



Connections Academy at Gateway Handbook

2025-2026 School Year

This Supplement provides school-specific information in addition to the general policies documented in the Connections Academy General Handbook. Because this Supplement does not constitute the full set of policies related to your Connections Academy school, please be sure to read both documents. They may be updated during the year as needed. If there are any discrepancies between this Handbook and the General Handbook, these policies override the policies in the General Handbook and are binding policies that should be followed.

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Welcome to Connections Academy at Gateway

Principal's Message

Connections Academy at Gateway Families,

Welcome to the new school year! My name is Kaela Vermeulen, and I'm honored to serve as the Principal of Connections Academy at Gateway. I want to personally welcome you to a new year of growth, learning, and connection.

As the newest program under Community Collaborative Charter School, Connections Academy at Gateway offers a unique and dynamic approach to learning from home. We combine the flexibility of a virtual environment with the structure, support, and expertise of dedicated educators. Our model is built on strong family partnerships, personalized learning experiences, and high expectations for every student.

With over 12 years in education as a classroom teacher, instructional coach, Vice Principal, and now as your school leader, I have seen firsthand how students thrive when they are supported with both love and high expectations. At Connections Academy at Gateway, we believe deeply in nurturing the whole child. Our mission is to embrace and support each student, empower families, and ensure all learners are challenged, inspired, and prepared to succeed.

Inside this handbook, you'll find important information about our school's policies, expectations, and support structures. I encourage you to use it as a helpful resource throughout the school year.

Thank you for choosing to be part of our community. We are truly excited to partner with you on your child's educational journey. Together, we will create a school year filled with purpose, joy, and academic success.

With gratitude,

Kaela Vermeulen

Principal, Connections Academy at Gateway



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. In cooperation with the Local Educational Agency (LEA), Twin Rivers Unified School District (TRUSD), the GCC reaches out to the greater Sacramento County community to create schools to 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.

Board of Directors of Gateway Community Charters

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

Mr. Jason Sample, CEO/Superintendent Gateway Community Charters (916) 286-5129

GCC Virtual Academy staff implement and model the GCC core values, which spell out the acronym SERVICE:

STUDENT FOCUSED
EXCELLENCE
RESPONSIBILITY
VALUING PEOPLE
INTEGRITY
COLLABORATION
EMPowerMENT

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1 Connections Academy at Gateway Nondiscrimination Statement

Connections Academy at Gateway (CA at Gateway) is committed to a policy of educational equality. The organization does not exclude, deny benefits to, or otherwise discriminate against any person on the basis of ethnic group identification/ethnicity, national origin, ancestry, genetic information, race, color, sex (including pregnancy, childbirth, breastfeeding, sexual orientation, gender, gender identity, and gender expression), religious creed, religion, physical or mental disability, medical condition, age, marital status, familial status, military and veteran status, or any other category protected by federal or state law in the admission to, participation in, or receipt of the services under any of the school's educational programs and activities. The organization provides equal access to the Boy Scouts and other designated youth groups.

This statement is in accordance with the provisions of Title VII of the *Civil Rights Act of 1964*, Title IX of the *Educational Amendment of 1972* (Title IX), Section 504 of the *Rehabilitation Act of 1973* (Section 504), the *Age Discrimination Act of 1975*, the *Individuals with Disabilities Education Act of 2004 (IDEA)*, and *Boy Scouts of America Equal Access Act*.

The following individuals are designated to coordinate compliance with these laws:

For School Employment-Related Matters

Contact Information	
Human Resources	Laura Barragan Director of Human Resources (916) 286-5129 x 21701 Charlene Perez Human Resources Coordinator (916) 286-5129 x 21702

For School Related Matters Other than Employment:

Contact Information	
Title IX Coordinator	Deep Dhillon Director of Special Education & Student Services (916) 286-5129 x 21501
504 Coordinator and Student Matters	Deep Dhillon Director of Special Education & Student Services (916) 286-5129 x 21501

***All staff can be reached via the main CA at Gateway office phone number at (707) 676-6197.**

For further information on public and student rights and the responsibilities of public schools, please visit the California Department of Education's [Equal Opportunity and Access](#) website.

For questions regarding the applicability of Title VII or Title IX, please contact:

U.S. Department of Education
Office of Civil Rights
Lyndon Baines Johnson Dept. of Education Bldg.
400 Maryland Avenue, SW
Washington, DC 20202
Toll Free Call Center: 800-421-3481
Fax: 202-453-6012

OCR@ed.gov

[OCR Complaint Assessment System](#)

[OCR Regional Office Locations](#)

[OCR Discrimination Complaint Form](#)

2 School Organization and Roles

Connections Academy at Gateway is a program of Gateway Community Charters, Inc. (GCC).

2.1 GCC Mission and Vision

Gateway Community Charters (GCC) has been a cornerstone of Sacramento area public education, providing these options for over twenty years. Educators, parents, community, and political stakeholders recognize the value of providing public school choice options, especially to those students who have historically been underserved. With nine charter schools, five authorizers, and over 5,500 students, the GCC has demonstrated that it plays a vital role in providing options for the diverse needs of youth in our region.

Mission Statement

The mission is a declaration of the unique identity to which the organization aspires and its specific purpose. Gateway Community Charters, Inc. (GCC) is an independent non-profit agency that supports students, parents and the community through the conception, development, administration and governance of innovative, high quality, standards-based educational school choice options within the greater Sacramento region.

Vision

A vision sets the direction of where we want to go and what we want to do as an organization. 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.

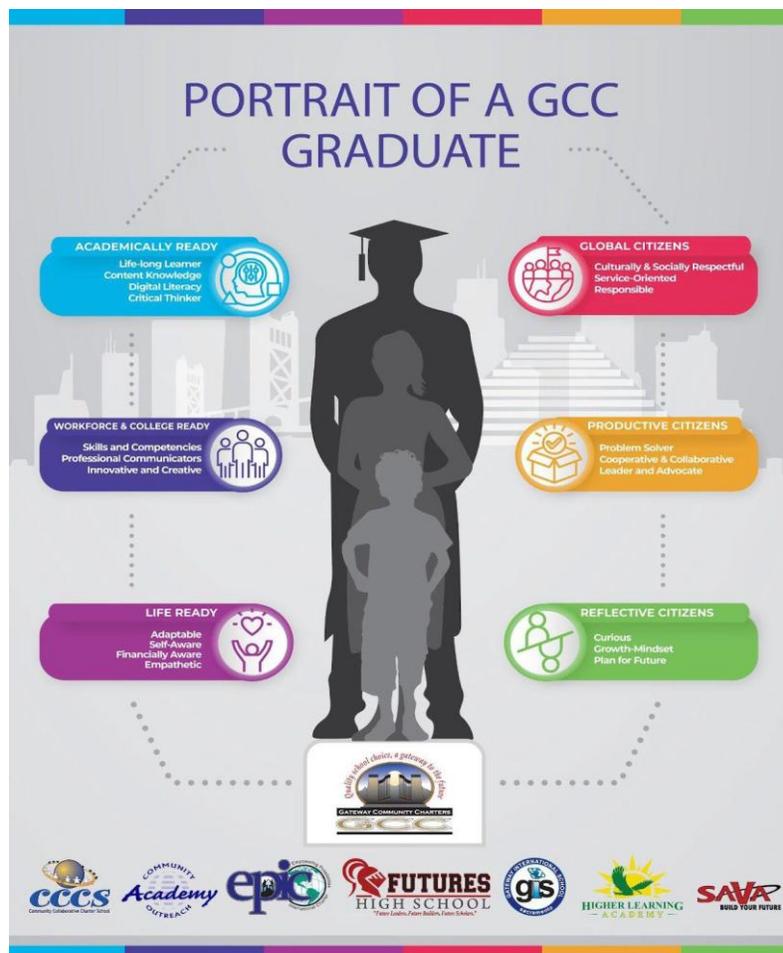
2.2 Community Collaborative Charter School

Mission Statement

It is the mission of CCCS to implement a rigorous, standards-based curriculum in an equitable, personalized, and culturally responsive learning environment with access to community resources for students and their families.

Vision

The vision of CCCS is to establish a personalized setting, serving a full range of students, explicitly designed to cultivate their transition to successful post-secondary educational, vocational, and personal endeavors. CCCS students will graduate with a high school diploma and will have opportunities to gain skills that will prepare them to be academically ready, workforce and college ready, life-ready, global, productive citizens, and reflective citizens. This aligns with the GCC Portrait of a Graduate.



2.3 School Information

School Information	School Contact
Phone	(707) 676-6197
Fax	(916) 993-4110
Office Location	5112 Arnold Avenue McClellan Park, CA 95652
School Leadership	Kaela Vermeulen - Principal
Email	ConnectionsAcademy@gcccharters.org
School Hours	8:00 am - 4:00 pm M-F
Technical and General Support	(800) 382-6010

2.4 School Schedule

2025-2026 School Calendar

Note: The School Status Legend below the calendar reflects the possible school statuses for each event. All events which show a status of School In Session indicates they are school days for students. All events which show any other status indicates they are NOT school days for students. Please refer to the legend to determine whether teachers and/or administrator staff are available for each event according to its status.

Event	School Status	Date
First Day of School (Students)	School and Office Open	August 6, 2025
Labor Day	School and Office Closed	September 1, 2025
School Recess	School and Office Closed	October 3, 2025
Teacher in Service	Staff Work Day	October 6, 2025
Veterans Day	School and Office Closed	November 11, 2025
Thanksgiving Break	School and Office Closed	November 24-28, 2025
Winter Break	School and Office Closed	December 22, 2025-January 2, 2026
Teacher in Service	Staff Work Day	January 5, 2026
<i>First Semester End Date</i>	School and Office Open	January 6, 2026
<i>Second Semester Start Date</i>	School and Office Open	January 7, 2026
Martin Luther King, Jr. Day	School and Office Closed	January 19, 2026
President's Week	School and Office Closed	February 16-20, 2026
Spring Break	School and Office Closed	March 30- April 3, 2026
Teacher in Service	Staff Work Day	April 6, 2026
Memorial Day	School and Office Closed	May 25, 2026
<i>Last Day of School (Students)</i>	School and Office Open	May 29, 2026
School Status Legend:		
School and Office Closed = No one is in school		
School and Office Open = Everyone is in school		
Staff Work Day = Students are not in school but Admin and Teachers are on duty		

Required Instructional Hours

To meet the State of California’s required annual instructional time per year, the chart below lists the average hours per day and per week students should be engaged in school-approved educational activity.

