



2023-2024

# STUDENT HANDBOOK

*Welcome to*  
**Community Outreach Academy TK-5**

Accredited by WASC



[www.outreachacademy.org](http://www.outreachacademy.org)

The purpose of this handbook is to acquaint parents and students with the program, policies and procedures of Community Outreach Academy. The contents of the handbook were developed with you and your child in mind. We sincerely hope that the information within will be valuable to you throughout the school year.

## SITES AND SERVICES

Skvarla & Dudley B Sites	Pavilion Site	Rafferty A Site	Rafferty B & Portables Sites	Dudley A Site
5800 Skvarla Ave., Bld. 1412	5640 Dudley Blvd., Bld. 1425	5637 Skvarla Ave., Bld. 1403	5637 Skvarla Ave., Bld. 1403	5712 Dudley Blvd., Bld. 1420
McClellan, CA 95652	McClellan, CA 95652	McClellan, CA 95652	McClellan, CA 95652	McClellan, CA 95652
Phone: (916) 640-1431	Phone: (916) 286-1950	Phone: (916) 286-5170	Phone: (916) 286-5170	Phone: (916) 286-1910

# COMMUNITY OUTREACH ACADEMY



*Where Children Come First!*

## MISSION STATEMENT

Community Outreach Academy (COA), together with Gateway Community Charters (GCC), was founded with a commitment to develop the academic ability of its students, while nurturing their appreciation for their rich cultural heritage in relation to global society. In addition to providing a rigorous multicultural curriculum, COA prides itself in fostering quality character education and emphasizes the AAA theme: Academics, Attendance, and Attitude as they interrelate to promote student success.

## WELCOME MESSAGE

Welcome to Community Outreach Academy Elementary School. Thank you for choosing our school for your children. We are honored to serve our students and community. COA Elementary is a Public Charter School which accepts students regardless of geographical location. Our main goal and focus is our students as whole individuals. This includes their academic levels, health, and safety while on campus and at home. We strive to give our students the best education possible while providing a safe and nurturing environment. Please use this handbook to answer any questions you might have regarding school policies and procedures. Thank you again for choosing COA Elementary School for your child's education

*Larissa Gonchar, Director of Community Outreach Academy (TK-8)*

*Tatyana Kisel and Michael Serdi, TK-8 Campus Principals*

*Michelle Meza (TK-2) and Nicole Strobel (3-5), Vice Principals*

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## WEBSITE LOG-IN INFORMATION

	<b>Name and Website</b>	<b>Username</b>	<b>Password</b>
ELA	<b>Lexia Core 5</b> <a href="http://www.lexiacore5.com">www.lexiacore5.com</a>		
ELA	<b>CoreClicks</b> <a href="http://scholastic.com/coreclicks">http://scholastic.com/coreclicks</a>		
ELA	<b>Benchmark Advance</b> <a href="https://www.clever.com">https://www.clever.com</a>		
ELA	<b>Learning A-Z</b> <a href="http://www.learninga-z.com">www.learninga-z.com</a>		
ELA	<b>Flocabulary - Vocabulary practice</b> <a href="https://www.flocabulary.com/">https://www.flocabulary.com/</a>		
Social Studies	<b>Studies Weekly</b>		
Math	<b>GO Math</b> <a href="http://www-k6.thinkcentral.com">http://www-k6.thinkcentral.com</a>		
Math	<b>Math Whizz</b> <a href="http://www.whizz.com/en-us/">http://www.whizz.com/en-us/</a>		
Math	<b>Xtra-Math</b>		
Grades	<b>Aeries</b> <a href="https://aeries.gcccharters.org/Parent/LoginParent.aspx">https://aeries.gcccharters.org/Parent/LoginParent.aspx</a>		
District Assessment	iReady <a href="https://www.clever.com">https://www.clever.com</a>		
Reading	Epic		

## THREE – WAY SCHOOL PLEDGE

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

### Student Pledge

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

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

### Parent/Guardian Pledge

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

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

### Teacher Pledge

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

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

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Student

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Parent/Guardian

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Teacher

## GENERAL RIGHTS

### Notification of Rights under FERPA

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

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

### Directory Information Policy

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

students annually of their rights under FERPA. The actual means of notification (special letter, school newsletter, student handbook, notification packet) is left to the discretion of each school.

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

Or you may contact us at the following address:

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

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

### Non-Discrimination

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

Aug 8, 2:00 p.m. TK/K Parent Orientation Day

Aug 9 First Day of School / ASP

Aug 25, 6:00 p.m. Back to School Night / NO ASP

Sep 4 Labor Day

Sep 12 Fall Picture Day

Sep 15 Family Movie Night

Sep 28 Parent Workshop

Oct 9 School Recess/No School

Oct 19 Fall Retake Picture Day

Oct 20, 6:00 p.m. Family Reading Night

Nov 2, 6:00 p.m. Talent Show (ASP)

Nov 2 End of First Trimester (60 days)

Nov 3, 8:30-9:00 a.m. Coffee with the Principal

Nov 6-9 Parent Teacher Conferences

Nov 10 Veterans Day/No school

Nov 15-16 Tri 1 Award Assemblies

Nov 17 NO After School Program (ASP)

Nov 20-24 Thanksgiving Break

Dec 15 Winter Wonderland @ MS

Dec 19-20 TK/K Holiday Store

Dec 20 Winter Celebration

Dec 21 Santa Visit

Dec 22-Jan 5 Winter Break

Jan 8 Teacher In-service Day/No School

Jan 15 Martin Luther King Jr. Day/No School

Jan 16-18 Staff Development Days

Feb 8 Parent Workshop

Feb 12-16 College Door

Feb 13 Spring Picture Day

Feb 19-23 Presidents Week

Feb 28 End of Second Trimester (60 days)

