not jeans or skirts/dresses) and sneakers with laces that are secured.

Mobile Communications Device Policy

The GCC Board of Directors recognizes that student use of smartphones, smartwatches, smart glasses, and other personal mobile communication or computing devices on campus may support student learning, safety, communication, and well-being, but may also be disruptive to the educational environment and instructional program in certain circumstances. When on campus or under the supervision of district employees, students may use such devices only as permitted by GCC Mobile Communications Devices Board Policy SP5131.8.

Items that Must Stay at Home (non-exhaustive list)

Aerosol cans, gum, sunflower seeds, water balloons, nail polish, matches/lighters, perfumes/colognes, pocket knives, sodas, energy drinks, beverages in glass containers, cigarette or drug paraphernalia, weapons/replicas, unauthorized medication, electronic games, radios, toy guns, sports equipment, and fireworks should NOT be brought to school. Individuals who bring money or other valuables onto school grounds do so at their own risk. Students who bring prohibited items on campus may be subject to our discipline policy.

GCC schools are not responsible for the damage, theft, or loss of personal property on or off school grounds.

Animals/Pets

Dogs, cats, as well as other animals and pets, are not permitted on school property while students are on campus. Contact the office for assistance in the event of a stray animal on school premises or if there is a need for a service animal.

Bicycles, Scooters, Roller Skates (Blades), Skateboards

Students may ride their bicycles or scooters to school and park in the designated space. Please note that the school will not accept responsibility for loss or damage to the bicycle/scooter. Students should not use roller skates or blades, heelys, or skateboards (or RipStiks) on the school grounds at any time. This includes shoes that have wheels built into them. Students must walk their bicycles/scooters on and around the school campus. Additionally, students are required to wear helmets as stated by California law when riding a bicycle and obey all laws relating to bicycle/scooter use to ensure safety.

Anti-Bullying, Harassment, and Discrimination

GCC schools adheres to the Harassment, Intimidation, Discrimination, and Bullying Policy, SP 1517. All GCC schools educate students about bullying at the beginning of every school year and will not tolerate bullying/cyberbullying or harassment/discrimination of any kind. Staff, students, and parents are required to report to an administrator any known incident of bullying, harassment, intimidation, or discrimination. These reports can be made in person or anonymously. To report anonymously, use the reporting link on your school's website.

You must provide enough information for the GCC staff to conduct a thorough investigation or contact you if more information is needed. GCC schools investigate all reported incidents of bullying, harassment, intimidation, and/or discrimination with sensitivity and respect to all parties involved. During and/or after the investigation is complete, parents are contacted and appropriate consequences are given. The goal is to deter the bullying from happening again.

***The complete Policy is available for review on the school website or by contacting the main office.*

Internet Safety and Technology Use

Students and parents/guardians must review and agree to the GCC Computer Use Guidelines at the beginning of each school year. Students are expected to comply with these guidelines at all times. Failure to do so may result in disciplinary action, including the suspension or revocation of technology privileges. GCC schools provide instruction on internet safety and review the requirements of this policy with students.

***The complete Student Use of Technology Policy is available for review on the school website or by contacting the main office.*

Sale of Items at School Prohibited

The sale of any item by students, including but not limited to toys, playing cards, candy, soda, etc. to other students or staff is prohibited. Students who sell things at school will receive consequences. GCC schools are not responsible for the items, including cash, involved in transactions among students that are against the rules.

SECTION 5

STUDENT HEALTH & SAFETY

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 the public health department. If you have any questions about them, please contact the school nurse. GCC schools will follow all state and county health guidelines and mandates.

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

- Fever- 100.4 or above
- Diarrhea
- Vomiting
- Certain illnesses and rashes like chickenpox, measles, or hand, foot, and mouth disease

A healthcare provider or school nurse can help you distinguish those illnesses and when your child is no longer contagious.

School policy mandates that students with a contagious disease stay home. 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 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 immediately.

Immunizations

Students must be current on required immunizations. Students who do not have all the required immunizations for their age/grade must receive the next required dose by the specified due date to remain eligible for attendance. Students shall be excluded from school and attendance for a failure to provide proof of required immunizations or a valid medical exemption.

Prescription Medicine

An authorization form must be completed by the student's parent/guardian and doctor before trained, designated school personnel 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 GCC website. Students CANNOT carry any prescription in their backpacks unless in rare cases where the student is provided authorization from their doctor and approved by a GCC nurse. Please see the front office to obtain a medication authorization form.

****The complete Administration of Medications Policy (SP 5141.21) and authorization form is available for review on the school website or by contacting the main office.**

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 CANNOT carry any over-the-counter medicine in their backpacks unless in rare cases where the student is provided authorization from their doctor. Please see the school front office to obtain a medication authorization form.