Grade Level	Recommended Minimum Hours per Day	Recommended Average Hours per Week	Required Annual Hours
Transitional Kindergarten/Kindergarten	3 to 4 hours	17 hours	600 hours
Grades 1 – 3	5 hours	24 hours	840 hours
Grades 4 – 8	5 hours	25 hours	900 hours
Grades 9 – 12	6 hours	30 hours	1080 hours

Note that these are the minimum hours required by the state and that students are responsible for mastering all material which may require additional time. The CA educational program is rigorous, and students usually need to work more than the minimum hours listed above. **The school requires regular daily schoolwork be completed on each day of the school calendar.**

2.5 Enrollment, Withdrawal and Transfers

In accordance with California law, if a specific grade or grade span has set enrollment limits for a school year, then applications will be accepted during a published open enrollment period, and if applications exceed capacity, a public random drawing (referred to as an admissions lottery) will be conducted. Students will be offered a space in the school, and waiting lists will be developed, based on the lottery and admissions policies and procedures developed by the organization.

*No student will be involuntarily removed from school until the Caretaker (defined as a Parent and/or Guardian associated with the student’s account) has been provided written notice of the intent to remove the student from the school. Notice will be provided to the Caretaker no less than five (5) school days prior to the effective date of the removal. If the Caretaker requests a hearing within five (5) school days of the date that the written notice is sent, the student will remain enrolled at the school until a final decision regarding the student’s withdrawal has been issued.

To complete a student withdrawal that is parent initiated, the Caretaker with educational rights must initiate the withdrawal process to provide their intent to remove the student from CA at Gateway. First, please inform the School Principal and Administrative Assistant of withdrawal intent. Please provide the effective date of the withdrawal and the information for the next school the student will be attending. This

information then needs to be entered in the applicable Initiate Student Withdrawal DataView within Pearson Online Classroom. Once a student is withdrawn their student account access in Pearson Online Classroom may be disabled, or otherwise restricted and all school property will be collected.

For enrolled students who wish to return the following school year, the school has an Intent to Return procedure during the spring semester. The Caretaker with educational rights must complete this process, including any required documents for re-enrollment, within the specified timelines. If all steps are completed, the student will be considered an eligible returning student for the next school year and the school will hold a place for the student. However, because the schools may have limited capacity, there may be waiting lists and an admissions lottery in any given year. Therefore, if the required Intent to Return tasks are not completed by the stated deadlines, the student will be withdrawn at the end of the school year (which may include summer school for certain students) and must re-apply. Students who are not considered eligible returning students are subject to any space limitation, enrollment requirements and waiting lists as new students.

The school will comply with state laws regarding student enrollment and dis-enrollment.

CA at Gateway school does not discriminate in enrollment practices and encourages families to become informed about the program before and during the enrollment process. Enrollment is limited to eligible students. In California, student eligibility requirements are determined by the state, which regulates all public schools including CA at Gateway. Before enrolling, please review the following eligibility requirements carefully to determine whether your student(s) is eligible to participate in grades TK–12.

CA at Gateway is open to all students who meet the state's age and geographic eligibility for Independent Charter school programs. While the school is required to collect information to show that the age and residency requirements have been met, we do welcome all students, including students who have unusual circumstances, such as pregnant or parenting students, homeless and foster youth, immigrants, refugees, migrants, and students who are not U.S. citizens. Students identified as foster or homeless, or in other eligible categories, will be enrolled promptly and their academic history will be reviewed to determine if they can be awarded partial credits based on their educational history. Contact the school office for assistance enrolling a student for whom standard documentation is not readily available due to unusual circumstances. Students on an educational visa (such as F1 or J1 visas) are not eligible to attend a CA at Gateway school.

After providing information to establish eligibility, and subject to any enrollment limits and waiting lists, students will be offered a space in the school. Following review and acceptance of the "Intent to Attend" step, additional processes and documents are required for the student to receive their classes and start attending school. This is referred to as the registration and placement processes.

The School's homeless policies, adopted in compliance with the federal McKinney Vento Act, are available upon request. Please contact the School Counselor for more information.

Definition of Classroom Instruction

CA at Gateway is a virtual, learning from home school, with instruction delivered exclusively online.

The school does offer some face to face, in-person activities which currently include educational field trips, social activities such as dances, picnics and other gatherings, promotion ceremonies, and **mandated state testing**.

Military Family Eligibility

If you are a military family, are currently enrolled at CA at Gateway, and are moving outside of the service area, please reach out to the school for additional information. The school has policies to facilitate continued enrollment of military families. California law provides that a child of a military family may continue attending, regardless of any change of residence of the military family or the end of military service of the student's parent, as long as the residence at the time of the student's initial enrollment was located within the residency boundaries required by one of the GCC schools. California law provides that such students enrolled in grades Kindergarten through 8th grade may attend through the end of the school year in which the move took place but would be ineligible to re-enroll for the following school year unless or until the family relocated back to an eligible county. For such students who are in grades 9 through 12 at the time of their move, California law allows that the student remain enrolled with CA at Gateway through graduation. For all grade levels, continuing enrollment is subject to state requirements regarding residence in the state of California.

Kindergarten and First Grade Admission Policies

Kindergarten: A kindergarten student may enroll if the student is five years of age on or before September 1st of that school year. Connections Academy at Gateway is currently not offering TK classes. In future years, the eligible age for transitional kindergarten entry will shift in accordance with state law.

The School's policy is to follow the state's age guidelines for entry into Kindergarten. Exceptions will be made if, and only if, the School Leader or Grade Level Principal determines that it is in the best interest of the student, and only after the Caretaker(s) is given information explaining the advantages and disadvantages of early admittance. State funding is partially based on student age, so it is only in very exceptional circumstances that the school would admit a student early if sufficient funding cannot be received for that student.

Enrollment After the Start of the School Year

Students may enroll after the start of the school year or semester up until the application deadline. The actual date for the application deadline is determined annually by GCC's leadership. This is typically near the beginning of the second semester. Applications may be waitlisted if enrollment limits for the year have been met. Families enrolling mid-year are subject to all the same enrollment requirements as families that enroll prior to the start of the school year or semester.

Additional Information for High School

High school students entering mid-year or mid-semester submit report cards, progress reports and/or teacher notes from their previous school as part of the placement process. CA at Gateway counselor and teachers review the student's work and progress up to that point in the semester and enter an equivalent grade into Pearson Online Classroom's grade book that represents the student's efforts at the previous school. That grade will be averaged in with the CA at Gateway grades earned in that same semester. If students enter after the school year has started and have no prior academic history for that school year or semester, they will have to make up credits missed. See also the Promotion information in *Section 6 High School Program and Policies*.

Dual Enrollment in Another K-12 Program

Because this is a full-time public school program, students must be enrolled full-time in the school and must exit from their previous school prior to their first day of attendance at CA at Gateway. Under California law, students may *not* be enrolled in two different public schools at the same time. Even one day of attendance overlap is not allowed, so the prior public school must be notified of the student's exit immediately upon final placement into classes at CA at Gateway

Violations of this policy may be grounds for dismissal from the program.

Dual Enrollment in a College or University

Families must consult with their student's Counselor for prior permission to earn high school credit for college courses taken while the student is still enrolled in CA at Gateway. Many colleges have specific requirements in place which apply to the enrollment of high school students. In addition, students wishing to earn high school credit for college courses must receive written approval from their Counselor in advance. The School limits the total number of concurrent college courses a student may take and students must be in good standing to enroll in college courses. Student's overall success in their high school course of study is the most important priority. Examples of factors that the Counselor will consider prior to approval of concurrent enrollment in college classes include the following:

- Ability to maintain a 2.0 average GPA

- Passing all current courses
- Meeting legal attendance requirements
- No Honor Code violations

CA at Gateway students may participate in dual enrollment with Los Rios Community Colleges.

Student Address or Location Change

The General Handbook describes the detailed processes needed for a Location Change. At the time of initial enrollment, a proof of residency is required to establish eligibility. Students must physically reside at the address used to establish eligibility at the time of enrollment and are expected to work from that address throughout the school year. Students who are physically staying outside of the contiguous counties surrounding Sacramento County for more than two weeks must make school administration aware prior to this change so that a determination can be made as to whether or not they are still meeting the minimum eligibility requirements for the program.

Families must notify the school upon their return to their regular address. If the school is unable to verify that the student has returned to their regular address at the expiration of an approved temporary location change, the student is subject to withdrawal from the school due to geographic ineligibility. For more information see the General Handbook.

Enrollment Following a Change of Residence

If a family undergoes a “Permanent In-Area Location Change” as defined in the General Handbook but maintains residency in a county served by the school, the student may remain enrolled. If a student undergoes a permanent location change to a county not served by the school, they are no longer eligible for enrollment in CA at Gateway per state law and must withdraw from the school.

Families must follow all procedures for the permanent location change outlined in the Connections Academy General Handbook and as directed by the enrollment staff and/or school administration. Re-enrollment for the following school year is also subject to geographic restrictions. Students who are homeless are subject to the Homeless Policies regarding eligibility.

For questions concerning enrollment changes or eligibility, please contact the school.

3 Attendance

3.1 Marking and Verifying Attendance

Teachers will mark attendance in AERIES. The school’s attendance procedures under California law require that teachers determine final attendance based on several parameters, including LiveLesson attendance, the amount of work completed each day and over the course of the school month by the student, etc. The day after each attendance month ends, attendance can only be changed by the school. The cut off dates for each “attendance month” are determined by the school annually.

Students must have their camera on with their face fully visible while attending all required classes/sessions. Failure to do so can result in an absence and Learning Coaches will be notified.

Hours of Schooling

To meet the state’s requirements (located in the *School Schedule* section of this Supplement), families should aim to complete the following minimum hours of schooling each day and week that school is in session according to the school calendar:

Grade Level	Recommended Minimum Hours per Day	Recommended Average Hours per Week
Transitional Kindergarten/ Kindergarten	3 to 4 hours	17 hours
Grades 1 – 3	5 hours	24 hours
Grades 4 – 8	5 hours	25 hours
Grades 9 – 12	6 hours	30 hours

Most students will need to complete more hours than the minimum required to keep on pace in the educational program.

Learning Coach Attendance Responsibilities

- **Sign Monthly Attendance Letters** – Teachers will send monthly progress reports including attendance reports to families through ParentSquare. Families will sign the attendance reports and return back to CA at Gateway.
- **Alert School of Student Absences** – If a student is absent, the Learning Coach must send information to the student’s homeroom teacher about the absence. A
- **Complete defined school year** – Regardless of the number of hours of schooling or amount of

work a student may complete prior to the last day of the school year (as defined in the school year calendar in this Supplement), students are required to attend school up to and including the last day of the school year. If a student completes their regularly assigned lessons before the end of the semester or school year, the family must contact the homeroom teacher for additional work so that the student will not be marked absent on a school day. Absences at the end of the semester or school year can still trigger issues in the student's official attendance record, which is part of the student's official school record and cumulative file. **Course end dates may only be changed with approval of the grade level Principal.** Students must complete schoolwork on all days of the school academic calendar. If course work is completed before the end of the semester, it may lead to student attendance issues and result in unnecessary absenteeism.