Mar 1 Read Across America Day

Mar 8, 8:30-9:00 a.m. Coffee with the Principal

Mar 8 5th Grade Science Fair

Mar 12-14 Parent Teacher Conferences

Mar 20-21 Tri 2 Award Assemblies

March 25-29 Spring Break

Apr 1 Teacher In-service/No School

Apr 4 Parent Workshop

Apr 14, 6:00 p.m. Family Science Night

Apr 8-May 2 CAASPP Testing Window

Apr 19, 8:30-9:00 a.m. Coffee with the Principal

Apr 25 1st Grade Poetry Day

Apr 26, 9-11 a.m. KG Transportation Parade

May 1 Parent Appreciation Breakfast

May 8 KG Readiness Parent Workshop

May 8 5th Grade Orientation

May 13-16 World Language (WL) Assessments

May 16 4th Grade Pioneer Day

May 24 Cultural Fair

May 28-30 Sports Week (2-5 grades)

May 21-22 Tri 3 Award Assemblies

May 27 Memorial Day/No School

May 30 Parent Teacher Conferences

May 31 End of Third Trimester (60 days)

TBD TK Promotion

TBD K Promotion

TBD 5th Promotion

May 31 Last Day of School / NO ASP

# STUDENT CALENDAR TK-5

2023-2024 SCHOOL YEAR, COMMUNITY OUTREACH ACADEMY

**August 2023**

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

**September 2023**

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

**October 2023**

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

**November 2023**

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

**December 2023**

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

**January 2024**

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

**February 2024**

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

**March 2024**

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

**April 2024**

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

**May 2024**

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

**June 2024**

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

**July 2024**

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

■ Start/End of School   
  No School   
  Minimum Days   
  School Events   
 ▲ PTC   
  Trimester Ends   
  Summer School

**SKVARLA & DUDLEY "B" SITES**  
 TK, K, 1st Grades  
 5800 Skvarla Ave., Bld. 1412  
 McClellan, CA 95652  
 Phone: (916) 640-1431

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

**RAFFERTY "A" SITE**  
 3rd Grades  
 5637 Skvarla Ave., Bld. 1403  
 McClellan, CA 95652  
 Phone: (916) 286-5170

**RAFFERTY "B" & PORTABLES SITES**  
 4th and 5th Grades  
 5637 Skvarla Ave., Bld. 1403  
 McClellan, CA 95652  
 Phone: (916) 286-5170

**DUDLEY "A" SITE**  
 Student Services & World Language Classes  
 5712 Dudley Blvd., Bld. 1420  
 McClellan, CA 95652  
 Phone: (916) 286-1910

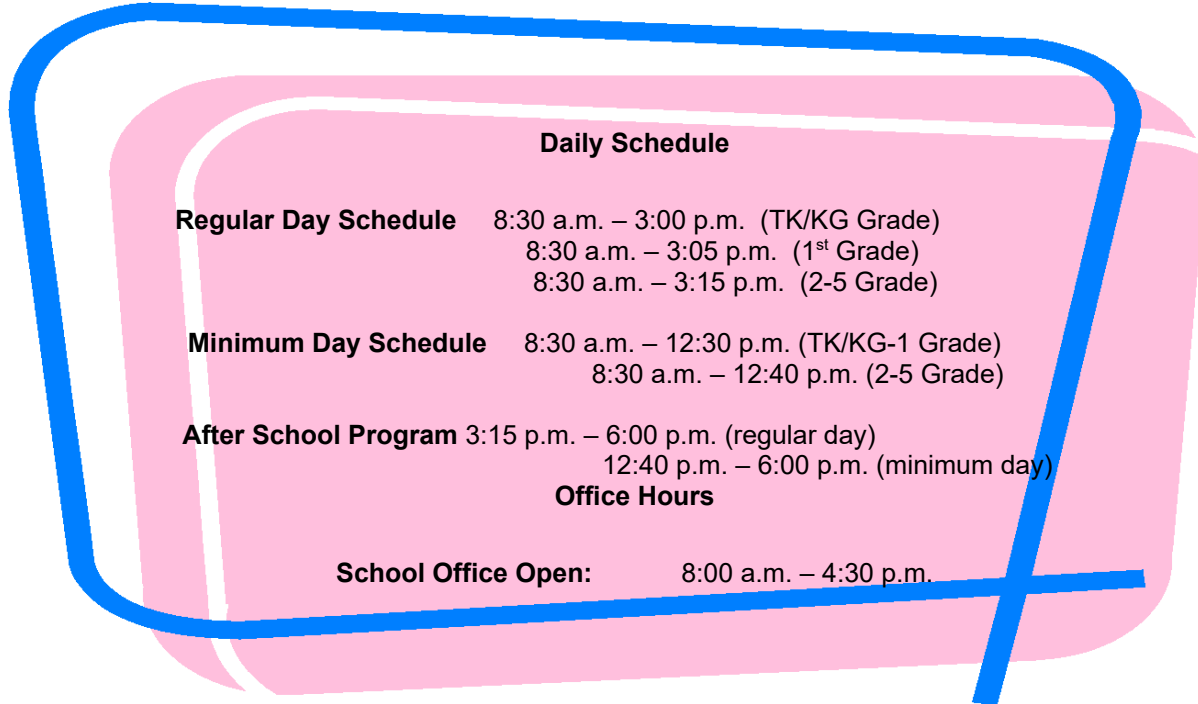
**MIDDLE SCHOOL CAMPUS**  
 6th-8th Grades  
 3800 Balirav Ave.,  
 North Highlands, CA 95660  
 Phone: (916) 286-1908  
 Fax: (916) 238-1412

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

1 grades: 8:30 a.m.-3:05 p.m. 2-5 grades: 8:30 a.m.-3:15 p.m. 2-5 grades: 8:30 a.m.-12:40 p.m.