Head Lice

Students found with active head lice can stay in school until the end of the day, but will not be allowed close contact with others. Parents are informed about treatment and encouraged to start it immediately, checking all household contacts.

Student Emergency Contact Information

Parents/guardians are responsible for keeping current emergency contact information on file. It is extremely important to have updated information in case of an emergency to ensure timely communication. The school must know how to reach you in case of an emergency. Persons other than the guardian who picks up students should be prepared to show identification.

Custody Disputes

Parents/guardians are responsible for contacting the school if there is a court order limiting the parental participation or access rights of one or both parents. 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.

Counseling Services

GCC schools provide counseling services to support students' academic, social-emotional, college and career, and overall well-being needs. School counselors work collaboratively with students, families, teachers, and administrators to help students succeed and address challenges that may affect their educational experience.

Counseling services may include academic planning, social-emotional support, college and career readiness, crisis intervention, and referrals to community resources when appropriate. Parents/guardians who have questions about available counseling services are encouraged to contact their school counselor or school administration.

Safety Drills

Fire and safety drills are held monthly to teach students proper responses to emergency situations. Evacuation maps are posted in each classroom and hallways and safety drill instructions for teachers can be found in the red classroom emergency binders. Students are to quietly and quickly follow all directions given by school staff and/or emergency personnel.

SECTION 6

FAMILY ENGAGEMENT

Opportunities for Parental Involvement

Parents are an integral part of our school program and community, and as such, are strongly encouraged to become involved. Parents can become involved by volunteering in the classroom helping with field trips or special events, and attending School Site Council meetings. Parents interested in volunteering their time, skills, or talents, should talk to the classroom teacher or reach out to the school's front office for details and then fill out the volunteer paperwork with the front office. Increased parental involvement at school and at home, increases student success. GCC adheres to GCC Board Policy SP 6020 regarding parent involvement.

Volunteer Information

Gateway Community Charters (GCC) encourages and appreciates parents, guardians, and community members who are willing to share their time by volunteering in our schools. Volunteers can play an important part in enriching the lives of our students. GCC cares about our students and their safety and, therefore, has created volunteer procedures and requirements to keep the children safe. All volunteers must follow the volunteer procedures and requirements of GCC. All volunteer applications can be completed online in Informed K-12. Applicants should choose the appropriate form for the correct level of volunteering, either Level 1 or Level 2.

Level 1

Level 1 volunteers are those who are volunteering for a one-time event on-site and will be under the direct supervision* of a GCC staff member who is physically present at all times with the volunteer. They are required to complete a Volunteer Application and sign the Volunteer Oath. The Volunteer Application must be signed and approved by the Principal and both documents must be maintained by the school site. Level 1 volunteers are not required to complete the fingerprint clearance or provide tuberculosis (TB) screening results; however, if the volunteer wishes to volunteer more than once, he/she will then have to complete Level 2 volunteer requirements.

*Direct supervision means that the volunteer will not be alone with students at any time during the volunteer period. The students are still under the constant and direct care and supervision of the GCC staff member.

Level 2

Level 2 volunteers are those who volunteer more than one time and/or will be working with students without the direct supervision of a GCC staff member present at all times with the volunteer. Level 2 volunteers will be required to complete a fingerprint clearance and provide proof of a clear tuberculosis (TB) screening, in addition to the application and oath. All TB Risk Assessments are valid for four years. If a TB clearance expires during your

time as a volunteer, an updated TB clearance must be provided to continue as a volunteer for GCC. Level 2 volunteer applications are processed by the GCC Human Resources department. When a volunteer has cleared, the site will be notified by HR that the applicant is clear to start volunteering. The site will contact the applicant to inform them of their clearance and permission to start. HR and the school site must maintain a list of cleared Level 2 volunteers and maintain the list year to year. Field trips chaperones are considered Level 2 volunteers and must meet all Level 2 requirements.

***Volunteers under 18 years of age must complete the volunteer application and oath and must always be under the direct supervision of a GCC staff member.*

***Please Note: Volunteers who drive students on a field trip must also complete the Volunteer Personal Automobile Use form and supply the required documentation, including a valid driver's license and proof of liability insurance prior to the field trip.*

School Site Council (SSC)

The School Site Council is a very important part of the governance structure at GCC schools. The SSC is charged with participating in the development of the Local Control and Accountability Plan (including the site budget), approving the plan, and recommending it for approval by the GCC Board of Directors. SSC is also responsible for monitoring the implementation of the plan, including the expenditure of funds and the monitoring of achievement. SSC parents are elected by all parents. If you are interested in being placed on the ballot, please contact the school principal in August.