School Attendance Responsibilities

- **Offer synchronous instruction and opportunities for live interaction with school staff** - The school offers daily or weekly opportunities for students to interact virtually with their teachers and other school staff. These opportunities may be through phone calls, text messages or video conferences. Sessions offered to students using video conferencing technology are referred to as LiveLessons. **Students are required to attend their LiveLessons, and IF they are assigned to WIN blocks of intervention.** Attendance at these synchronous opportunities contribute to the overall determination of whether the student is awarded attendance credit on any given school day by the homeroom or advisory teacher.
- **Review Attendance Records** – Teachers take attendance, monitor, and review attendance records on a daily and weekly basis. They send Monthly Progress reports with attendance sheets to Learning Coaches to sign and return. If a teacher has concerns about the validity of a student's attendance records, they may place the student in an "escalation" status and will proceed with additional steps per school policy.
- **Monitor Attendance Issues** – School staff monitors student attendance. Families with low attendance rates are contacted by teachers and/or other school staff as appropriate; these staff members work with the family to help the student stay in compliance.
- **Official Attendance Record** – AERIES attendance system contains the record of the student's attendance as documented by the teacher. It is, however, only one of many sources used to determine if a student is meeting the minimum requirements of the school program. In certain cases where it has been determined that a student has not completed enough work, or that certain other program requirements have not been fulfilled, the school may determine that the student has not fulfilled their contract (known as the Master Agreement) with the school, resulting in sanctions up to and including withdrawal. The student's official attendance record for legal and funding purposes is held in a state approved attendance system used by the school to report attendance to the state and is part of the student's cumulative file. Requests for the student's official attendance record can be made to the School Principal.

3.2 Truancy and Chronic Absenteeism

To maximize student learning, regular attendance is imperative. While there is a great deal of flexibility within the program, minimum attendance requirements are established by the state and students who do not complete work daily, and who do not complete adequate work throughout each month are at risk of losing attendance credit and being considered either chronically absent or truant from school.

Due to state requirements, the School will initiate serious consequences for truancy, ultimately including withdrawal from the School for non-compliance if the truancy is not addressed. Caretakers are held legally responsible for ensuring that their students are fully participating in school, even if they have designated another individual as their student's Learning Coach. The information below is intended to help Caretakers understand how to avoid having their student be considered truant, and to understand the consequences of truancy.

To avoid truancy and chronic absenteeism, the Caretaker must ensure that the following activities are taking place:

- The student is actively logging in to Pearson Online Classroom.
- The student completes assigned lessons and assessments.
- The student participates in educational activities for an appropriate number of hours, as outlined in the *Required Instructional Hours* section of this Supplement.
- The student is available and participates in all regularly scheduled check-ins with teachers, including any mandatory calls with the homeroom teacher.
- The student attends all mandatory LiveLesson® sessions.
- The student can demonstrate that they are doing their own schoolwork.
- The student attends all required state or other proctored testing.
- The student is making satisfactory educational progress in the program.
- The Caretaker or Learning Coach has communicated with the homeroom teacher in advance and received approval if they need to deviate from the regular school calendar.

Students are expected to do some amount of schoolwork on every school day of the academic calendar.

Students who are not actively participating or logging in as described above, may be at risk of having their student account access to Pearson Online Classroom disabled, or otherwise restricted. In addition, when the school has made repeated attempts to contact a household and has been unable to make contact, the accounts for the Caretaker and/or Learning Coach may be disabled until successful contact is made.

Regular communication between the school staff and both the students and the parents/guardians is a requirement of the school program, and the school has procedures in place to ensure such communication

On at least a monthly basis, students' teachers review the attendance log and the amount of work completed by the student. If the student is not fully participating in school as outlined above, attendance credit for the student will not be able to be given by the teacher. These absences will be considered "unexcused". Absences are generally considered "excused" for state approved reasons, and/or documented reasons only, such as student illness or the death of an immediate family member. If there is a disagreement over whether an absence is considered excused or unexcused, the final decision will be made by the School Principal.

A student is considered truant if they have three (3) or more unexcused absences from school in one school year. State law defines a “chronic truant” as a student who has eighteen (18) or more unexcused absences (10% of the school year) within a single school year. The state considers a student “chronically absent” if the student misses 10% or more of the total days of enrollment for circumstances where the student is not enrolled in the school for the entire school year. Unexcused absences on a student’s attendance record may result from lack of sufficient work completed. For this reason, it is crucial that a student complete schoolwork each day and that sufficient schoolwork is completed over the course of each month to meet the state minimum instructional time. Parents will be notified if their student’s absences may lead to the student being considered “chronically absent”.

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.

In addition, if the student does not participate in the offerings provided for daily or weekly synchronous instruction and live interaction, the student will be documented as “non-participatory” for any day the student does not attend.

The processes described above will apply for students who have excessive unexcused absences. In certain circumstances, the Counseling Department may also be involved to work with a student and family to reduce absences and determine if any additional support may be needed.

No-Show Policy and Contact Requirement

In addition to completing course work in Pearson Online Classroom, students and their Learning Coaches and Caretakers must comply with all school communication and contact requirements, starting with the initial phone contacts between school and student/family immediately following the student's first scheduled day of attendance at the school. Therefore, if a student does not meet the school's established minimum criteria for initial engagement in the program as described below, the student may be withdrawn from the program and reported to the state as a "no show."

If, within two weeks of a student's start date for each school year, the student has not logged into Pearson Online Classroom and completed schoolwork (schoolwork completed must be done under the student's log in), the student will be considered a "no show" and may be removed from the school's enrollment. Prior to removing the student from the school's enrollment, the school will make repeated attempts to contact the student, using the contact information provided by the family. When a student mobile phone number is provided, the school will use this as one method to contact students, unless the parent/guardian has submitted written instructions not to contact the student through that phone number. Once a student has been identified as a potential "no show", access to the system may be disabled, and there are several requirements before a student may be re-activated as an enrolled student. These include the requirement that the student log in to Pearson Online Classroom with their assigned user credentials and complete schoolwork, as well as a requirement that the student must complete a successful synchronous contact with an assigned staff member within the school specified timeline. If the student does not complete all requirements as set out by the school, the student will be withdrawn from the school.

Note that a working phone number is required for enrollment in the school; therefore, if the school is unable to contact the student or Caretaker via the phone numbers provided during enrollment, written correspondence will be sent, and the student may be removed from enrollment if a phone number is not provided in accordance with the timeline outlined in the correspondence. If the school is unable to contact a student through the contact information supplied, the school may disable, or otherwise restrict, the student's access to Pearson Online Classroom.

4 Grading, Student Evaluation and Assessments

Grading Policy

The grades given for any course (or for any subject area for elementary students) is the grade determined by the teacher of the course. The determination of the student's grade, in the absence of a clerical mistake, shall be final.

If a Caretaker or student elects to contest the final grade given by the teacher of the course or subject, the School Principal will be consulted, and the teacher, to the extent practicable, will be given the opportunity to state orally, or in writing, or both, to the School Principal and the student/Caretaker the reasons for grade given. The teacher will also be given the opportunity to participate in all discussions related to a potential grade change and thereby have input into any decision to make a change to a final grade. When necessary, the School's Executive Director or designee may be involved in the discussions and will be authorized to make a final decision on whether a grade change should be made.

The School determines which courses are considered "weighted" for purposes of GPA calculation. For more information see also Section 6 High School Programs and Policies, under the High School Course Credit section below.

Grade Scale K-5

Mark	Title	Sort Order	Low Percentage	High Percentage
SE	Standard Exceeded	1	95%	100%
SM	Standard Met	2	70%	94.99%
SD	Standard Developing	3	60%	69.99%
SN	Standard Not Met	4	0%	59.99%
NA	Not Assessed	5	0%	0%

Grade Scale 6-12

Grade	Grade %	Passing?	Non Weighted	Weighted (Honors)	Weighted (AP)
A+	98-100	Yes	4.00	4.50	5.00
A	94-97.99	Yes	4.00	4.50	5.00
A-	90-93.99	Yes	3.67	4.17	4.67

B+	88-89.99	Yes	3.33	3.83	4.33
B	84-87.99	Yes	3.00	3.50	4.00
B-	80-83.99	Yes	2.67	3.17	3.67
C+	78-79.99	Yes	2.33	2.83	3.33
C	74-77.99	Yes	2.00	2.50	3.00
C-	70-73.99	Yes	1.67	2.17	2.67
D+	68-69.99	Yes	1.33	1.83	2.33
D	64-67.99	Yes	1.00	1.50	2.00
D-	60-63.99	Yes	0.67	1.17	1.67
F	0-59.99	No	0.00	0.00	0.00

Temporary Zeros:

In an effort to make sure students are receiving an accurate grade and keeping up in their courses, Temporary Zeros need to be entered for overdue assignments. These zeros are in fact temporary and can be made up. They are not meant to be punitive, but are designed to give you and your student(s) a more accurate gauge of their grades if they continue to fall behind.

Temporary zeros will be entered in if:

- Students have assignments that were assigned on their planner that are now overdue.
- Students have been enrolled for at least 1 week and work is not completed regularly.
- Students do not have an accommodation that exempts them from this policy.

Temporary zeros will be added on the following schedule:

- Grades K-5: Every 2 weeks
- Grades 6-12: Every 3 weeks

Retaking Curriculum-based Assessments

If students would like to retake a quiz or test (curriculum-based assessment), students can Webmail their teacher to request a retake. The teacher will determine an activity that students will engage in and complete to show they have relearned the knowledge needed to retake. The teacher will **“reset” the assessment** for the student to retake and **mark the lesson incomplete** once the relearning activity is completed. Note: this will delete the initial assessment score and student responses. The score earned on the retake attempt will be saved to the gradebook.

National Honor Society

Students who are in good academic standing, have attended CA at Gateway for at least one semester, and meet grade level and other eligibility requirements, may be eligible to join the National Honor Society. Please contact the school for more details.

Special Education

California law requires schools to make special programs available to all pupils with exceptional needs who are eligible for services. 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 acknowledgment that they have been advised of their rights.

504 Plans

Section 504 of the federal Rehabilitation Act of 1973, and the Americans with Disabilities Act (42 USC 12101 et seq.) prohibit discrimination on the basis of disability. Section 504 requires school districts to identify and evaluate children with disabilities to provide them 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, may be 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.

Retention and Promotion in Grades K-8

For new incoming students, grade levels will be determined during the enrollment, registration and placement process based on prior school history. Students will not be retained in a grade level already completed based on Caretaker request. If the Caretaker has concerns about the academic placement or abilities of the student, the teacher, counselor and School Principal should be consulted. Retention decisions for grades K-5 for continuing students are made by the School Principal. The recommendation for retention (repeating of a grade level) is made in the spring and the Caretaker is notified in writing. Final decisions for retention are made at the end of the school year. Students in grades 6-8 are not generally retained but rather are placed in academically appropriate courses and promoted to the next grade level.