## TIME/SCHEDULE



**Daily Schedule**

**Regular Day Schedule** 8:30 a.m. – 3:00 p.m. (TK/KG Grade)  
8:30 a.m. – 3:05 p.m. (1<sup>st</sup> Grade)  
8:30 a.m. – 3:15 p.m. (2-5 Grade)

**Minimum Day Schedule** 8:30 a.m. – 12:30 p.m. (TK/KG-1 Grade)  
8:30 a.m. – 12:40 p.m. (2-5 Grade)

**After School Program** 3:15 p.m. – 6:00 p.m. (regular day)  
12:40 p.m. – 6:00 p.m. (minimum day)

**Office Hours**

**School Office Open:** 8:00 a.m. – 4:30 p.m.

## ARRIVAL AND DISMISSAL

**Arrival: 8:00 AM - 8:30 AM**

**STUDENTS SHOULD NOT ARRIVE TO SCHOOL BEFORE 8:00 AM.** There is no staff on duty to supervise students before this time. Students who would like breakfast are permitted into school at 8:00AM.

### Student Late Arrival/Early Dismissal

#### Late Arrival

It is important to be on time to class. If a student is less than 30 minutes late, they do not need to check-in at the office; the teacher will mark them late. After five (5) lates, a letter will be sent home. Students arriving after 9:00 a.m. are considered tardy to school and **MUST report to the office** with their parent/guardian to sign them in and to receive a tardy slip before going to class. An explanation is required from the parent/guardian.

#### Early Dismissal

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

1. Students leaving school early, during school hours, must be picked up and signed out in the school office by a parent or designated adult who is listed on the student's emergency card. **They may only be released to their parent/guardian(s), to a person properly identified to the school on the student's Emergency Contacts, or by a telephone call from the parents. The person picking up the student will be asked to show some form of valid ID along with verification from the parent that they have permission to be released to them.**

2. The clerk will call the classroom teacher and ask for the child to be sent to the office.
3. Teachers will not dismiss students directly to the parent/guardian during the school day without notification from the office.

\*Students who are picked up early on a regular basis will be contacted by the school administration to discuss the reasons and to develop a possible solution.

#### **Dismissal:**

***Refer to the schedule above.***

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

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

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

#### **Late Pick Up Procedures**

Habitual late pick-ups will not be tolerated. After five (5) late pick ups in an academic year, school administration will address this behavior through a meeting with the student's parents. After five (5) late pick ups with no parental contact, police and/or Child Protective Services may be notified.

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

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

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

**ASAT LATE PICK UP PROCEDURES:** ASAT services end at 4:30pm. If a parent finds that he/she will be late, he/she is required to make arrangements for an authorized adult to pick up the child and to notify the COA Office personnel regarding the change of time and person. Five (5) late pick-ups in a fiscal year may result in ASAT services being discontinued.

#### **Bus Rules and Regulations**

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

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

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

## ATTENDANCE/ABSENCES

### Attendance Procedures

Attendance at school is mandatory. Students are expected to attend school every day school is in session. Daily attendance and promptness are expected in all classes and are essential for success in school. This is one of the most important ways parents can support their children in academic success. It is required by state law that parents/guardians are responsible for ensuring that their children are to attend school. Parents who fail to meet this obligation may face legal investigations (Education Code 48200, 48290).

### Perfect Attendance

Trimester perfect attendance awards are given to students who are physically present in school every day. If a student has more than 10 lates and/or 3 tardies, not to exceed 10 overall, they will not be eligible for perfect attendance awards.

### Student Absences

Daily school attendance is critical for a student's success. Parents are required to send their child to school daily. Parents are strongly encouraged to schedule medical appointments during non-school hours. Whenever possible, a student who is absent for a reason other than illness should attend at least half of the school day to receive instructional time. Reference BP 06-08.

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

### Reporting Absences

The school requires a satisfactory explanation from a parent or guardian to be provided first thing in the morning, by phone, in person, or by a written note to report an absence for all or part of the day. It is the responsibility of the parent/guardian to report the absence on the same day the student will be absent.

Parents must provide an explanation, in any of the methods listed above, to the Front Desk Clerk for proper clearance.

### **Unexcused Absences**

All absences are considered unexcused for any reason not listed under the excused section. Absences are also considered unexcused when parents or guardians fail to provide the Attendance Office with a proper clearance of the absence. Students ill for three (3) consecutive days or more may be required to provide a doctor's note to clear their child's absence. A student with excessive unexcused absences will be referred to our Student Attendance Review process (see *below*). For Attendance Review purposes, every 3 unexcused tardies will also count as 1 full unexcused absence.

Students' absences due to vacation or family trips are considered unexcused absences. Plan trips to coincide with our school's scheduled breaks. Time away from class can compromise a student's academic standing. The school administration does not give approval for trips planned during school time.

### **Excused Absences**

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

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

### **Student Attendance Review**

School absences are monitored carefully throughout the year. Attendance plays a vital part in a student's success. Our goal is to maximize attendance to increase academic achievement. Since attendance represents a critical component in the overall success of each student, when a student's absenteeism is excessive, the school will take action.

The following action will be taken to notify parents/guardians of their child's unexcused/excessive absences:

1. If a student has **three (3) unexcused absences or the equivalent in combination with tardies**, (3 tardies = 1 unexcused absence), the school office will send home a letter and parents may be contacted by a site manager. These letters set out to explain the total number of student absences and the importance of school attendance.
2. If a student has **five (5) unexcused absences or equivalent in combination with tardies**, the school office will send home a second letter and will schedule a Student Attendance Review Meeting (SARM). Parents, and possibly the student, will be required to attend the meeting. An Attendance Contract will be signed by all parties present at the meeting. Efforts will be made to determine the reasons behind the child's excessive absences and to explore further options for support.
3. If a student has **six (6) or more unexcused absences or equivalent in combination with tardies**, the attendance case will be referred to SART (School Attendance Review Team) with Gateway Community Charters. The SART process begins with contacting the Director of Student Services and Special Education to submit a packet of all documentation pertaining to the student's attendance records; including copies of all truancy letters, a copy of the attendance contract, and the student's academic records.