District English Language Advisory Committee (DELAC)

This committee is made up of parents whose students are English language learners and speak another language at home. They are elected by parents and give input regarding the program and services offered to EL students.

Fundraising

Throughout the year, GCC schools hold fundraisers. Proceeds benefit students and the school as a whole. As school budgets have been deeply cut, support and involvement with fundraising efforts are appreciated (though not required for your student's continued enrollment at GCC).

Communication with Parents

Aeries Parent Portal

Families should create an Aeries account and link all students to one account. You can monitor absences and grades in real-time. Please visit [Aeries Parent Login](#)

Parent Square

Families should also have a Parent Square account. This account links to Aeries and is used to provide secure communication and documents to families. Please visit [ParentSquare Login](#)

School Newsletters

A school newsletter will be emailed regularly, informing parents of important information, upcoming events, and ways to help out at the school.

School Website and Social Media

The school website, X, Instagram, YouTube, and Facebook page have a wealth of information. It is important to consistently check the website(s) for new information.

Student or Parent Complaints

If students or parents have a school-related complaint, this should first be addressed at the site level. Students or parents should contact the teacher in a timely manner and directly either by email or in person if they have a question about grading or assignments. These concerns must be dealt with after instructional hours. Parents cannot interrupt a class session to ask teachers about grades or express concern. The conversation must also be private, not in front of other students, parents, or staff. Students and parents can also bring their concerns directly to the school administration. Parents may not confront other students on campus. If you have concerns about other students, you must bring that to the attention of a staff member and let the staff address it.

Uniform Complaint Procedures:

GCC schools are responsible for ensuring compliance with state and federal laws and regulations governing educational programs and have established procedures to address allegations of unlawful discrimination and/or failure to apply such laws. The GCC Board encourages early, informal resolution of complaints at the site level whenever possible. If parties feel further investigation and resolution are needed, concerns should be submitted in writing to:

Gateway Community Charters
5112 Arnold Avenue, Suite A, McClellan, CA 95652
Phone: (916) 286-5129
Fax: (916) 993-4110

A complete copy of the Uniform Complaint Procedures is posted in the school office and available upon request.

Title IX Complaint and Investigation Procedures:

GCC schools are responsible for ensuring compliance with state and federal laws and regulations governing sex- based discrimination and harassment.

A copy of the Title IX Policy is provided to families annually and posted to the school website.

SECTION 7

SCHOOL INFORMATION

The previous sections describe Gateway Community Charters policies that apply across GCC schools. The following sections contain information and procedures specific to Gateway International School.

Principal Welcome

Dear GIS Students and Families,

Welcome to Gateway International School! We are proud to partner with you in creating a safe, supportive, and engaging learning community where every student can grow academically, socially, and personally.

At GIS, we value strong relationships, open communication, and a shared commitment to student success. Our Student and Parent Handbook provides important information about our school's programs, expectations, procedures, and resources. We encourage families to review it together and refer to it throughout the school year.

Thank you for being an important part of our GIS community. We look forward to a positive and successful year of learning, growth, and connection.

School Mission/Vision

Mission Statement

Our mission is to develop the whole child as a compassionate, life-long learner. Through inquiry, reflection, and rigor, students will become globally aware and actively involved in their community and the world.

Vision Statement

Gateway International School will provide a safe learning environment where students are empowered to develop international awareness, self-sufficiency, and a sense of pride in their academic and personal success.

Academic Program

GIS is a public charter school serving students in Transitional Kindergarten through 8th grade. GIS is a school of Gateway Community Charters. It is overseen by the GCC governing board and by the Superintendent/CEO. GIS challenges students with a rigorous, college-preparatory curriculum. Both the elementary and middle school curricula align with Common Core State Standards. Students learn 21st Century learning skills that are incorporated into the International Baccalaureate framework. GIS is an authorized IB World School for the Primary Years Program (TK-5th) and the Middle Years Program (6th-8th).

International Baccalaureate (IB) Mission Statement

“The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.”

(Source: <https://ibo.org/about-the-ib/mission/>)

International Baccalaureate (IB) Learner Profile

The learner profile unites us all with a common focus on the student as a lifelong learner. It applies to students, teachers, parents, and administrators; for we are all continually learning. These 10 attributes are:

<i>Balanced</i>	<i>Open-Minded</i>	<i>Caring</i>	<i>Principled</i>	<i>Communicator</i>
<i>Reflective</i>	<i>Inquirer</i>	<i>Risk-Taker</i>	<i>Thinker</i>	<i>Knowledgeable</i>

We believe students who embody the IB mission and attributes will be successful in a 21st-century global environment.