Mandatory State Assessments

Students enrolled at CA at Gateway will be required to complete mandated state testing for the grade level which they are assigned. Some students may be required to take the same test over multiple years if they do not advance a grade level based on credits completed towards graduation. These state assessments (CAASPP/CAST/PFT Testing) are proctored in-person each year and is the only physical attendance requirement for CA at Gateway students.

CAASPP (California Assessment of Student Performance and Progress)

Each spring, students in California participate in the statewide testing program, the California Assessment of Student Performance and Progress (CAASPP) system. The tests in the CAASPP system provide information to teachers, parents/guardians and students about student progress.

In *grades 3 - 8 and in grade 11*, students take the Smarter Balanced online tests for English Language Arts (ELA) and mathematics. Students who have a significant cognitive disability (as designated in their IEP) are eligible to take the California Alternate Assessments (CAA).

In *grades 5, 8 and once in high school*, students take the California Science Test (CAST).

Students in *grades 5, 7 and 9* also complete the PFT (Physical Fitness Test).

*****CAASPP/CAST/PFT Testing will be required to be on-site testing with a Testing Coordinator.***

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 assessments administered pursuant to this chapter shall be granted.

ELPAC (English Language Proficiency Assessments)

Students in kindergarten through grade twelve 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 at

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

*****ELPAC Testing will be required to be on-site testing with ELPAC Coordinator.***

If you have any questions about your student taking the ELPAC, please contact the school office.

i-Ready

Students will be required to complete the i-Ready Math and Reading assessment three times per year.

Reading Difficulties Testing (K-2)

Students in grades K-2nd will be screened annually for Reading Difficulties. This assessment will be given during the GCC testing window by utilizing the board approved screener, Amira.

5 High School Programs and Policies

For new incoming students, grade levels will be determined during the enrollment, registration and placement process based on prior school history. At the time of a student's placement, school staff will establish grade levels based on previously earned credits and GCC board policy pertaining to grade level placements.

The Connections Academy standard whereby one credit equals approximately 180 hours of instruction (sometimes referred to as Carnegie Units). A student must take a minimum of five (5) courses per full semester to be enrolled as a full-time student, or a minimum of four courses if the student is concurrently enrolled in one (1) or more community college course(s). Under certain circumstances, students enrolling late in the semester may be assigned a modified schedule (less than five courses) to be able to complete their assigned coursework in a shortened amount of time. The final recommendation in these situations is made by the student's counselor and/or advisory teacher and the assigned course load will ensure that the student will still be considered a full-time student.

In certain situations, the counselor, in consultation with the student, Learning Coach, and the School Principal, may adjust the student's grade and/or course load to match the student's current academic needs most appropriately.

Mathematics Placement

The California legislature passed SB 359, the California Mathematics Placement Act of 2015. The intention of the state is to ensure that all students, regardless of race, ethnicity, gender, or socioeconomic background, have an equal chance to advance in mathematics, and to increase the number of students prepared to enter college and careers in science, technology, engineering, and mathematics (STEM). A student's 9th grade math course placement is a crucial crossroads for their future educational success.

Maximum Age

Note: At this time, CA at Gateway only serves students in Grades K - 10.

State law dictates, all students, including students with an IEP or 504 Plan, who are below the age of nineteen (19) years old on the first day of attendance at the School are eligible to enroll. Any student, including students with an IEP or 504 Plan, who are nineteen (19) years of age or older may be eligible to enroll, but must meet specific eligibility requirements, including being continuously enrolled in public school prior to turning nineteen (19). Therefore, if a student will be nineteen (19) years old by the first day of attendance, and has experienced a gap in public school enrollment, they are not eligible to enroll. Students who first apply when over nineteen (19) years of age are not eligible to enroll. In addition, if a

student first applies while nineteen (19) years old but will turn twenty (20) years old by the first day of attendance, they are not eligible to enroll.

Students with an Individualized Education Program (IEP) may remain continuously enrolled, as long as they have enrolled before the age of nineteen (19), remain continuously enrolled, and are making adequate progress, until the student reaches their 22nd birthday. Maximum age limits also apply to students who choose to re-enroll.

Students who are enrolled in 12th grade but do not meet the school's graduation requirements to graduate that year may be eligible to re-enroll in 12th grade the following year, subject to certain age and other eligibility criteria, including a determination by the School Leader or designee that the student was in good standing at the end of the previous school year.

For more information regarding the maximum enrollment age, please contact the School Counselor or administrator.

Progress Monitoring

When the school has identified concerns with a student's performance, a progress monitoring meeting may be set up with the student, parent, teachers, and the School Principal. The purpose of this meeting is to discuss student progress in courses, next steps, and ways the school staff can support the student. Teachers will offer feedback on the student's progress as well as strategies for success in their course. Because contact between the student and teachers is a requirement of the program, if the teachers are unable to contact a student through the contact information supplied, the student's access to Pearson Online Classroom may be disabled, or otherwise restricted, until contact is established. This may also trigger a progress monitoring meeting. Any student, Learning Coach or Caretaker who would like to request a progress monitoring meeting can reach out to the student's homeroom teacher.

Graduation and Diploma Requirements

Note: At this time, CA at Gateway only serves students in Grades K - 10.

To be eligible to receive a diploma from Gateway Community Charters (GCC), a student must meet **all** the following requirements:

- Be enrolled during the semester immediately prior to graduation and not be enrolled full-time in any other school.
- Earn a minimum of two and one-half (2.5) of the credits (or five (5) courses) required for graduation, with at least one and one-half (1.5) of these credits (or three (3) courses) earned in the semester immediately prior to graduation. *
- Earn a total of twenty-two (22) credits (in specific areas and subjects as outlined in this Supplement)
- Meet any other additional graduation requirements required by the school or state**.

**Credits earned at another Connections Academy school or schools may be included in this total, as these schools all use the same curriculum, technology, and instructional protocols as CA at Gateway.*

These requirements exceed the minimum requirements established by the state of California. Additional requirements of the University of California (UC) and California State University (CSU) are noted below.

The following chart summarizes the coursework and credits a student must complete to receive a diploma (see first column). In addition, the requirements for entry into a University of California system or the California State University system are shown in the other columns for reference for those students on a college preparatory pathway.

Graduation Requirements

CA at Gateway Graduation Requirements	University of Calif. Requirements for Freshman Admission	California State Univ. Requirements for Freshman Admission
<p>Language Arts – 40 credits</p> <ul style="list-style-type: none"> 4 years of approved English courses, usually following this pattern: English 9 English 10 English 11 English 12 	<p>Language Arts – 4 years</p> <p>4 years of college-prep English that include frequent writing, and reading of classic and modern literature</p>	<p>Language Arts – 4 years</p> <p>4 years of college prep English composition and literature</p>
<p>Mathematics – 20 credits</p> <ul style="list-style-type: none"> Algebra I (or higher)* Other Mathematics <p>*If the student has previously taken an Integrated Math course, or a Mathematics I course or courses deemed to be equivalent in content to Algebra I, this may be used to meet the Algebra I requirement, either during high school or prior to high school entry.</p>	<p>Mathematics – 3 years</p> <ul style="list-style-type: none"> Algebra I Geometry Advanced Algebra <p>*4 years recommended</p>	<p>Mathematics – 3 years</p> <ul style="list-style-type: none"> Algebra I Geometry Algebra II or higher <p>*4 years recommended</p>

Science – 20 credits <ul style="list-style-type: none"> Biological Science Physical Science 	Laboratory Science – 2 years <ul style="list-style-type: none"> Biology Chemistry <p>Note: <i>Physics may be substituted for either Biology or Chemistry</i></p> <p>*3 years recommended</p>	Laboratory Science – 2 years <ul style="list-style-type: none"> Biological Science <p>Physical Science</p>
Social Studies 30 credits <ul style="list-style-type: none"> World History U.S. History American Government (5 credits) Economics (5 credits) 	Social Studies 2 years <ul style="list-style-type: none"> World History U.S. History *can take U.S. History (.5 year) and American Government (.5 year) OR Economics (.5 year) 	Social Studies 2 years <ul style="list-style-type: none"> U.S. History OR U.S. History (.5 year) and Civics or Am. Government (.5 year) AND Social Science (1 year)
Physical Education 20 credits	Physical Education 0 years	Physical Education 0 years
Foreign Language, Art, or CTE (Career and Technical Education) 10 credits	Foreign Language 2 years <i>Must be in the same language</i> *3 years recommended	Foreign Language 2 years <i>Must be in the same language</i> *3 years recommended
Additional Electives 40 credits	Additional Electives 1 year *Additional year chosen from UC a-g list	Additional Electives 1 year *Additional year chosen from UC a-g list
Total Credits: 200	Total Courses: 15 Year Long Classes	Total Courses: 15 Year Long Classes
TESTING There are currently no required state tests for a high school diploma.	TESTING* ACT Assessment + writing or SAT Reasoning Test Two SAT Subject Tests* *Subject tests are recommended, though not required	TESTING ACT Assessment or SAT Reasoning Test *CSU does not require writing scores for ACT or SAT

Note: Due to the online environment, many, but not all of Connections Academy’s lab sciences and visual and performing arts are currently “a-g” approved. Please refer to the options for satisfying “a-g” requirements on the UC website at <https://hs-articulation.ucop.edu/guide>.

UC “a-g” Course Approval

The UC “a-g” subject requirements for freshman admission are unique to the University of California and California State University systems. A set of Connections Academy core foreign language, multiple Advanced Placement (AP) courses and most core English, Math and Social Studies courses have been approved by the University of California.

Many lab science, visual/performing arts and career/technical education courses have also been approved. Additional courses may be submitted by the school annually for approval. The “a-g” approved courses appear on the [University of California Doorways Home website](#). Enter the legal name of the school the student is or has been enrolled in to find the courses approved for that school. You may also contact the school counselor for more information.

Alternatives to meet the UC “a-g” requirements if the school does not offer an approved course are as follows: Students can take the SAT subject exam at the end of the course(s) and earn a qualifying score, take the Advanced Placement (AP) exam at the end of the course and earn a qualifying score, or complete a three (3) or more semester unit (or four (4) or more quarter unit) UC-transferable California college course in the UC “a-g” subject(s). Students may also complete “a-g” course requirements prior to coming to, or after leaving CA at Gateway.

The UC and CSU “a-g” requirements are detailed below.