It is highly recommended for parents to attend this meeting. The committee will discuss the challenges the student has with attendance, strategies to improve attendance, and a list of questions about the student's attendance. In addition, an agreement will be created to prevent further truanancies.

4. If attendance continues to fail and all the resources available to our school have been exhausted, the student will be disenrolled and referred back to their district of residence with a SARB referral.SARB

(Student Attendance Review Board) will review the case with the Twin Rivers School District. Once a student is referred to their home district, they will be disenrolled from GCC. SARB offers a last chance to resolve the attendance problem through intervention and assistance. If attendance problems persist, parents and students may be referred to the District Attorney's Office for mediation or prosecution.

## **MAKE-UP WORK**

Students absent from school for any excused reasons shall be allowed to complete all assignments and tests missed during the absences which can be reasonably provided and shall be given credit for work satisfactorily completed (by teachers involved in this process) at the teachers discretion

### **Short Term Independent Study**

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

## **ACADEMIC EXPECTATIONS**

### **Meeting Standards**

Students advancing through the grades are expected to meet, retain or further develop skills and understandings in grade-specific standards. The goal is that students will master all standards in preceding grades, and work steadily toward mastering standards in their current grade. These standards include ELA Standards, Math Standards, Next Generation Science Standards (NGSS), California Social Studies Standards and Physical Education. Grade level teams collaborate regularly to align expectations and ensure consistency and equity when it comes to addressing all grade level standards. Parents will be informed of their students' progress towards meeting standards through parent teacher conferences, progress reports, report cards, and other avenues of communication.

### **Report Cards**

Report Cards are issued at the end of each trimester in November, February, and May. Report cards are based on California State standards. You can always check your child's progress on your Aeries Parent Portal.

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

### **Awards**

Grades TK-5 will receive awards for reaching mastery in subject based standards. Students who have shown exceptional improvement in any given area will be awarded. Students who receive awards will be recognized at Trimester Award Assemblies. Once per trimester, students will be awarded World Language and PE awards for achievement.

### **Physical Education Participation**

All students are expected to participate to their full potential with regards to Physical Education. For students in need of modifications or accommodations, PE teachers will work with parents and students accordingly.

### **California Assessment of Student Performance and Progress (CAASPP)**

CAASPP is California's academic testing system. There are two main parts of CAASPP called SBAC and CAST. SBAC is the Math and Language Arts test that all students in 3<sup>rd</sup> - 8<sup>th</sup> grade and 11<sup>th</sup> will take at the end of the academic school year. The CAST test is a science test that only 5<sup>th</sup>, 8<sup>th</sup>, and 11<sup>th</sup> or 12<sup>th</sup> graders take. CAASPP testing window will begin in April and end on a predetermined day by our school district.

## **Dashboard**

The California School Dashboard is an online tool that shows how schools are performing. The Dashboard shows what learning looks like at your school. It also shows how your school is meeting the state standards and the NGSS standards. The Dashboard also shows parental involvement at school. The Dashboard displays this information so schools would know what they need to work on and improve.

## **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 on the CDE Parent Guide to Understanding the ELPAC Web page at <https://www.cde.ca.gov/ta/tg/ep/documents/elpacparentguide.pdf> If you have any questions about your child taking the ELPAC, please contact our school's office.

## **SCHOOL SUPPORT SERVICES**

### **English Learners**

COA provides Designated and Integrated ELD instruction to support all students who are English Language Learners. Designated ELD (English Language Development) time is built into each grade level's daily schedule to ensure students receive the support they need. Students are grouped by their ELPAC level and are taught using the California ELD standards to help develop their English language skills. Integrated ELD is used throughout the day throughout all subject areas to help support students understand content level standards.

### **Student Support Services**

The Student Study Team consists of the students teacher(s), an administrator, the students parent(s) and student support staff. If a student is struggling to make progress their teacher may reach out to the Student Study Team (SST). The team meets to discuss concerns related to the student behavior or academic concerns. Before an SST meeting is called, a Student Assistance Plan (SAP) has been completed by the classroom teacher. The classroom teacher will meet with the Instructional Coach, or administration to determine whether an SST is needed. If it has been determined that an SST meeting is needed then parents will be contacted to schedule a meeting. The goal of an SST is to find ways in which we can support the student.

### **Follow-up SST Protocol**

A Follow-up SST may be held to discuss the student's progress since the Initial SST. If a follow-up SST needs to be scheduled then the students' parents will be contacted. A few new members may be added to the follow-up SST meeting. The additional members are there to offer additional ideas and possible support for the student. Additional members may include, Resource Specialist Program (RSP) teacher, school psychologist or speech pathologist.

### **504 Plan**

A 504 plan protects and provides support for student academic success despite the student's health/medical conditions, cognitive deficits, and/or mental health concerns. It provides accommodations within the classroom which are implemented by the classroom teacher and or paras. A 504 plan is updated annually, or as needed. The 504 Meeting is an opportunity to discuss your child's strengths and needs and an action plan to help your child learn. The meeting may include: you, your child's teacher, administrator, and other school team members (such as the school nurse, school counselor, or school psychologist). Accommodations may be included in the action plan which give equal opportunity to students who are unique learners and those with medical conditions or mental health concerns. Examples of accommodations may include: support to complete or understand schoolwork and homework, classroom strategies, organization skills, behavior support, use of equipment or tools, access to other school providers (health clerk, nurse, or school counselor), or prescriptions, if needed, during the school day. Parent participation during the 504 process is important! Some things you can do are: attend the 504 meeting, discuss your child's strengths and needs, ask questions, advocate for your child, communicate with your child's school, and provide medical records, as needed.

### **Other School-Based Activities**

GCC may implement other appropriate programs that help create a school environment that conveys consistent wellness messages and is conducive to healthy eating and physical activity. We encourage physical activity to equip students with skills and values that will provide short and long term benefits. Students interested in participating in extracurricular activities are subjected to minimum standards for qualification. Participation by students is voluntary. Extracurricular activities are not a student right, but a privilege.