School Contact Information

Michael Maita, Principal
Chrystal Baudot, Vice Principal
Dara Patel, Vice Principal
Roman Palamar, Site Manager

Address

900 Morse Avenue
Sacramento, CA 95864

Phone: (916) 286-1985
Fax: (916) 550-5328

Office Hours

8:00 a.m. - 4:30 p.m.

School Communication

Website: www.gischarter.org
Facebook: <https://www.facebook.com/gischarter>
Instagram: https://www.instagram.com/gis_charter/
GIS app- search for “Gateway International School”



Gateway International 2026-2027 Student Calendar

SCHOOL HOURS:
 Mon-Thu 8:30am-2:45pm TK; 8:30am – 3:00pm (K-2nd); 8:30am-3:15pm (3rd – 8th)
 ALL Minimum Days & ALL Fridays 8:30am – 12:30pm (TK – 8th)
OFFICE HOURS: Mon – Fri 8:00am – 4:30pm **PH:** 916-286-1985 **FX:** 916-550-5328



July '26				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	1
20	21	22	23	24
27	28	29	30	31

August '26				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

September '26				
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		

October '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

November '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

December '26				
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 '27				
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 '27				
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

March '27				
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		

April '27				
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

May '27				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

June '27				
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		

JUL	28-29	Orientation	(9:00-12:00)
AUG	5	First Day of School	
	20	Back to School IB Night; No After-School Program	(5:00-6:30)
SEP	4-7	Labor Day Holiday, No School	
	14	Fall Picture Day	
	18	PYP Mid Trimester 1 Progress Reports; MYP Progress Reports	
OCT	5	No School	
	26-30	Red Ribbon Week	
	29	Cultural Night	(4:30-6:00)
	30	PYP End Trimester 1	
NOV	5-6	Conferences; PYP Report Cards and MYP Progress Reports	(1:00-5:00)
	11	Veterans Day Holiday, No School	
	23-27	Thanksgiving Break, No School	
DEC	17-18	Winter Celebrations	
	18	PYP Mid Trimester 2 Progress Reports/MYP Semester 1 Report Cards	
DEC/JAN	21-4	Winter Break, No School	
JAN	18	Martin Luther King Holiday, No School	
FEB	11	Family Literacy Night	(4:30-6:00)
	15-19	Presidents Week Break, No School	
	24	PYP End Trimester 2	
MAR	2-3	PYP Exhibition	
	4-5	Conferences; PYP Report Cards/MYP Progress Reports	(1:00-5:00)
	11	Talent Show	(4:30-5:30)
	26-5	Spring Break, No School	
APR	9	Spring Picture Day	
	14-15	MYP Community Project Showcase	
	15	Open House	(5:00-6:30)
	16	PYP Mid Trimester 3 Progress Reports; MYP Progress Reports	
	April 19-30 State Testing 3rd -8th grades		
MAY	6	Maker Fair	(4:00-5:30)
	13	MYP Social	(4:00-5:30)
	26-28	End of Year Celebrations	
	28	PYP End Trimester 3 Report Cards/MYP Semester 2 Report Cards	
	28	Field Day/Last Day of School (No After-School Program)	

Minimum Day, School Ends at 12:30

Please note dates are subject to change; please ensure you receive ParentSquare notifications for the most up-to-date information.

Bell Schedule

- TK - 8:30-2:45
- K-2 - 8:30-3:00
- 3-8 - 8:30-3:15

Arrival/Dismissal

Students are expected to be at school on time by 8:30 a.m. and ready to learn every day.

Regular, timely attendance is critical for student success. Additionally, California State law requires parents/guardians to send their children to school, unless otherwise provided by law (*Education Code* 48200, 48290). Therefore, parents have the responsibility of ensuring that their

student attends on time daily. Medical and dental appointments and family vacations should be scheduled for those times when school is not in session.

Arrival

Students are not permitted on campus before 7:45 AM as there is no adult supervision prior to that time, and we cannot guarantee their safety. Upon arrival, all students should proceed to the cafeteria for breakfast until campus opens at 8:00 am.

It is important that parents and guardians do not park and leave their vehicles unattended in either the red zones, handicapped parking without a placard, zones reserved for buses, or drop-off zones during school hours. If parents wish to walk their child to the front gate, they must park legally and walk with their child.

All parents who wish to remain on campus with their children after the start of the school day, whether for a scheduled observation or for purposes of volunteering, **MUST** go to the office, sign in, and obtain a visitor's badge. Please note that all observation sessions must be approved and scheduled with the classroom teacher at least 24 hours in advance. Parents who wish to volunteer on campus must first complete the required volunteer paperwork and submit to the Parent Liaison.

