

A RIVERSIDE COUNTY CHARTER HIGH SCHOOL

GATEWAY

COLLEGE & CAREER ACADEMY

Student & Parent Handbook



You Belong *Here*
Be H.E.R.E

Approved by the Board of Directors on October 18, 2024

**Gateway College & Career Academy
2024-2025 Academic Calendar**

| Jun-24 | | | | | | |
|--------|----|----|----|----|----|----|
| S | M | T | W | TH | 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 |

| Oct-24 | | | | | | |
|--------|----|----|----|----|----|----|
| S | M | T | W | TH | 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 | | |

| Feb-25 | | | | | | |
|--------|----|----|----|----|----|----|
| S | M | T | W | TH | 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 | |

| Jul-24 | | | | | | |
|--------|----|----|----|----|----|----|
| S | M | T | W | TH | F | S |
| 30 | 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 | | | |

| Nov-24 | | | | | | |
|--------|----|----|----|----|----|----|
| S | M | T | W | TH | 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 |

| Mar-25 | | | | | | |
|--------|----|----|----|----|----|----|
| S | M | T | W | TH | 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 | | | | | |

| Aug-24 | | | | | | |
|--------|----|----|----|----|----|----|
| S | M | T | W | TH | 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 |

| Dec-24 | | | | | | |
|--------|----|----|----|----|----|----|
| S | M | T | W | TH | 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 | | | | |

| Apr-25 | | | | | | |
|--------|----|----|----|----|----|----|
| S | M | T | W | TH | 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 | | | |

| Sep-24 | | | | | | |
|--------|----|----|----|----|----|----|
| S | M | T | W | TH | 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 | | | | | |

| Jan-25 | | | | | | |
|--------|----|----|----|----|----|----|
| S | M | T | W | TH | 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 | |

| May-25 | | | | | | |
|--------|----|----|----|----|----|----|
| S | M | T | W | TH | 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 |

Summer 2024
June 17 - July 11

**Classes Not In Session: 7/29-8/16,
11/25-11/29, 12/16-1/3, 4/14-4/18**

Fall 2024
August 19 - December 13

**Legal Holidays: 6/19, 7/4, 9/2, 11/11,
11/28, 12/25, 1/1, 1/20, 2/14, 2/17,
3/31, 5/26, 6/19**

Winter 2025
January 6 - February 13

Staff Development Days
Gateway Classes Not In Session:
10/18, 11/22, 2/18, 3/21, 4/25, 6/13

Spring 2024
February 19 - June 12

177 days of Instruction

| Jun-25 | | | | | | |
|--------|----|----|----|----|----|----|
| S | M | T | W | TH | 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 | | | | | |

**RCC Graduation
June 13**

**GCCA Graduation
June 14**

Approved by the RGTCCHS Board of Directors on: 06/27/2024

Table of Content

| | |
|--|----------|
| GENERAL INFORMATION | 5 |
| Introduction..... | 5 |
| Student Handbook and Verification of Student/ Acknowledgement of School Policies | 5 |
| Minimum & Pupil-free Staff Development Days | 5 |
| Custody Issues..... | 5 |
| EXPECTATIONS FOR STUDENT ATTENDANCE AND CONDUCT | 6 |
| Gateway’s PBIS Behavioral Expectations | 6 |
| Student Attendance Expectations | 7 |
| Excused Absence Reasons -Ed code Section 48205 | 7 |
| Chronic Absentee Policy: | 11 |
| Expectations for Student Conduct..... | 12 |
| Electronic Nicotine Delivery Systems (e-cigarettes) | 13 |
| Acceptable Use of Technology | 14 |
| Student Social Media Policy..... | 15 |
| Student Social Media Guidelines..... | 15 |
| Consequences for Violation of the social media Policy..... | 16 |
| Dress Code – Board Policy No.318..... | 16 |
| Duties of Pupils | 16 |
| Involuntary Removal Policy and Procedure | 17 |
| Steps for Managing Student Behavior | 18 |
| ACADEMICS Standards for Academic Progress..... | 18 |
| Student Support and Accountability | 19 |
| Growth Plan..... | 19 |
| Common Core State Standards and Smarter Balanced Assessments-EC60615, 5 CCR 852..... | 20 |
| California High School Proficiency Exam | 20 |
| Career Counseling & Course Selection..... | 20 |
| Career Technical Education..... | 21 |
| Megan’s Law | 21 |
| Child Abuse and Neglect Reporting | 21 |
| Social Security Numbers | 22 |
| Protection of Undocumented Students | 22 |