Course Requirements	Four-Year College Preparatory	Traditional Pathway
ENGLISH English 9, 10, 11, 12	40 credits – a-g level	40 credits
MATH	30 credits including Algebra I or Integrated Math III	30 credits including Algebra I or Integrated Math I
SCIENCE Physical Science Life Science	20 credits Chemistry (lab) Biology (lab)	20 credits Earth Science Life Science

SOCIAL SCIENCE World History US History Government/Economics	30 credits	30 credits
FOREIGN LANGUAGE	20 credits	10 credits of either VAPA or Foreign Language
VISUAL/PERFORMING ARTS	10 credits	
PHYSICAL EDUCATION	20 credits	20 credits
PRACTICAL ART	5 credits	5 credits
HEALTH	2.5 credits	2.5 credits
SERVICE LEARNING	2.5 credits	2.5 credits
ELECTIVES	20 credits	40 credits

Physical Education

CA at Gateway requires two years of Physical Education to meet its graduation requirements. School administration may grant temporary exemption to a student from courses in physical education, if (1) the student is injured or ill and cannot be provided a course that meets the student's needs or (2) if the student's unique circumstances cause the student to be enrolled in one-half, or less, of the work normally required of full-time students. School administration may grant permanent exemption from courses in Physical Education on a case-by-case basis. Students granted a permanent exemption will be required to earn two additional credits of elective in place of the physical education courses needed to meet graduation requirements.

Certificate of Completion

Note: At this time, CA at Gateway only serves students in Grades K - 10.

In accordance with California law, students with an IEP may earn a Certificate of Completion if they are not eligible for a diploma. A student may be eligible for a Certificate of Completion from CA at Gateway based on satisfactory completion of their IEP goals and objectives during high school, as determined by the IEP team. Once earned, the student's transcript will reflect the earning of a Certificate of Completion.

Foster, Homeless, Migratory and Adjudicated Youth Course Credits and Graduation Requirements

Note: At this time, CA at Gateway only serves students in Grades K - 10.

A student identified as foster, homeless, migratory or adjudicated, or participating in a newcomer program and who enrolls during their 11th or 12th grade year will be supported in their progress towards a diploma. Foster, homeless, migratory or adjudicated students in grades 11-12 who have transferred schools after completion of their second year of high school, or are participating in a newcomer program, are eligible for full or partial credit for coursework satisfactorily completed while attending another school. If the student did not complete the entire course, credit will be applied to the same or equivalent course, and the school will not require the student to retake any completed portions of that equivalent course. The school will not require a migratory student or student participating in a newcomer program who did not complete an entire course to retake the uncompleted portion of the course unless the School Principal (or designee), in consultation with the Caretaker, finds the student is able to complete the requirements in time to graduate high school. The student shall not be prevented from taking or retaking a course to meet California State University or University of California eligibility requirements. In addition, when a student in one of these categories withdraws, the school will award partial credits for course completion whenever applicable.

When an 11th or 12th grade student has been identified as foster, homeless, migratory, adjudicated or part of a newcomer program, either during the enrollment process or at any point during the school year, the school will do the following:

1. Obtain any verification or documentation that might be needed for the student's status.
2. Determine if the student was previously granted a reduction in graduation requirements at a previous school.
3. Determine if the student is eligible for a review of graduation requirements based on their past school history.
4. For students eligible after the above steps have been completed, review the student transcript and decide as to whether the student can reasonably complete the graduation requirements and graduate with their cohort by the end of the student's 12th grade year.
5. If the student cannot reasonably complete the graduation requirements as determined above, then the eligible student (and Caretaker if the student is under eighteen (18) years of age) will be notified in writing that they qualify for a diploma after completion of the state's minimum graduation requirements.
6. If the student (and Caretaker for students under eighteen (18) years of age) agree to the modified graduation requirements, the school will issue a written designation of this determination which will

become part of the student's school record and will also modify the graduation requirements in the student information system as needed to align to these modified requirements.

The school will determine any additional exceptions based on this policy and state law and notify the student and their Caretaker of the exemption(s) within thirty (30) days of the determination of their qualification. If a student declines an exemption, they may request an exemption at any time if do they still qualify. Once the school exempts a student from the local graduation requirements, the exemption may not be revoked.

If the School Principal or designee determines the student is reasonably able to complete the school's additional graduation requirements within the student's fifth (5th) year of high school, the student may be permitted to stay in school for a fifth (5th) year. The school will inform the student and Caretaker (if the student is under eighteen (18) years old or if the student agrees) of the following possible outcomes:

- The student has the option to remain in school for a fifth (5th) year to complete the additional required coursework for graduation
- The student's completion of the additional graduation requirements may positively affect their ability to gain admission to a college or university
- The student's transfer opportunities available through California Community Colleges

Upon agreement of the student (if eighteen (18) years of age) and/or Caretaker, the student will be permitted to complete the additional coursework during their fifth (5th) year.

See the California Department of Education website at <http://www.cde.ca.gov/ci/gc/hs/hsgtable.asp> for more information. Similar procedures may also apply to students of military families. Contact the School Counselor for more information on the state's minimum graduation requirements.

The School's homeless policies, adopted in compliance with the federal McKinney Vento Act, can be found in Appendix III of this supplement and are available upon request. Please contact the School Counselor for more information.

National Collegiate Athletic Association (NCAA) Eligibility

To be eligible for National College Athletic Association (NCAA) scholarships, students must meet certain academic and other requirements, including but not limited to taking NCAA- approved high school courses. Most of Connections Academy's core and elective courses are NCAA-approved; however, students interested in NCAA scholarships should contact their school counselor to determine an appropriate course schedule that will help them meet NCAA requirements. Students should also visit the [NCAA Eligibility Center](#) for more information.

Early Graduation and Graduation Date

At the close of the second (2nd) semester, the School Principal, Counselor, and/or other staff will review records to ensure that these students have completed all graduation requirements. The School Principal will then initiate the “withdrawal for graduation” process in Pearson Online Classroom for those students who have completed all requirements. (See also the section below called *Enrollment Following Graduation Requirements*.) Students who have completed all graduation requirements at any time prior to the end of the second semester of their senior year may request early graduation by contacting the School Principal. The School Principal and other appropriate school staff will then review the student’s records to ensure that all graduation requirements have been met. If the School Principal grants approval for early graduation, they will initiate the “withdrawal for graduation” process. This includes marking the student’s transcript to indicate graduate status. Once the student has graduated, the student will no longer have access to Pearson Online Classroom.

The graduation date for every student will be the date of the last day of the semester during which the student completes all graduation requirements.

Exceptions to the graduation date policy will be made on a case by case basis and only with reasonable documentation of the reason that an earlier graduation date is needed. Exceptions will only be made by the School Principal (or designee).

Enrollment Following Completion of Graduation Requirements

Students who complete all graduation requirements may remain enrolled with a full time load of courses through the remainder of the school year if they first entered ninth (9th) grade less than four school years earlier (in other words if the student did not start high school more than four (4) years prior to the expected completion date at the end of that school year). Students who have taken longer than four (4) years to complete the high school graduation requirements must exit as a graduate at the end of the semester when they meet all the graduation requirements.

High School Course Credit

Students are awarded credit only for courses in which they have earned a grade of D- (60%) or higher. This applies both to courses taken at CA at Gateway and other accredited schools. Courses required for graduation must be re-taken by the student if a grade of D- (60%) or higher is not earned and re-taking such courses may delay the student's graduation. Typically, course credit is not awarded from schools or programs which are not accredited.

Accredited high school courses taken prior to enrollment at CA at Gateway with a weighted grade on the incoming student transcript will be considered as weighted on the transcript. To earn high school credit for a college course, a passing grade of C- must be earned.

Semester and year-end GPA calculations will follow a four-point scale. Grade point averages will only include graded courses; pass/fail courses will not be averaged into a student's GPA. Passing grades for Honors courses are weighted with one-half (0.5) extra grade point. Passing grades for Advanced Placement (AP) courses are weighted with one (1) extra grade point. Courses taken concurrently or in the summer at a college are not weighted.

Class Rank

Class rank for each high school student will be calculated two times per year, shortly after the conclusion of each semester. Students who have not yet successfully completed any high school courses for credit directly from CA at Gateway will be excluded from the class rank calculation.

For the purposes of calculating the class rank, the student's cumulative GPA will be used, which may include weighted grades for Honors courses. Courses transferred in from other accredited institutions will also be included in the class rank if there is a grade assigned for that course. Credit and grades for transferred courses are subject to verification through an official transcript from the previous school.

The cumulative GPA is calculated to the hundredth of a point. Students whose class rank rounds off to the same hundredth of a point will be considered tied and will receive the same class rank. The ranking will compare students within the same grade level at the same school. The class rank is *not* included on the student's official high school transcript but is available for release upon written request.

Prerequisites

Students must meet all course prerequisite requirements prior to registration. Prerequisites are listed by each course's overview in the course catalog. A student may not take Part B of a course prior to taking Part A. School counselors may waive prerequisites in some cases.

Duplicate Course Work: Repeating a Course

Students may repeat a course to improve their grade; however, repeating a course is subject to course availability and counselor approval. Not all courses are offered each semester. Credit will be awarded only once, and only the higher of the two grades will be included in the GPA. Both courses and both grades will show on the transcript.

Transcripts

Students will be able to access ongoing information about their courses through their online gradebooks within AERIES. To request an official copy of a transcript, or to obtain an unofficial transcript for a student who is no longer enrolled, families must make the request through Gateway Community Charters or their School Principal.

Official transcripts are sent directly to the appropriate agency and have all official required designations. Unofficial transcripts can be viewed or downloaded directly from Gateway Community Charters. Please contact the School with any questions regarding transcript requests.

Release of Educational Records

Educational records, including transcripts for all grade levels, may only be released to third parties with a written request and with parental consent (or student consent if the student is over eighteen (18) years old.) unless such requests are of a nature that would require the school to release the records, such as upon receipt of a legal subpoena or a valid request from a state agency.

For students in grades TK-8 the transcript is considered the equivalent of the final report card and requests are made through the same process described above.

To ensure that application deadlines are successfully met, we require advance notice of at least **ten (10) working days for requests to provide educational records** to students, Caretakers, and/or third parties. **We require thirty (30) days' notice for letters of recommendation.** Note that class rank is only calculated twice a year.

Requests for records should be made using the *Authorization for Release of Educational Records and Letter of Recommendation* form available in the document repository.

Parents (or students over the age of 18) may request a copy of items in the student's record by completing the *Official Records Request Form for Parents/Students*, which is available from the school records clerk. If a student is over the age of 18 and has graduated, they must directly request their school records or must sign a release form to allow parents/Caretakers to receive copies of the student's records.

Credit Recovery Courses

CA at Gateway currently does not offer credit recovery (CR) courses.

Credit from other Schools

As part of the placement process, families are asked to submit their students' most recent report cards and/or transcripts. Counselors analyze previously earned credits and determine which credits will transfer. The School Counselor may require complete unofficial transcripts or complete end-of-year report cards before approving a student's grade level and course selection. The accreditation status of the previous school is also considered when transferring credit. Official transcripts are required within the first thirty (30) days of enrolling in the School for final credit transfer approval and for final course approval. Upon graduation or withdrawal, the official transcript will display both the credits earned at CA at Gateway as well as any transfer credits. Transfer credits shown are based on official transcripts only. **An official**

transcript must be received from the student's previous school(s) to issue a diploma to graduating students.