Dismissal

It is imperative that children be picked up on time after school ends. Students who are walking home are to exit campus immediately at the end of the day. Students who are still on campus after buses, daycare vans, and most students have departed will be brought to the multi-purpose room (MPR) and parents will be called. If there is no response by phone from parents and emergency contacts, the school will call local authorities.

Monday-Thursday Dismissal

Grade Level	Dismissal Times	Dismissal Locations
TK	2:45	Transitional Kindergarten Gate (TK Gate at Front Office)
K*	3:00	Kindergarten Gate (Northrop Ave)
1-2	3:00	Morse Gate (Last Name A-K) Northrop Gate (Last Name L-Z)
3-8**	3:15	Morse Gate (Last Name A-K) Northrop Gate (Last Name L-Z)

*If your child has a sibling in Kindergarten, please arrange to have them picked up at the Kindergarten Gate.

**If your child has a sibling in grades 3-8, they will be dismissed at 3:15 as well.

Friday Dismissal

Grade Level	Dismissal Times	Dismissal Locations
TK	12:30	Transitional Kindergarten Gate (TK Gate at Front Office)
K	12:30	Kindergarten Gate (Northrop Ave)
1-2	12:30	Morse Gate (Last Name A-K) Northrop Gate (Last Name L-Z)
3-8	12:30	Morse Gate (Last Name A-K) Northrop Gate (Last Name L-Z)

Release During School Hours

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.

Only persons over the age of 18 listed on the school emergency card may pick up a student, and will be asked to provide proof of identification. Parents may add emergency contacts only in person, not by phone or note. 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.

Parking

It is imperative that families adhere to our parking safety rules. This is for the safety of everyone. There are two drop-off zones. Parents can pull into the middle parking lot entrance and turn left to drop their child/children in the front of the school, or parents can park on Morse and walk TK students with their siblings to the gate, through the right parking lot next to the TK building. All parents may park in designated parking spots if they need time to prepare students. The goal is to prevent back-up traffic on Morse Avenue, while providing a safe place for families to cross the parking lot. The Northrop Gate will be open for drop off and pick up also. If you need to cross the street, cross only at the crosswalks. All gates will be locked at 8:30 AM. After 8:30, students must enter school through the front office. No students are allowed to enter or exit through the Ardenridge gate, except MYP students who are transported by school bus.

- Dropping off students should be a quick stop, so that the line continues to move. If parents must get out of the car to help their students, they are required to park in a designated parking spot or on the street outside of designated bus areas.
- 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 area or red zone even when picking up students who are in the after school program.
- Parents must always park in a designated parking spot. The handicapped zone is reserved for those with a handicap permit.

- Large vans should not block the flow of traffic.
- Parents should stay in the car for dismissal. Students will be escorted to your car. Pick up in your designated area based on last name or grades

Bus Riders

While riding the bus, students are required to be respectful and follow the bus driver's rules, and directions, as well as exercise caution. If a student's conduct jeopardizes the safety, comfort, or well-being of others, on or off the bus, the privilege of riding the bus will be compromised, suspended, or revoked at the discretion of the school administration and driver recommendation. The office must be notified in advance of any changes in riding the bus. If your children will not ride in the afternoon, parents must call and inform the school before 3:00 PM.

Visitor Procedures

Gateway International School welcomes parents or visitors at any time; however, it is required that prior arrangements are made out of consideration for classroom instructional time. If you wish to discuss your child's progress with the teacher, prior arrangements need to be made with the teacher and/or principal.

GIS SCHOOL MAP

School Starts at 8:30 AM, Monday - Friday

Dismissal Monday - Thursday

TK at 2:45 pm, K-2 Grades at 3:00 pm, 3-8 Grades at 3:15 pm

Dismissal on Fridays & Minimum Days - 12:30 pm

After School Program Dismissal by 6:00 pm



SECTION 8

SCHOOL PROGRAMS & PROCEDURES

Academic Reporting

Progress Reports

Progress reports are sent home three (3) times a year for PYP and four (4) times a year for MYP. If there are any Standards Not Met (SN) for PYP or if there are any failing grades for MYP, parents are required to sign the progress report.

Report Cards

Grades are based on multiple assessments and measures and are completed at the end of each trimester for PYP and at the end of the semester for MYP. For PYP, parents receive report cards at conferences, or they will be sent home with the child. For MYP, conferences are a time to go over progress and report cards will be sent home with the students on the last day of each semester.

Online Grade Reporting

PYP parents/guardians should create an Aeries account and set up weekly emails to regularly check their child's grades and assignments. MYP parents/guardians should create an account on Toddle to stay up to date on student progress, and Aeries for parent communications.