## **BEHAVIORAL EXPECTATIONS**

### **School Rules**

Students will:

- Follow directions given by adults.
- Respect the rights and property of others.
- Not physically or verbally hurt others.
- Walk while inside buildings.
- Not play in the restrooms.
- Dispose of trash in the proper place.

### **Hallway Pass**

All students are expected to have a pass when leaving a classroom during scheduled class time or when leaving the office. Students may be asked to show passes at any time at the request of a school employee.

### **Playground Rules**

Students will:

- Play safely at all times.
- Stop playing and walk to their line when the bell sounds or whistle blows.
- Stay on the blacktop/cement if the grass areas are wet.
- Share playground equipment and return it to the proper place.
- Not leave the school grounds unless given permission to do so.
- Not bounce playground balls in the hallways or against the buildings.
- Stay within the designated play areas.
- Finish snacks before playing.

### **Cafeteria Rules**

Students will:

- Stand in a quiet line while waiting to be served.
- Practice good table manners.
- Speak with an inside voice.
- Leave the table and floor clean.
- Remain seated at the table while eating.
- Not take food/drinks out of the cafeteria.

## **RESPECTING EACH OTHER: Student/Parent Rights and Responsibilities**

### **Student Rights:**

- to attend school unless removed under due process as specified in the Education Code.
- to attend school in a secure academic and social climate, free from fear, violence, and bullying.
- to enjoy the full benefit of their teachers' efforts, and to not disturb other students.
- to have assistance from any adult on campus.
- to be fully informed of school rules.

### **Student Responsibilities:**

- to attend school and classes regularly and on time.

- to be prepared for class with appropriate materials and work.
- to know and obey school rules, procedures, and expectations at all times.
- to respect the rights of school personnel, fellow students, and campus visitors.
- to demonstrate pride in the appearance of school buildings and grounds; clean up after oneself.

### **Parent Rights:**

- to expect that students are at a school, which is a safe, stimulating atmosphere, engaged in productive activity under the care and direction of dedicated staff.
- to be informed of GCC and COA policies, procedures, and expectations.
- to review their student's progress towards grade level expectations with a staff member providing assistance.

### **Parent Responsibilities**

- to become familiar with GCC and COA policies, procedures, and expectations and help ensure your child knows, understands and follows them.
- to visit school periodically, to participate in conferences with teachers, and/ or administrators regarding the academic and behavioral status of their student.
- to provide supportive action by making sure that their student has adequate sleep and nutrition, and is dressed appropriately for school.
- to provide the school with current information regarding address, phone number, medical data and other facts that may help the school serve their student.
- to be involved in the school by volunteering when possible.
- to ensure their child's immunization shots are up to date.

## **STUDENT DISCIPLINE POLICY**

Discipline is essential to academic progress, the teachers and staff at Community Outreach Academy work together to encourage productive behavior in a firm, fair, and consistent manner. We implement the Capturing Kids Hearts program that allows teachers to collaborate with students to create a classroom discipline management plan through their Social Contracts. Our school's discipline plan is based on the premise that teachers are here to teach and students are here to learn. Therefore, no student will be allowed to stop the teacher from teaching or interfere with the learning of other students.

Social contracts are a foundation of the Capturing Kids Hearts (CKH) program. The Social Contract is designed to let all participants in a classroom or school know what behavior is acceptable and what is not. Students help to create the contract, and this contract is used as the basis for discipline procedures at COA. As the founder of CKH, Flip Flippen said, "Truly remarkable outcomes are possible in a classroom where trust, respect, and caring relationships flourish." When a student breaks the social contract, staff will refer to the student's signature/agreement to follow the social contract. The student will be asked four questions about their behavior that helps the student reflect on what he/she has done and what will happen if the behavior continues.

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

- warning (the use of 4 CKH questions)
- time out
- loss of recess (spending recess under teacher supervision)
- violation notice
- student/teacher conference

If a student receives a referral for 3 violation notices or any other reason(s), they will be referred to the Site Manager/School Administrators for further action. This may result in one of the following:

- Friday Behavior Detention
- In-School Detention



- Suspension

If severely disruptive behavior is continued which constitutes behavior that is frequent or serious enough to significantly disrupt the learning climate of the school, endanger the well-being of others, or damage school property; the reprimands may result in suspension or expulsion. SAP/SST process/protocol will be initiated. A SAP (Student Assistance Plan) will be initiated and will then take place to review the case and determine the necessary course of action to follow. Please refer to GCC BP 4-17, Suspension and Expulsion. Upon request, the policy will be available in the main office.

## **DRESS CODE POLICY**

Community Outreach Academy believes that the development of dress and grooming attitudes and behavior patterns is part of the educational experience. Therefore, dress, hairstyle, makeup or jewelry, which are distracting or interfere with the study habits of students in the class or school, or pose a health or safety risk to the students, shall not be acceptable. Personal appearance standards for students are defined in the dress code.

Students' attire must adhere to the following:

1. Clothes are to be neat, clean, in good repair, not revealing and in good taste. Skin-tight recreation clothing (e.g., bike pants, tights, leotards —unless worn under shorts or skirts that conform to appropriate dress code policy) shall not be worn. Students are discouraged from wearing clothing, including shirts and pants, that may have holes, rips, cuts, and tears, tattered or frayed. Clothing may be worn underneath to cover the skin or a patch can be used.
2. Recreational attire shall not be worn in classrooms or at most school events. Examples of unacceptable recreational attire are running, swimming shorts, short shorts or cut-offs, tank tops with straps less than 2 inches wide, spaghetti straps, halter tops, mesh or see-through sheer tops, bare midriff or bareback tops, crop tops and half-shirts. Every skirt, shorts or dress should be at least down to fingertip length.
3. Inappropriate buttons, pins or jewelry will be confiscated and returned to the student's parents or guardians. Items are considered inappropriate if they contain or promote profanity, sexual conduct, drugs, alcohol, tobacco, gangs or violence. Also, jewelry that is too long or dangles is not allowed due to safety.
4. Clothing items will be considered inappropriate if they present a clear and present danger to the student or other students. Clothing that bears profanity or advertises sex, drugs, alcohol, tobacco, gangs or violence is inappropriate school attire.
5. Shoes must be worn at all times. For safety reasons students must wear tennis shoes or closed-toed shoes with a soft sole. Sandals must be closed-toed and have a secure strap in the back. Flip-Flops, strapless sandals, high heels, and soccer cleats are considered unsafe and are not to be worn for regular school activities. Turf and indoor shoes are exceptions. Heely's (shoes with wheels) are not permitted.  
Students must adhere to additional dress code policies given by specialty departments, such as the Physical Education department.
6. Students are not allowed to wear headgear indoors. The exception is protective head coverings that are worn outdoors. A sun protective head covering is defined as a hat with a two to three inch 360 degree brim or a shade cap with a front bill and material that covers exposed head and neck areas. In inclement weather, students may wear jacket hoods. Exceptions to the headgear rule may be made for medical, religious, or weather related reasons.
7. Students are prohibited from wearing any clothing or items if they contain or promote profanity, sexual conduct, religious affiliation, politics, social movements, drugs, alcohol, tobacco, gangs or violence. Pants will be worn at or above the student's waist. No undergarments are to be visible.

8. Students are not allowed to have tattoos or stickers that are disruptive or inappropriate. Students wearing inappropriate attire or footwear will be sent to the office and will be asked to call their parents or guardian. Students will be given the opportunity to change into appropriate clothing, if available at the site or request the parent to bring a change of clothing or footwear. Students will return to class upon meeting dress code standards. If you have any questions regarding this policy, please call the school office.

## **INTERNET SAFETY POLICIES**

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

### **Access to Inappropriate Material**

To the extent practical, technology protection measures (or “Internet filters”) shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.

Specifically, as required by the Children’s Internet Protection Act, Blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research of other lawful purposes.

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

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

### **Inappropriate Network Usage**

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

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

## **PROHIBITED ITEMS**

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

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

**WE DO NOT ALLOW THESE ITEMS AT COMMUNITY OUTREACH ACADEMY OR ON THE SCHOOL BUS:**

- Aerosol Cans
- Alcohol
- Bandanas
- Bottles of nail polish/makeup
- Bottles of perfumes/colognes
- Cameras (except field day trip days)
- Candy
- Containers of make-up or make-up kits
- Drugs/Paraphernalia
- Electronic Devices
- Electronic Games
- Fireworks
- Flyers (not related to a school sponsored activity)
- Golf or baseballs
- Gum
- Guns
- Inappropriate material (journals/magazines, etc.)
- Knives
- Matches/Lighters
- Medication
- Personal Toys
- Playing or Trading Cards/ (Uno/Pokemon..etc)
- Poppers
- Roller Skates/Heely's/Hover Board
- Sports Personal Equipment
- Stink Bombs
- Sunflower Seeds
- Weapons/Replicas/Toy guns/water guns
- White-Out (which is not water-base)

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

### **Buying, Selling, Trading**

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

### **Tobacco/Drug Free Zone**

Community Outreach Academy believes that the use of alcohol, tobacco or other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful and has serious social and legal consequences. Therefore, all school facilities are tobacco, electronic cigarettes, alcohol and drug free sites. The use of any tobacco, alcohol or drug paraphernalia is prohibited within any school property, facility, or vehicle. This prohibition also applies to individuals attending events on school campuses or representing the district at school activities that are held at locations other than district property.

**CELL PHONES, SMART WATCHES** or any other communication devices cannot be used on school property or school buses. Technology use at school is at the discretion of school personnel, and the school cannot be held liable for any lost, stolen or damaged technology. If they need to get a hold of a parent, students can reach out to the Front Desk for further assistance.

## **SAFETY POLICY**

### **Emergency Procedures**

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

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

### **Closed Campus**

To ensure student safety and supervision, once a student arrives on the school grounds, they must remain on campus until the end of the school day unless there is a note from a parent or guardian and permission from school office staff. If a student leaves school grounds without this permission, that student is considered truant and is subject to disciplinary action.

# LIBRARY POLICY

## COA Library Mission Statement

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

## Student Checkout and Classes

Library classes are for grades 1-5th, every other week. Please check with your child's teacher for their library day.

### TK-1st Grade

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

### 2nd-3rd Grade

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

### 4th-5th Grade

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

## Returning Books

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

## Fines

There are no fines for overdue books. However, notices will be sent home for overdue book(s). If you feel our records are in error, kindly email Inna Kachur at [Inna.Kachur@gcccharters.org](mailto:Inna.Kachur@gcccharters.org). If your child has any outstanding fines for any damaged or lost book(s), he/she will not be able to check out any books until all fines are paid for.

## Lost or Damaged Books

If a book is lost or damaged beyond repair it must be paid for. Payment should be made in exact cash (change cannot be made) or by check payable to Community Outreach Academy. If you choose to replace the book instead of paying for it, it has to be a library bound replacement. COA is not responsible if your child trades books with a friend. You are responsible for any books your child checks out- if they trade it with a friend and it is lost, you will be responsible to replace or pay for it. Please encourage your child not to trade books.

## Family Selection Policy

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

## HEALTH POLICY

### Medication at School

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

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

### Accident/Injury

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

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

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

### Health Screening

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

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

### Immunizations

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

### Head Lice

Students found with active, live head lice will be allowed to remain in school in class until the end of the school day. The student will be discouraged from having close contact with anyone. The parent/guardian will be given information about head lice treatment and will be encouraged to start treatment immediately. The student will be checked upon returning to school and will be allowed to remain at school as long as no active,

live head lice are found. For more information about head lice policies and procedures, please see GCC Board Policy 16-17 Head Lice, which is available in all COA main offices.