Credit for Coursework Completed in a Non-Standard School Program

Students may request to receive credit for courses completed in previous educational settings other than fully accredited schools, including home school, non-accredited public, private, alternative or international schools.

There are three (3) options for requesting and being granted credit by California Connections Academy for coursework completed in a non-standard school program:

1. **Assessment:** the student takes and achieves a passing grade (D-) on the California Connections Academy exam(s) associated with the course. This may be the midterm and final exam or other proficiency exam as determined by the content area teacher. The school may require that the test be taken in a school approved proctored setting. Alternatively, the student may take a state-approved standardized test. If the student achieves a score of "Proficient" or higher they will be granted credit for that course. The state test(s) must be taken in a school-approved proctored setting.
2. **Portfolio:** The student submits a portfolio documenting coursework, which may include:
 - Samples of prior work
 - Lists of texts used in prior courses
 - Artwork
 - Writing samples
 - Report card from prior school/home school
 - Student Interview
 - Other materials as requested by the school counselor

The portfolio will be reviewed by each content area teacher. The content area teachers will make final decisions about credit(s) to be granted for the student's prior coursework. For example, a student who shows sufficient evidence of having successfully completed Algebra I, Geometry, English 9 & 10, Earth Science, Biology, U.S. History, Government, and French I & II, will be granted credit by each content area teacher for each of the courses documented, and will be placed in California Connections Academy in the appropriate courses and grade level, as determined by the school counselor.

The School Counselor and Principal may review the student's portfolio along with the content area teachers, but the content area teachers will be responsible for determining if the student is indeed proficient in the specific subject and whether credit is to be granted.

3. **Validation:** If the student earns a “C” grade or better in the California Connections Academy course that follows a course taken in a non-standard school, the Counselor, in consultation with the subject teacher, may award credit(s) for the course(s) taken in the non-standard school at the end of the semester. This method of placement is only applicable to foreign language courses and certain other courses that occur in a clearly linear sequence.

For courses that are not in a clearly linear sequence, the student should also be able to demonstrate some evidence of having done work in the subject, such as portfolio items and/or assessments.

Students may request any combination of the above-listed methods for requesting credit. For example, a student may request option #1 for mathematics and science courses, #2 for humanities courses, and #3 for foreign language. Content teachers may require that a certain method be utilized to award credit for a particular course.

Credits for courses completed in a non-standard school program are granted as described above, but no grades are assigned. Students receiving credit will be given a grade of “Pass,” which is not included in the calculation of the student’s GPA. These credits are not entered into the student’s records until the student has completed a full semester with CA at Gateway.

High School Courses Taken in Middle School

Students **may** earn high school credit for high school level courses taken while the student is enrolled as a middle school student in 7th or 8th grade. High school-level courses will appear on the high school transcript to document that the student has met college admissions requirements. Check with the School Counselor for more specific information. Currently, credits for high school level math and foreign language classes taken in middle school are being recognized for high school credit.

High school students taking middle school courses will not receive high school credit for those courses. Only high school-level classes provide high school credit toward graduation (unless stipulated by a student’s IEP team). A student in grade 9, 10, 11, or 12 who is taking courses from the K–8 curriculum can meet attendance requirements but will not receive credits toward graduation for K–8 courses.

Credit for College Courses

Families must consult with the School Counselor for permission prior to earning high school credit for college courses taken while the student is still enrolled in CA at Gateway. Students wishing to earn high school credit for college courses must have written approval of the School Counselor in advance. The number of college courses taken in any semester will be limited by the School based on the student’s individual circumstances (maximum of 11 credits per semester). The School requires sufficient time to

process requests for dual enrollment in a college. Due to the increased number of requests for dual enrollment in college courses prior to the start of school, additional notice and processing time will be needed through the end of September.

Contact the student's Counselor for details on the process and timeline. Students must be in good standing to enroll in college courses. The School Counselor will work with the Caretaker and student to determine high school credit for the college course, which requires a grade of C- or higher. Dual enrollment does count towards GPA. Students must provide a copy of the college transcript to CA at Gateway after completing the course.

If a core course needed for graduation is replaced by a college course, its grade must be included on the high school transcript. If an enrichment elective course is taken without replacing a core course, the student may request the Counselor to exclude it from the transcript, subject to approval. In both cases, the college transcript must be submitted upon completion.

Students should provide the following to the School Counselor in advance of the enrollment:

1. Name of college
2. College website address
3. College course title and number
4. College course description
5. Number of units offered for course
6. College course term (Fall, Winter, Spring, Summer)
7. Corresponding High School course that college credit will replace (if applicable)
8. College paperwork to be filled out by High School

Students Driving to Sanctioned Events

First and foremost, we highly recommend to Caretakers that students **not** be permitted to drive unaccompanied to any school sanctioned events ("Event(s)"). Preferred options include having Caretakers or designated adults drive and supervise students, or having students use public transportation options.

However, we recognize that in certain circumstances students may need or wish to drive to an Event without supervision from an adult. To be able to drive unaccompanied to a sanctioned event, students must meet the following guidelines:

- Must be eighteen (18) years of age. Where students are under the age of (eighteen) 18, even though California may permit minors to drive, an adult is required to supervise a minor at an Event*.

- Must possess a valid driver's license and follow all rules regarding licensing.
- Must have access to a currently registered, inspected, and insured vehicle.
- Must be a student in good standing, with good attendance, and with no disciplinary actions noted in the student's file.
- Obtain School permission to drive unaccompanied to Events.
- May NOT drive other minors to a school event.

*Exceptions may be made for state testing.

In addition, it is the responsibility of the student who attends an Event without a Caretaker or designated adult to do the following:

- Document parental permission to drive to Events for the current school year by submitting a completed and signed *Connections Academy Sanctioned Event Student Driving and Attendance Authorization* to the School.
- Document school permission to drive to Events by obtaining the School Leader's (or designee) approval on the *Connections Academy Sanctioned Event Student Driving and Attendance Authorization*.
- Obey all time schedules.
- Obey all school rules including maintaining acceptable attendance and disciplinary standards. If a student arrives late, privileges may be revoked.
- Adhere to school rules, policies, and procedures for Events.
- Always adhere to all state and local laws.

Under no circumstances shall the School be responsible for students who make their own personal travel arrangements and/or are not accompanied by an adult. The conduct of unaccompanied student drivers at Events will remain the responsibility of their Caretaker. If a student driving to or from an Event is involved in an accident, CA at Gateway shall not be liable for any injuries or damage; all liability rests with the student, their Caretaker and/or any insurance maintained by the Caretaker and/or the student.

Students who attend a sanctioned event without the Caretaker may be asked to show a government issued photo ID or a current school photo ID to establish their identity.

Students shall not drive other students to an Event unless the situation falls under an exception as listed above. If a student permits another student or students to ride with them, CA at Gateway shall not be liable for any injuries or damage to any parties. The student, the student's Caretaker, and/or any insurance maintained by the Caretaker and/or the student, shall be responsible for any/all injuries and/or any damage that may occur.

Even if a Caretaker does grant permission for a student to drive unaccompanied, it is important to note that driving a car to an Event is a privilege for a student and not a right, and such privilege may still be denied or revoked by the School at any time. Safe driving practices must be always adhered to. Students who endanger other drivers, individuals, pedestrians, or property, and/or do not follow school rules and/or

procedures for Events, may have their permission to drive unaccompanied to School Events revoked by the School.

6 Community Events, Trips, and Activities

As part of this free public education, CA at Gateway offers their students educational field trips, for which no fees are charged to current students. The school also offers social events such as dances, picnics, promotion ceremonies, etc. Field trips and other school social events are NOT considered “classroom instruction” even though they usually take place in person at a designated location. Transportation to and from field trips and other events is *not* provided by the School. Family members who accompany enrolled students on field trips *will* be required to pay any admission fees associated with the field trip. At times, field trips will occur at locations that offer entertainment, additional activities and food for an additional cost. These costs and fees are outside of the scope of the field trip and are not covered by the School.

The School may participate in fundraising activities to help cover the cost of field trips for current students. Additionally, the School may ask families to provide *voluntary* donations to help offset the cost of field trip fees for current students. These donations are strictly voluntary; under no circumstances will any student be denied access to a field trip because their family does not make a voluntary donation, nor will the school retaliate in any way against families who choose not to make voluntary donations to the field trip fund.

Student-Led Clubs

A student-led club permits a group of students to meet under the supervision of a faculty advisor. If student-led clubs are approved, all student-led clubs must be treated equally. Discrimination based on any class outlined in the Non Discrimination Statement within a student-led group is prohibited. Students must adhere to the rules established by the club and the faculty advisor, and failure to follow the rules may lead to removal from the club. Students who wish to join or form a student-led club can reach out to their homeroom teacher who will put them in touch with the appropriate faculty advisor for more information.

7 Health

Immunizations

Connections Academy at Gateway does not require any CA students to provide proof of immunization as they should not be doing any gatherings. It is as an optional item for data collection. It may be required for field trips and other gatherings in person, but will be communicated accordingly by the School Principal if the need arises.

Community Mental Health Resources

During the school year School Counselors work with families to identify long term community mental health support. There is a collaborative effort between the School Counselors and Student Services team to identify these resources.

- At the High School level, each high school student has an assigned School Counselor listed on their homepage in Pearson Online Classroom, along with an email button and business phone number.
- For Elementary and Middle School levels, contact the School Counselor.
- The school offers group counseling on various topics during the school year. For more information, contact your school counselor.

Year-round support and mental health services are provided in local communities:

- **916-368-3111** 24-Hour Suicide Prevention Crisis Line, or **988**
- **Text 741741** – Crisis Text Line
- **916-875-1055 or toll free 888-881-4881** Mental Health Access Team: Monday- Friday, 8 am- 5 pm. Call for an over the phone assessment and receive referral to a mental health service provider.
- **916-875-1113** Minor Emergency Response Team: 7 days a week 10:00am-7:00pm. 2150 Stockton Blvd. Sacramento CA 95817. Emergency mental health evaluations.
- **916-520-2460** Mental Health Urgent Care Clinic (MHUCC), 2130 Stockton Blvd. Building 300, Sacramento, CA 95817: Monday-Friday, 10 am – 10 pm, Weekends and Holidays, 10 am – 6 pm. A walk-in clinic for individuals with an urgent mental health need.
- **916-874-6015** Community Support Team: Monday-Friday 8:00am -5:00pm Provides assistance to families with accessing mental health services.

Students in Crisis Help

To support students, schools, and communities during challenging times, the CDE has developed a [website](#) to offer resources and information regarding mental health. This website offers links for direct access to mental health professionals, crisis numbers, and virtual mental health services and information.

Should you have any questions or concerns please feel free to contact your School Counselor or a grade level administrator.