Student-Centered Conferences

Twice a year, teachers meet with all parents and students. Students are encouraged to take the lead role in sharing with their parents the successes and challenges at school. Parents may request a conference at other times during the school year.

PYP Report Cards

We want to ensure credibility when reporting the strands taught and mastered in our school community. GIS and GCC use standards-based report cards. The marks will include: Standards Exceeding (SE); Standards Met (SM); Standards Developing (SD); and Standards Not Met (SN).

MYP Report Cards

In MYP, tracking of assignments and grade progress will occur in alignment with IB guidelines. Parents and students will be able to access this information via Toddle. Progress reports and final IB report cards will be generated from Toddle at the end of each term. At these times, grades will also be converted into letter grades in Aeries for transcript purposes.

Short-Term Independent Study for Seat-Based Programs

If your child must be absent from on-site, classroom-based instruction for three (3) or more school days, an Independent Study Contract may be available. Requests for independent study must be turned in to the office for the principal's signature five (5) days before the absence so that there is adequate time for the teacher to prepare learning materials. **Independent study is not available for the first two weeks of school and the last three weeks of school, or during state testing.** Students must be present, in person, at the end of the independent study term to turn in the work.

Requests submitted with less than five (5) days' notice may not be granted. In cases where advance notice to participate in independent study cannot be provided due to sudden illness or injury or other extenuating, emergency circumstance, the principal will review the case and may determine to waive the 5-day notice requirement. Completed Independent Study Contracts will not count against a child's attendance record if the work is completed. Completed work must be returned on the day the student returns to in-person instruction. If the work is not completed fully, the student may incur unexcused absences for all or a portion of the time spent on independent study.

Textbooks

Each student is provided with instructional materials in accordance with applicable law. Students are expected to exercise reasonable care in the use of school-issued materials and to return all borrowed materials upon request and in good condition, excluding normal wear and tear. Pursuant to California Education Code section 48904 and applicable school policies, a student and/or parent/guardian may be held responsible for the replacement cost of school property that is not returned or that is lost, damaged, or defaced, as permitted by law. The school will provide notice and an opportunity to resolve any claims for lost or damaged property.

Positive Reinforcement

The emphasis at Gateway International School is on recognition for safe, positive behavior choices and excellence in a variety of areas, especially behavior that exhibits good citizenship and sportsmanship. Other behaviors that students are recognized for include: Student of the Month, Honor Roll, and i-Ready progress. MYP will also be recognized with Honor Roll and Principal's List at the end of each semester. Additionally, the school recognizes positive behavior through our PBIS program (Positive Behavior Intervention and Support), where students earn points for positive behavior and can purchase prizes from the classroom or online PBIS rewards store. In addition, each teacher positively reinforces appropriate behavior in his/her classroom through written and verbal affirmations.

Consequences

Within each classroom, teachers enforce guidelines for classroom behavior. Teachers contact parents either by written violation notice, phone, or email when students are not adhering to the expectations in the classroom. It is important that teachers and parents work together to address the behavior and help children learn from the experience. More serious violations are reported to school administration. Consequences may vary, depending on the severity of the situation and/or whether it is a first offense or a continuing problem. GIS adheres to the GCC policy for

Suspension and Expulsion/Due Process (SP 5144.1). Generally, consequences for inappropriate behavior increase in seriousness, beginning with a warning, except in the cases of mandatory suspension or expulsion.

- **A verbal warning** – Students who make mistakes in judgment will be made aware of their mistakes and asked to correct them.
- **Time away from peers** - This is a time to think about his/her behavior, appropriate choices, and how the problem can be solved constructively. A follow-up conference between the teacher and the student, or the administrator and the student, is often held.
- **Contact home** - Open communication between the school and families is vital to student success. Home contact could come in the form of a phone call, Parent Square, Class Dojo, or a violation notice.
- **School service** – Often, the natural consequence for student misbehavior is school service. For example, students who deface school property could spend time performing school cleaning tasks.
- **Exclusion from field trips, sports teams, or school events** – Students who have not exhibited appropriate behavior during the period before a field trip or school event may be excluded from participation. Students who wish to participate on sports teams must meet certain school behavior and academic expectations determined by the school.
- **In-School suspension** – This is an alternative for sending students home for the day. The student is sent to another classroom or the office for the day, along with his/her classroom work. The student does not get recess, nor does the student eat lunch with his/her classmates. They may be assigned jobs around the campus.
- **At-Home suspension** – This is the removal of a student from the school campus and ongoing instruction, with the intention that such removal will change misbehavior. Parent support and at-home reinforcement is vital to the success of an at-home suspension. Also, the suspended student is not allowed to attend or participate in school activities for the duration of the suspension. The suspension is considered an unexcused absence. Students can make up work for any suspension. Parents may be required to pick up their child during the school day if the child is suspended.
- **Expulsion** – Expulsion is the removal of a student from attendance and enrollment at GCC for the duration of the expulsion term (not to exceed one year)