## **FOOD AND BEVERAGES AT SCHOOL**

Everyone must work together to keep our school clean. No food or drink is allowed in the classroom unless it is permitted by the teacher. Students are asked to only bring healthy foods for snack and lunch, such as water, vegetables, fruit, lean meat, and dairy. Snacks are to be eaten at outdoor designated areas. Popcorn is not allowed in school unless provided and supervised by the school staff. Hand washing is highly encouraged before and after meals.

### **Free Meal Program**

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

### **Outside Food Policy**

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

## **PARENTAL INVOLVEMENT**

### **Parent Participation**

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

### **Parent Involvement in Child Academics**

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

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

### **Parent Support Programs**

The success of a school relies on effective parent/school cooperation. The school does not assume total responsibility for the education of the student; it is vital that a consistent approach be developed and agreed upon by parents, students and staff. Research suggests that one of the most significant ways a parent can impact their child's positive academic outcomes is to read to them on a regular basis. To ensure success, we

require a signed commitment by parents, student and teacher pledging involvement and support of the Community Outreach Academy program. This is a Three-Way Pledge located at the end of this Student Handbook. You will also receive one in your back to school packet. Please sign and return it to your child's teacher.

### **Parent Conferences/Minimum Days**

Mandatory parent-teacher-student conferences will be scheduled during the first trimester. Conferences for the second and third trimesters will be at teacher or parent request. Community Outreach Academy schedules minimum days during conference week so that teachers may have sufficient time to confer with parents. The average length of a conference is 15 minutes. All appointments will be scheduled with the teacher at the parents' convenience. Conferences are used for reporting progress and charting goals for students. Parents are strongly encouraged to attend and to set up additional conferences as the need arises.

### **After-Hours Events**

Your child is encouraged to attend evening events with parental supervision. You are responsible for your child at all times during our evening events. For after hour field trips, students need to be picked up within 30 minutes of returning to school. If they are not picked up, it is the discretion of the site manager whether or not to call the authorities.

## **GENERAL INFORMATION**

### **Classroom Visitations**

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

### **Lost and Found**

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

### **Textbooks**

Students will be provided with all necessary textbooks. Each student is responsible for giving proper care to books in his/her charge. Students may be charged for lost and/or damaged books. When necessary, arrangements for a payment schedule can be arranged through the Librarian.

### **Admission/Education Records**

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

### **Withdrawal from School**

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

## OTHER POLICIES

### Cheating

Cheating is defined as any use or attempt to use the work effort of another student, with or without the consent of that student, or any previously published material to benefit their grade status. Both (or all) students involved in an incident will be held accountable for the consequences (i.e., zero on paper, or students involved will share the point of one assigned grade on the work). Students involved in cheating on examinations will be referred to school administrators for disciplinary action. Remember, cheating cheats you of knowledge. School rules apply at all school events and functions, such as field trips, after school programs, and special class activities.

### Uniform Complaint Procedure

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

- o Complaints alleging misconduct or unlawful discrimination based on ethnic group identification, religion, age, gender, gender identity, gender expression, color, race, ancestry, national origin, physical or mental disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity.
- o Complaints alleging failure to comply with state or federal law in governing the following programs: Title II, Title IX, Section 504 of the Rehabilitation Act, No Child Left Behind, adult basic education, Local Control Funding Formula/Local Control Accountability Plan, consolidated categorical aid programs, migrant education, vocational education, child care and development programs, child nutrition programs, and special education programs.
- o Upon receipt of a written complaint such as those described above uniform complaint procedures shall be initiated and the Superintendent/CEO or designee shall distribute full information about these procedures.
  
- o We acknowledge and respect student and employee rights to privacy. Alleged misconduct or discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent/CEO or designee on a case-by-case basis. - Board Governance BP 01-14.

### Steps for Addressing Concerns

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

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

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

Gateway Community Charters ("GCC" or the "Charter School") programs and activities shall be free from discrimination, sexual harassment, harassment, intimidation, and bullying. This policy applies to all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, GCC prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This Policy is inclusive



of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

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

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

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

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

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

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

Each year, GCC shall educate students about the negative impact of bullying other students based on their actual and perceived immigration status or their religious beliefs or customs. The Charter School shall also train teachers, staff and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile

environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above. Such training shall provide Charter School personnel with the skills to do the following:

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

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

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

Dr. Erik Crawford  
Director of Special Education & Student Support Services  
5112 Arnold Ave. McClellan CA 95652  
erik.crawford@gcccharters.org  
(916) 286-5129

Definitions

Prohibited Unlawful Harassment:

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

Prohibited Unlawful Harassment under Title IX:

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

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

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

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

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

educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

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

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults.
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
  - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
  - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
  - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

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

### **Prohibited Bullying**

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

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

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

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

1. A message, text, sound, video, or image.

2. A post on a social network Internet Web site including, but not limited to:
  - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of “bullying,” above.
  - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of “bullying,” above.  
“Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
  - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
3. An act of “Cyber sexual bullying” including, but not limited to:
  - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
  - b. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

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

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

### **Bullying and Cyberbullying Prevention Procedures**

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

#### **1. Cyberbullying Prevention Procedures**

GCC advises students:

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

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

#### **2. Education**

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

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

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

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

### **3. Professional Development**

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

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

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

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

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

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

## **Grievance Procedures**

### **1. Scope of Grievance Procedures**

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

Are written and signed;

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

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

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

## 2. Reporting

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

Dr. Erik Crawford  
Director of Special Education & Student Support Services  
5112 Arnold Ave. McClellan CA 95652  
erik.crawford@gcccharters.org  
(916) 286-5129

## 3. Supportive Measures

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

## 4. Investigation and Response

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

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

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

- Notice of the Allegations
  - Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
    - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
    - A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
    - A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and

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

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

## 5. Consequences

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

## 6. Right of Appeal

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

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

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



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

## 7. Recordkeeping

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

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

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

Related Policies: Student Policy I5-18 and Employee Policy 11-18

### **Staff-Student Boundaries (GCC Governance Policies 03-23)**

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

#### Boundaries Defined

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

#### Acceptable and Unacceptable Behaviors

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

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

#### Unacceptable Behaviors

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

1. Giving gifts of a personal and intimate nature (including photographs) to a student; or items such as money, food, outings, electronics, etc. without the written pre-approval of the Principal or School

Leader. It is recommended that any such gifts be filtered through the Superintendent/CEO or designee along with the rationale therefore.