Suicide Prevention Policies

The Suicide Prevention Policy aims to safeguard students and staff against suicide attempts, and includes supports for students, staff, and families affected by suicide attempts and loss. The Policy is part of a comprehensive support system provided by our Schools to enhance the emotional and behavioral wellness of our students.

The Director of Counseling Services is the primary suicide prevention liaison for CA at Gateway. Additional resources for staff, students, and family members can be found on the Youth Suicide Prevention webpage of the California Department of Education:

<http://www.cde.ca.gov/ls/cg/mh/suicideprevres.asp>. In accordance with state law, school-issued student identification cards will have the telephone number for the National Suicide Prevention Lifeline printed on the ID card.

8 Student Code of Conduct

CA at Gateway is committed to providing a safe, positive, productive, and nurturing educational environment for all its students, and encourages the promotion of positive interpersonal relations among members of the school community. The Non-Discrimination Policy can be found page 4.

Harassment, intimidation, bullying, cyber-bullying, and/or hazing toward any member of the school community, whether by or toward any student, staff, Learning Coach, Caretaker, or other third parties, is strictly prohibited and will not be tolerated.

The following definitions are intended to provide guidance in assessing whether a particular behavior is a violation of the code of conduct. They are not exhaustive in their scope and are not intended to replace the intuition of the individual. When in doubt as to whether a particular behavior is a violation, you are urged to rule on the side of caution and report your concerns to the appropriate authority, as provided for in this policy.

Harassment - any intentional behavior or course of conduct (whether written, verbal, graphic, or physical) directed at a specific person or group of persons that causes substantial physical and/or emotional distress or harm and is sufficiently severe, persistent, and/or pervasive that it creates an intimidating, threatening, and/or abusive educational environment for other person(s) and serves no legitimate purpose.

Bullying – a course of abusive treatment (whether written, verbal, graphic, or physical) that typically involves the use of force or coercion to affect others, particularly when habitual and involving an imbalance of power. It may involve verbal, written or cyber harassment, physical assault or coercion and may be directed persistently towards particular victims.

Cyber-bullying – the use of information and communication technologies, such as, but not limited to, cell phone, email, instant messaging, social media websites, Twitter, etc., to support deliberate and hostile behavior by an individual or group, that (i) is intended to harm others or (ii) that an objectively reasonable person would expect to cause harm to others. Cyber-bullying includes the posting or other transmission of text, video, or images that are embarrassing, demeaning, or threatening in nature, regardless of whether the subject of such text, video, or images directed, consented to or otherwise acquiesced in the at issue posting or other transmission.

- Possible forums for social media bullying include, but are not limited to:
 - Internet websites with free registration and ease of registration.
 - Internet websites offering comment forums or sections.
 - Internet website offering peer-to-peer instant messaging.

- Internet websites offering image or video posting platforms.

Hazing – the use of ritual and other activities involving harassment, bullying, cyber-bullying, intimidation, abuse, or humiliation for the purpose of initiating a person or persons into a group, regardless of whether such person(s) consented to or otherwise acquiesced in the at issue behavior(s) and action(s).

Intimidation – a course of behavior that instills fear or a sense of inadequacy.

Violence within a dating relationship - any behavior by a student exhibited towards that student's dating partner that is an attempt to gain and/or maintain power and/or control over a dating partner through violence, threats of violence, and/or physical, verbal, psychological, and/or mental abuse.

Sexting - knowingly using a computer, or any other device capable of electronic data transmission or distribution, to transmit or distribute to another person any photograph or video which depicts nudity and/or text message that is sexually explicit and/or is harmful to minors. Knowingly possessing a photograph or video that was transmitted or distributed by another person as described above.

Sexual Harassment – (as defined by Title IX regulations) conduct on the basis of sex that may be one or more of the following:

1. An employee of California Connections Academy conditioning the provision of aid, benefit, or service of the school on an individual's participation in unwelcome sexual conduct (commonly referred to as quid pro quo).
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and offensive that it effectively denies a person equal access to the school's education program or activity.
3. Sexual assault means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the FBI.
4. Dating violence means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim, and where the existence of such a relationship shall be determined based on a consideration of these factors: the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.
5. Stalking means engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for their safety or the safety of others or suffer substantial emotional distress.

School Administration will not tolerate any gestures, comments, threats, or actions which (i) cause, threaten to cause, or an objective and reasoned third-party would find was intended to cause, bodily harm or personal degradation, or (ii) creates, or an objective and reasoned third-party would determine was intended to create, an intimidating, threatening, or abusive environment for any student, staff member, member of the administration, Caretaker, or other third-party.

This Policy applies to all school-related activities and/or engagements, including, but not limited to, online school-related activities such as LiveLesson sessions, participation in clubs and activities, email messages, text messages, discussions, telephonic communications, and in-person activities, such as state testing, field trips, open houses, and any other in-person school-related activities on school property.

This Policy also applies to those activities or engagements which occur off school property if the student or employee is at any school-sponsored, school-approved, or school-related activity or function, such as field trips or events where students are under the school's control, in a school vehicle, where an employee is engaged in school business, or where the prohibited behavior is facilitated using any school property or resources.

Any student or student's Caretaker who believes that a student, any other student, or other third-party, has been or is the recipient of any of the above-described prohibited behaviors should immediately report the situation to the appropriate staff member.

When the target of the prohibited behavior is a student, the School shall provide that student with a written copy of the rights, protections, and support services available to them. If there is any evidence that the student has experienced physical harm as a result of the prohibited behavior, the School shall promptly communicate that information to the appropriate personnel, including, but not limited to, emergency personnel and /or law enforcement.

If the investigation finds an instance of harassment, intimidation, bullying/cyberbullying, dating violence, or any other prohibited behavior has occurred, it will result in prompt and appropriate remedial and/or disciplinary action in accordance with the School's disciplinary process. This may include up to expulsion for students; up to discharge for employees; exclusion for Caretakers, guests, volunteers, and contractors; and/or removal from any official position. Individuals may also be referred to law enforcement officials. Remedial and/or disciplinary action for employees will follow the procedures outlined in the Employee Handbook. Remedial and/or disciplinary action for students will follow the procedures outlined in this Supplement.

When appropriate, the target(s) of the prohibited behavior (and/or such target(s)' Caretaker(s)) shall be notified of the findings of the investigation, and, when appropriate, that action has been taken. In providing

such notification, care shall be taken to respect the statutory privacy rights of the accused perpetrator of such harassment, intimidation, bullying/cyberbullying, and/or dating violence.

If, after investigation, the act(s) of prohibited behavior by a specific student is/are verified, the School Leader or appropriate administrator shall notify in writing the Caretaker of the perpetrator of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in the notification.

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of harassment, intimidation, bullying/cyberbullying, dating violence, or any other prohibited behavior will not be tolerated, independent of whether a complaint is substantiated. Such retaliation shall be considered a serious violation of school policy, and suspected retaliation should be reported in the same manner as prohibited behavior. Making intentionally false reports about prohibited behavior will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

This Policy shall not be interpreted as infringing upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by state or federal law).

Complaints

Students and/or their Caretakers may file formal written reports regarding any suspected prohibited behavior in writing to the school. Such reports should be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of the suspected prohibited behavior(s), and the names of any potential student or staff witnesses. Such reports shall be promptly forwarded to the designated person for review, investigation, and action.

Students and/or their Caretakers may make informal complaints of conduct that they consider to be prohibited behavior(s) by verbal report to a teacher, school administrator, or other school personnel. Such informal complaints shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected prohibited behavior, and the names of any potential student or staff witnesses. A school staff member or administrator who received an informal complaint shall promptly document the complaint in writing by completing the *Report of Bullying, Aggressive, or Other Prohibited Behavior Form*, on the document repository.

This written report shall be promptly forwarded by the school staff member and/or administrator to the School Leader for review, investigation, and appropriate action.

Privacy/Confidentiality

The school will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the School's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under this policy and its related administrative guidelines shall be maintained as confidential to the extent permitted by law.

8.2 Discipline and Due Process for Students

All enrolled students are expected to conduct themselves in accordance with the rules for the School, and Caretakers are expected to cooperate with the school staff in helping students to maintain this conduct. Student codes of conduct are set forth in this Supplement. Students are also guaranteed due process of law as required by the 14th Amendment to the Constitution.

Grounds for Suspension or Expulsion

There are three levels of disciplinary measures utilized by the School: 1) Warning 2) Suspension 3) Expulsion. Each level has associated conduct breach definitions and corresponding disciplinary actions that may occur. Alternate disciplinary actions may be imposed at the discretion of the School Leader. CA at Gateway will comply with federal and state constitutional procedures surrounding suspension and expulsion, including a student's right to due process.

No student will be involuntarily removed from school until the Caretaker and/or Guardian has been provided written notice of the intent to remove the student from the school. Notice will be provided to the Caretaker and/or Guardian no less than five (5) days prior to the effective date of the removal. If the Caretaker and/or Guardian requests a hearing upon receipt of the written notice, the student will remain enrolled at the school until a final decision regarding the student's disciplinary measure has been issued.

1. Warning

Students that receive warnings from the school will have a conference (via phone, video conference) with their Caretaker(s), teacher (if appropriate), and the school administrator(s). The incident will be formally documented in writing and will become part of the student's school record. The student will not have a disruption in schooling and will not be removed from the class (Pearson Online Classroom).

Warnings are issued when a student demonstrates a breach of expected conduct, but not as serious as those listed under the suspension and/or expulsion categories in this Supplement.

2. Suspension

When a student is suspended, they are temporarily removed from class (i.e., Pearson Online Classroom) and/or other school sponsored programs or activities. The length of a suspension is determined by the school administrator (up to ten (10) days at a time). A suspension will be documented in writing in a timely manner and will become part of a student's school record. Please see the below Suspension (no more than ten (10) days) section for more information.

During a period of suspension as defined by the School Leader, a student's permission to log on to and/or use parts of Pearson Online Classroom is restricted. Student access to email, online clubs/activities, and/or all Pearson Online Classroom may be revoked. In such cases where the student's access is completely revoked, the Learning Coach is responsible for logging on to Pearson Online Classroom and obtaining the student's assignments, responding to email, and recording assessment responses for the student. The student should continue with their schoolwork during a suspension.

Conduct violations that may lead to suspension include, but are not limited to, the following breaches of conduct:

- Used force or violence
- Possessed, used, or sold weapons or dangerous objects
- Offered, used, or sold drugs and alcohol or "look-alike" controlled substances
- Committed or attempted to commit robbery or extortion
- Caused or attempted to cause damage to property
- Stole or attempted to steal school or personal property
- Possessed or used tobacco or products containing tobacco or nicotine products
- Committed obscene acts, or engaged in vulgarity or profanity
- Possessed, offered, or negotiated to sell drug paraphernalia
- Willfully defied or disrupted school activities
- Possessed stolen property
- Possessed an imitation firearm
- Committed or attempted to commit sexual assault or sexual battery
- Harassed a student witness
- Engaged in or attempted to engage in hazing
- Engaged in acts of bullying, including those defined in the Bullying by Electronic Act

3. Expulsion (Suspension of more than ten (10) days)

When a student is expelled, they are separated from the School for an extended period or permanently for disciplinary reasons. An expulsion will be documented timely and in writing and will become part of a student's permanent record.