Cell Phones and Personal Electronic Devices

Students will not be permitted to use cell phones, smart watches, tablets, electronic hand-held games, or wireless headphones on campus at any time, including After School Program. Cell phones must be powered off and packed away at all times except for during dismissal for the explicit use of communicating for pickup. Smart watches may not be used as cell phones during the school day, including taking photos, making calls, or sending text messages. The only permitted use is during dismissal. If a student is seen with a cell phone or using their smart watch at any time other than when cell phone/smart watch use is expressly allowed pursuant to school policy, the consequences will occur as follows: 1st offense - confiscation of the phone/smart watch by the teacher and returned to the student at the end of the day from the office; 2nd offense - confiscation of the cell phone/smart watch and returned to the parent at the end of the day from the office; 3rd offense - confiscation of the cell phone/smart watch and returned to parent at the end of the day; a meeting scheduled with the family to discuss any further consequences or interventions.

After School Program (ASP)

Our after-school program is available Monday through Thursday from 3:00 PM to 6:00 PM, and Fridays from 12:30 PM to 6:00 PM. Students will be given various opportunities such as academic tutoring, social-emotional learning activities, sports and enrichment clubs. The after-school program is offered to all currently enrolled GIS students. Any family wishing to enroll their child in the program should complete an application and submit it to the After-School Program Manager. Families must complete the application each school year. Students can attend the after-school program from one (1) to five (5) days per week, per parent request. All students must be picked up by 6:00 PM. GIS reserves the right to suspend or remove students from the program. Conditions for this can include: three late pick-ups, behavior that jeopardizes the safety or well-being of others, or failure to follow safe dismissal procedures.

Biliteracy

GCC awards the Biliteracy Attainment Recognition Award to eligible students in grades 5 and 8 who apply for and successfully meet the established criteria for their grade level. These criteria are based on state recommendations and are designed to assess bilingualism in a developmentally appropriate manner. This recognition celebrates students' achievement, commitment, and growth in multilingualism. Its purpose is to encourage students to continue their world language studies and ultimately work toward earning the State Seal of Biliteracy in high school. For more information about the Biliteracy Attainment Recognition Award and its requirements, please contact your student's school.

State Seal of Biliteracy

GCC awards the State Seal of Biliteracy to eligible graduating students in accordance with criteria established by the California Department of Education. The State Seal of Biliteracy recognizes students who have attained a high level of proficiency in speaking, reading, and writing in English and one or more world languages. The State Seal of Biliteracy is affixed to the diploma of each qualifying student and is noted on the student's official high school transcript. In recognition of this achievement, GCC also presents qualifying students with a medallion and/or honor cord to wear during commencement ceremonies.

Celebrations, Class Parties, and Food Guidelines

Birthdays and other holiday celebrations hold significant cultural importance. A modest celebration with healthy snacks or treats may be brought to school for a student's birthday, but only after lunch and with the teacher's prior approval. The treats must be store-bought and remain in their original packaging. Families should be mindful of any allergies within the class and adhere to the teacher's specific guidelines. Contact the teacher about allergies.

Additionally, *students should not be sharing food with other students during recesses and/or lunch.* It is important to pack a healthy lunch each day. If sending chips, crackers, or similar snacks, we ask that families provide a small, single-serving package rather than a large shareable bag. Candy should remain at home and should not be brought to school by students. Students will be asked to put it into their backpack if they are seen with it. If it becomes a problem, it will be confiscated.

Lost and Found

Mark all personal belongings with your child's full name. Should they lose anything, first check with your child's classroom teacher, then check the Lost and Found near the MPR after school. All items not claimed in a timely fashion from lost and found will be donated to a local charity. Donations will be made three times a year. All lost and found is displayed at parent conferences for you to peruse.

** GIS is not responsible for the loss or theft of items, including students' electronic devices.*

APPENDICES

GCC and Community Resources

GCC Community Engagement Department

Phone: (916) 286-5128

Email: gcc-ced@gcccharters.org

The GCC Community Engagement Department is dedicated to building strong relationships among schools, families, and the community to create opportunities that help students and families thrive. Grounded in the GCC Portrait of a Graduate and the Community School Strategy, our team works to remove barriers to success, promote equity, and support the academic, social, and emotional well-being of all students and families.