2. Kissing of ANY kind.
3. Massage [Note: Prohibited in athletics unless provided by massage therapist or other certified professional in an open public location. Coaches may not perform massage or rub-down. Permitted in special education only as instructed under an IEP or 504 Plan.]
4. Full frontal or rear hugs and lengthy embraces
5. Sitting students on one's lap (grades 3 and above)
6. Touching buttocks, thighs, chest or genital area
7. Wrestling with students or other staff member except in the context of a formal wrestling program
8. Tickling or piggyback rides
9. Any form of sexual contact
10. Any type of unnecessary physical contact with a student in a private situation
11. Intentionally being alone with a student away from school
12. Furnishing alcohol, tobacco products, or drugs - or failing to report knowledge of such
13. "Dating" or "going out with" a student
14. Remarks about physical attributes or physiological development of anyone. This includes comments such as "Looking fine!" or "Check out that [body part]."
15. Taking or requesting photographs or videos of students for personal use or posting online
16. Either partially or fully undressing in front of a student or asking a student to undress, with the intent to view/expose private body parts
17. Leaving campus alone with a student for lunch
18. Sharing a bed, mat, or sleeping bag with a student
19. Making, or participating in, sexually inappropriate comments
20. Sexual jokes, or jokes/comments with sexual overtones or double-entendres
21. Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
22. Listening to or telling stories that are sexually oriented
23. Discussing your personal troubles or intimate issues with a student
24. Becoming too involved with a student so that a reasonable person may suspect inappropriate behavior
25. Giving students a ride to/from school or school activities without the express, advance written permission of the Superintendent/CEO or designee and the student's parent or legal guardian
26. Being alone in a room with a student at school with the door closed and/or windows blocked from view
27. Allowing students at your home and/or in rooms within your home without signed parental permission for a pre-planned and pre-communicated educational activity which must include another educator, parent, or designated school volunteer
28. Staff mirroring the immature behavior of minors
29. Sending emails, text messages, social media responses, making phone calls, or sending notes or letters to students if the content is not about school activities. Communication via private social media accounts is not acceptable.

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

#### Acceptable Behaviors

1. Pats on the shoulder or back
2. Handshakes
3. "High-fives" and hand slapping
4. Touching face to check temperature, wipe away a tear, remove hair from face, or other similar types of contact
5. Placing TK through second grade students on one's lap for purposes of comforting the child for a short duration only

6. Holding hands while walking with small children or children with significant disabilities
7. Assisting with toileting of small or disabled children in view of another staff member
8. Touch required under an IEP or 504 Plan
9. Reasonable restraint of a violent person to protect self, others, or property
10. Obtaining formal written pre-approval from Superintendent/CEO or designee to take students off school property for activities such as field trips or competitions, including parent's written permission and waiver form for any sponsored after-school activity whether on or off-campus
11. Emails, text-messages, phone conversations, and other communications to and with students, if permitted, must be professional and pertain to school activities or classes (communication should be initiated via transparent [non-private] school-based technology and equipment)
12. Keeping the door wide open when alone with a student
13. Keeping reasonable and appropriate space between you and the student
14. Stopping and correcting students if they cross your own personal boundaries, including touching legs, or buttocks, frontal hugs, kissing, or caressing
15. Keeping parents informed when a significant issue develops about a student, such as a change in demeanor or uncharacteristic behavior
16. Keeping after-class discussions with a student professional and brief
17. Immediately asking for advice from senior staff or administration if you find yourself in a difficult situation related to boundaries
18. Involving your direct supervisor in discussion about boundaries situations that have the potential to become more severe (including but not limited to grooming or other red flag behaviors observed in colleagues, written material that is disturbing, or a student's fixation on an adult)
19. Making detailed notes about an incident that in your best judgement could evolve into a more serious situation later
20. Recognizing the responsibility to stop "Unacceptable Behaviors" of students and/or co-workers
21. Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student after regular school hours
22. Prioritizing professional behavior during all moments of student contact
23. Asking yourself if any of your actions, which could be contrary to these provisions, are worth sacrificing your job and career.

#### Boundaries Reporting

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

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

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

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

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

police/sheriff or CPS.

#### Internal Investigations

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

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

#### Consequences

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

#### Disciplinary Physical Contact with Students

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

#### Staff-Student Interactions

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

ALL GCC BOARD POLICIES AVAILABLE AT COA FRONT OFFICES

### **AFTER SCHOOL ACADEMIC TUTORING (ASAT)**

After School Academic Tutoring is a standard-based program designed to reinforce grade-level standards through re-teaching. The ideal candidates for the program are students who require remedial supplemental instruction and guidance to reinforce these standards. Student positions within this program will be taught by their classroom teacher, based on iReady scores and classroom assessment scores. The lowest students in the classrooms of teachers willing to tutor will get served first, if parents agree to services.

ASAT will meet Monday-Thursday, excluding minimum days, for one hour from 3:30 p.m.- 4:30 p.m.. Students must be picked up promptly by parents.

Eligibility: Students will be eligible by classroom teacher referral. Only students whose classroom teacher signs up to teach ASAT are eligible. Parents and students will need to complete an enrollment form and attend the tutoring class on a regular basis depending on individual student needs as determined by the teachers, parents and class availability and space. In the event that more students sign up than we have space for, the highest scoring student(s) will be dropped from the tutoring program.

**[www.outreachacademy.org](http://www.outreachacademy.org)**