Violations that may lead to expulsion include, but are not limited to, any behavior that indicates that a student is a serious threat to the safety of others, possession of firearms,

dangerous weapons, bombs, or explosives, criminal behavior, arson, under the influence of or possession of, or sale of controlled substances or paraphernalia.

Suspensions or expulsions for children designated as exceptional follow all appropriate state and federal policies, regulations, and laws.

The School will not discipline students protected under Section 504 of the *Rehabilitation Act* of 1973, the *Individuals with Disabilities in Education Act* (IDEA), or the *American with Disabilities Act* (ADA) unless the school complies with the requirements of those acts and state law.

Due Process for Students

The following actions will be conducted by the School, per each of the disciplinary measures as outlined below:

Suspension (no more than ten (10) days)

An informal hearing will be convened with the student, Caretaker, grade level Principal or Assistant Principal, and other staff members as appropriate. The grade level Principal (or Assistant Principal if designated) will inform the student and Caretaker of the allegations and an explanation of the evidence that supports the allegations. The student will be provided with an opportunity to present their version of the occurrence. If the Principal (or Assistant Principal if designated) determines that the incident(s) justifies suspension, written notice will be provided to the student and their Caretaker. The student will be provided all due process as required by law. The Principal (or Assistant Principal if designated) has the authority to decide to suspend a student for up to ten (10) days.

Suspension of more than ten (10) days (Expulsion)

If the grade level Principal believes that a student has committed an offense that might require expulsion, the Principal may suspend the student for ten (10) days pending further proceedings or Expulsion Committee hearing. During this time, the Principal will refer the case to the Executive Director, or by the appropriate Expulsion Committee, to discuss the possible expulsion of the student. The student will receive a notice regarding the hearing. Such notice shall include (1) date, time and location of hearing; (2) description of the incident(s) that is the subject of the hearing; (3) notice that the student and/or Caretaker have a right to review the student's school records prior to the hearing; (4) description of the hearing process and explanation of the consequences of an expulsion. At this hearing, the allegations and supporting evidence will be reviewed. The student shall have the right to present their version of the incident(s), call witnesses,

cross-examine witnesses and be represented by counsel. The Executive Director will provide notification to the student and Caretaker of the Expulsion Committee's decision and discipline determination. The decision of the Expulsion Committee is final.

Discipline for Students with Disabilities

If a student with a disability violates a code of conduct, they will be disciplined according to the discipline measures described above for up to ten (10) days. Upon subsequent violations that result in suspensions that exceed ten (10) days or exceed ten (10) days cumulatively within a school year, the School will determine if the behavior manifested from the student's disability. If the School determines that the violation is not a manifestation of the student's disability, the School will apply the discipline procedures to the student in the same manner and for the same duration as the procedures would be applied to students without disabilities. However, if it is determined that the violation manifested from the student's disability, the School will conduct a functional behavior assessment and develop a behavior plan to address the behavior violation so that it does not recur.

8.3 Academic Honesty

Plagiarism

CA at Gateway requires the original work of all students and in so doing, prohibits plagiarizing the work of others. Students shall be expected to properly cite the origin of work that is not the student's own. If work content, other than commonly known facts, is not properly cited, attributed, or credited, the work may be determined to be plagiarism.

Students may not plagiarize in written, oral, or creative work. In general, plagiarism occurs when a student uses another person's words, products, or ideas without proper acknowledgement of the original work and with the intention of passing it off as their own. Plagiarism may occur deliberately (with the intention to deceive) or accidentally (due to poor referencing). It includes copying material from a book, copying and pasting information from the Internet, and getting learning coaches, family or friends to help with coursework. Alternate disciplinary actions may be imposed at the discretion of the School Leader or designee.

Consequences for Violating the Academic Honesty Policy

Infractions

The following list includes most instances of plagiarism infractions but is not intended to be exhaustive. Additional types of infractions may occur. The student's teacher(s) will determine if an

infraction has occurred in any particular circumstance, and the student can request a final determination from a member of the administrative team.

An infraction occurs when a student:

- Copies or uses text from another source (including course textbooks) when writing essays, lab reports, responding to test questions, or creating other student-generated work.
- Cheats on a quiz, test, or written assignment by preconceived acts such as using outside sources for answers, obtaining answers from other students, plagiarism of written work, or other means.
- Provides answers for a quiz or test to another student or provides schoolwork for other students to use, including previously submitted assignments.
- Other examples where a student has not properly cited work in an assignment.

Consequences for first infraction:

- The student will receive a permanent zero on the assignment *or portion* of the assignment and/or assessment, as determined by the teacher.
- Written reprimand of the student and notification of the Caretaker and/or Learning Coach by the teacher.

Consequences for second infraction:

- The student will receive a permanent zero on the assignment and/or assessment as determined by the teacher.
- Written reprimand of the student and notification of the Caretaker and/or Learning Coach by the teacher.
- A Caretaker conference will take place which includes the Caretaker, Learning Coach (if different), the student, the teacher, and the School Principal.

Consequences for third infraction:

- The student will receive a permanent zero on the *entire* assignment and/or assessment.
- Written reprimand of the student and notification of the Caretaker and/or Learning Coach by the teacher.
- A Caretaker conference will take place which includes the Caretaker, Learning Coach (if different), the student, the teacher, and the School Principal.
- Repeated offenses of plagiarism by a student may result in disciplinary action that may include being withdrawn from the course with a grade of “F” where applicable, and/or suspension.

8.4 Grievance Policy for Caretakers

CA at Gateway is committed to ensuring parent satisfaction and takes its responsibilities for the provision of educational services to the student very seriously.

Families and students shall adhere to their responsibilities in the School Handbooks, and when necessary, will discipline, withdraw a student, or take legal action against a family for a breach of school policy. Reasons for such disciplinary actions include, but are not limited to, failure to attend mandatory

testing events (except when exempted by law), failure to return materials, or behavior which violates the Prohibited Behavior policy.

Caretaker Remedies

If a Caretaker has concerns with the School's action or performance on any of the above-defined school responsibilities or disciplinary actions, they have the following remedies available:

Addressing Issues

For routine issues or for a first attempt at redress, contact the school administrator or General Information Services via phone at 1-800-382-6010 or via e-mail at support@connectionseducation.com.

For more serious issues and/or to address lack of resolution of the issue at lower level, a detailed grievance procedure has been set forth below. All grievance proceedings will be conducted in a manner that protects the confidentiality of the parties and the facts.

If charges are brought against a student for a breach of the School's Discipline Policies, which could result in a suspension of up to an additional ten (10) days or an expulsion, the due process procedures in the *Discipline and Due Process for Students* section of this Supplement are to be followed.

Grievance Process

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 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. 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:

CA 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 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) 993-4114

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

Title IX Complaint and Investigation Procedures:

CA is 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.

Student and Employee Communications

All educational and/or school related communications with teachers, School Leaders, or any school staff member are required to be conducted via the approved tools and platforms provided by CA at Gateway. All communications must be appropriate and remain educationally relevant.

8.5 Dress Code

Students and parents/caretakers are responsible for the dress and grooming of students.

Approved dress and grooming:

- During all in-person student events and LiveLessons, students must wear clothing including both a shirt and pants, skirt, short, or the equivalent. All students attending field trips/events must also wear shoes.
- Shirts and dresses must have fabric in the front and on the sides.
- Clothing must cover undergarments.
- Fabric may not be see through and must cover all private parts.
- Hats and other headwear must allow the face to be visible and not interfere with the line of sight to any student or staff. Hoodies must allow the student's face and ears to be visible to staff.

Unapproved dress and grooming:

- Clothing may not depict, advertise, or advocate the use of alcohol, tobacco, marijuana, or other controlled substances.
- Clothing may not depict pornography, nudity, or sexual acts.
- Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, political beliefs, or any other protected groups.

If the student's attire or grooming threatens the health or safety (e.g. attire that is affiliated with a gang) of any other person, then discipline for dress or grooming violations should be consistent with discipline policies for similar violations.

All persons who are visible during student LiveLessons should adhere to the student dress code. This applies to parents, caretakers, siblings, or others within view of the web camera.

9 Educational Materials Provided by the School

Lesson instructions are online, but CA at Gateway will provide access to curricular materials, such as textbooks and workbooks in online and/or print format. Students also receive any required supplemental materials. Please contact the School if you believe you are missing any required supplies. In some cases, a course may require certain additional materials. The School will provide you with a list of those materials at the time you begin the course. Please review those materials lists. If you do not have access to some or any of the materials, please contact your teacher so that an alternative can be suggested, or the needed materials may be provided to you.

Technology Provided by Connections Academy

Consult the Hardware and Connectivity section of the school website to find out what technology is provided by your school. See also *Access to Equipment and Software* below.

9.1 Access to Equipment and Software

Caretakers who do not have access to equipment and software that meet the School's minimum specifications may request that such equipment and software be provided to them. Please note that all equipment and software is being loaned to you and ownership of the equipment and software remains with the School..

9.2 Use of the Internet

Internet Safety Policy

It is the policy of the school to:

- prevent user access over its computer network to, or transmission of inappropriate material via Internet, electronic mail, or other forms of direct electronic communications;
- prevent unauthorized access to and other unlawful online activity related to inappropriate material via the Internet;
- prevent unauthorized online disclosure, use, or dissemination of personally identifiable information
- comply with the Children's Internet Protection Act ("CIPA") (Pub. L. No.106-554 and 47 USC 254 (h)).

To the extent practical, technology protection measures (or "Internet filters") shall be made available for all computers accessible by students and placed on the computers located at the School site locations. As

required by CIPA, this blocking technology is applied to visual depictions of material deemed obscene or child pornography or any other material deemed to be harmful to minors.

Technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

To the extent practical, the school takes steps to promote the safety and security of users of Pearson Online Classroom when using electronic mail, chat rooms, instant messaging, and any other form of direct electronic communications.

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

To the extent practical, the school, through its handbooks, Pearson Online Classroom Terms of Use and its staff, is committed to educating, supervising and monitoring the appropriate usage of Pearson Online Classroom and access to the Internet in accordance with this policy, CIPA, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

The school will provide age-appropriate training for students who use Connection Academy's Internet facilities. The training provided will be designed to promote Connection Academy's commitment to the standards and acceptable use of Internet services, as set forth in the school's handbooks and Pearson Online Classroom's Terms of Use; and Student safety on the Internet; appropriate behavior while online, on social networking websites, and in chat rooms; and cyber bullying awareness and response.