How We Support Students and Families

Our services include:

- **Family Support:** Connecting families with community resources, services, and guidance to address needs such as food assistance, housing, healthcare, transportation, mental health services, and other basic needs.
- **Student Support:** Creating meaningful opportunities, programs, and events that help students grow, lead, and stay engaged in their school community.
- **Community Partnerships:** Collaborating with local agencies, organizations, and businesses to expand access to valuable services and support for GCC students and families.

Family Resources

The GCC Community Engagement Department provides access to the [GCC Family & Community Resource Guide](#), which includes information about local food assistance programs, housing resources, healthcare services, mental health supports, utility assistance, childcare, and other community resources available throughout Sacramento County and surrounding areas.

Families can also access support through:

- [Sacramento 2-1-1](#), a comprehensive directory of local health and human services.
- [FindHelp.org](#), a free online resource that connects families with food, housing, healthcare, financial assistance, childcare, education, and other support services.
- [Sacramento Food Bank Food Locator](#), a directory of food distribution sites by ZIP code, including food pantries, meal programs, and other food assistance resources.

Immigration Resources

Gateway Community Charters is committed to ensuring that all students and families feel safe, welcomed, and supported, regardless of immigration status. GCC provides access to information and referrals related to educational rights, legal protections, immigration legal services, family preparedness planning, mental health support, and community advocacy resources.

Available supports include:

- Know Your Rights information and educational materials for immigrant families.
- Information regarding California laws that protect immigrant students and families, including protections related to school access and student privacy.
- Family preparedness resources, emergency planning guides, and legal rights ("Red") cards.
- Referrals to immigration legal service providers and community-based organizations.
- Rapid Response Network information and community support resources.
- Mental health and emotional wellness resources for students and families impacted by immigration-related concerns.

Additional immigration resources are available through the [Immigrant Family Resources](#) page on the GCC website.

Requesting Assistance

Students, families, and staff may request support by completing the: [GCC Student & Family Support Request Form](#)

A member of the Community Engagement Department will follow up to connect families with appropriate resources and services based on their individual needs.

For additional information, questions, or concerns, please contact the GCC Community Engagement Department at gcc-ced@gcccharters.org or (916) 286-5128.

Gateway Community Charters 26/27 School Calendar

Gateway Community Charters 2026 -2027 School Calendar



JUL '26 0

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

AUG '26 19

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

SEP '26 20

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		

OCT '26 21

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

NOV '26 15

M	T	W	T	F
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16	17	18	19	20
23	24	25	26	27
30				

DEC '26 14

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7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

Key Calendar Dates
First Day of School, 8/5/2026
Last Day of School, 5/28/2027

Non Student Days
Teacher in Service, 8/3 - 8/4/2026
Teacher in Service, 10/5/2026
Teacher in Service, 1/4/2027
Teacher in Service, 4/5/2027

Holidays 2026-27
Jul 3 Independence Day (Observed)
Sep. 4 School Recess
Sep. 7 Labor Day
Nov. 11 Veterans Day
Nov.23-27 Thanksgiving
Dec. 21 - Jan. 1 Winter Break
Jan.18 MLK Jr. Holiday
Feb.15-19 President's Week
Mar 26 - April 2 Spring Break
May 31 Memorial Day
Jun 18 Juneteenth (Observed)

End of Grading Periods
Trimester 1 - (60 Days) 10/30/2026
Trimester 2 - (60 Days) 2/24/2027
Trimester 3 - (60 Days) 5/28/2027
Semester 1- (88 Days) 12/18/2026
Semester 2- (92 Days) 5/28/2027

JAN '27 18

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

FEB '27 15

M	T	W	T	F
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8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

MAR '27 19

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

APR '27 19

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26	27	28	29	30

MAY '27 20

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

JUN '27 0

M	T	W	T	F
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14	15	16	17	18
21	22	23	24	25
28	29	30		

89

91

Total Service Days: 180
BOARD ADOPTED: 1/13/2026

Three-Way School Compact

School Name: _____

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

Student Pledge

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

- Come to school on time ready to learn and work hard.
- Bring necessary materials and completed assignments..
- Know and follow my social contracts and school rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and video games and instead study or read every day after school.
- Respect the school, classmates, staff, and families.

Family/Parent Pledge

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

- Provide a quiet time and place to study and monitor screen time.
- Read to my child or encourage my child to read every day.
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school dressed appropriately every day, gets adequate sleep, regular medical attention, and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision-making, volunteering, and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.
- Monitor my child's online activities.

Teacher Pledge

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

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

*****I have read and received the parent and student handbook.***

Student Signature	Parent/Guardian Signature	Teacher Signature
Date	Date	Date