| | |
|--|-----------|
| Disaster Preparedness Educational Materials | 23 |
| Electronic Listening or Recording Device EC 51512 | 23 |
| School Accountability Report Card | 23 |
| School Visiting Procedures..... | 23 |
| APPENDIX A: ANNUAL NOTIFICATIONS | 24 |
| Animal Dissections | 24 |
| Cal Grant Program EC 69432.9. | 24 |
| Dangers of Synthetic Drugs- AB-889..... | 24 |
| Education of Foster and Mobile Youth Ed Code 51225.2 | 25 |
| Education of Homeless Children and Youth | 30 |
| English Learners/Long Term-English Learners (EC 312.2, EC 440) | 33 |
| Information Regarding Federal Student Aid or California Dream Act | 34 |
| Human Trafficking Prevention AB 1861 (Ed Code 51934)..... | 34 |
| Lost or Damaged School Property Ed. Code section 48904 | 36 |
| Mental Health Services- AB 2022 Ed Code 49428 | 36 |
| Nondiscrimination Statement | 37 |
| Physical Examinations and Right to Refuse Ed Code Section 49451 | 38 |
| Safe Storage of Firearms Ed Code 49392 | 39 |
| School Bus and Passenger Safety | 40 |
| Special Education/Section 504 | 40 |
| Sexual Health Education/California Healthy Youth Act EC 51930-51939 | 41 |
| Student Records, including Records Challenges and Directory Information | 42 |
| Surveys About Personal Beliefs..... | 45 |
| Uniform Complaint Procedures..... | 45 |
| Use of Student Information Learned from Social Media- EC 49073.6(c)(3)(B)..... | 48 |
| APPENDIX B: COMPLETE POLICIES | 49 |
| Gateway College & Career Academy Youth Suicide Prevention Policy | 49 |
| Suspension and Expulsion Policy..... | 60 |
| Staff/Student Interaction Policy..... | 77 |
| Title IX, Harassment, Intimidation, Discrimination, And Bullying Policy | 81 |
| Definitions | 85 |



You Belong *Here*
Be H.E.R.E

GENERAL INFORMATION

Introduction

The goal of Gateway College and Career Academy (Gateway), a California public charter high school, is to provide you with the opportunity to achieve your academic and personal goals while working toward a high school diploma and college success. We provide classes, support, and assistance which will foster your academic, intellectual, and personal development and success. To support this goal, Gateway maintains a set of policies which describe the charter school's expectations and method of operation.

Student Handbook and Verification of Student/ Acknowledgement of School Policies

Gateway will develop and maintain a comprehensive set of student discipline policies. These policies will be distributed as part of the school's student and parent handbook and will clearly describe the school's expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. Each student, and his or her parent or guardian if the student is under 18 years old, will be required to verify in writing that they have reviewed, understand, and agree to follow the Gateway College and Career Academy and the Riverside Community College District standards of student conduct prior to enrollment.

Minimum & Pupil-free Staff Development Days

There are six (6) scheduled pupil-free staff development days in the 24/25 school year. Please see the attached school calendar for those dates.

Custody Issues

Custody disputes must be handled by the courts; it is not the obligation of the school to enforce family law agreements and order. However, the school will comply with any valid court orders provided to the office. Should any family dispute become a disruption to the school, law enforcement will be contacted, and an officer requested to intervene. Parents are asked to make every attempt not to involve school sites in custody matters. The school will make every attempt to reach the custodial parent when a parent or any other person not listed on the emergency card attempts to pick up a child.




EXPECTATIONS FOR STUDENT ATTENDANCE AND CONDUCT

Gateway's PBIS Behavioral Expectations

Behavioral Expectations

We believe all students can experience academic success and develop career readiness skills. Students will meet these achievements while building and nurturing healthy relationships within an engaging, respectful, and safe environment.

In order to create this kind of environment we need to be HERE: healthy, engaged, responsible, and effective in communications.

| |  |  |  |  |
|-----------------------------|---|---|--|---|
| Class/Lab | <p style="text-align: center; font-weight: bold;">Healthy</p> <ul style="list-style-type: none"> • Seek appropriate resources to manage mental and physical wellness • Be aware of your emotions and reactions. Seek counselors if you need to talk or take a break • Find healthy ways to manage stress so you can focus in class | <p style="text-align: center; font-weight: bold;">Engaged</p> <ul style="list-style-type: none"> • Be on task • Be enthusiastic • Be respectful | <p style="text-align: center; font-weight: bold;">Responsible</p> <ul style="list-style-type: none"> • Attend regularly • Be on time • Be ready with materials on campus and remotely • Turn in work on time • Manage time well | <p style="text-align: center; font-weight: bold;">Effective Communicator</p> <ul style="list-style-type: none"> • Ask for guidance when needed • Use academic language • Communicate with teacher at appropriate times (for concerns, when running late/absent) • Use your words constructively and compassionately |
| Meetings/Appointments | <p style="text-align: center; font-weight: bold;">Healthy</p> <ul style="list-style-type: none"> • Seek appropriate resources to manage mental and physical wellness • Be aware of your emotions and reactions. Seek counselors if you need to talk • Find healthy ways to manage stress | <p style="text-align: center; font-weight: bold;">Engaged</p> <ul style="list-style-type: none"> • Have cell phone away while meeting with staff/peers | <p style="text-align: center; font-weight: bold;">Responsible</p> <ul style="list-style-type: none"> • Attend office hours for feedback and help on assignments • Be on time for appointments • Bring materials | <p style="text-align: center; font-weight: bold;">Effective Communicator</p> <ul style="list-style-type: none"> • Make staff aware of your needs • Use academic language • Use your words constructively and compassionately |
| Non-curricular times/spaces | <p style="text-align: center; font-weight: bold;">Healthy</p> <ul style="list-style-type: none"> • Seek appropriate resources to manage mental and physical wellness • Be aware of your emotions and reactions. Seek counselors if you need to talk • Find healthy ways to manage stress | <p style="text-align: center; font-weight: bold;">Engaged</p> <ul style="list-style-type: none"> • Take a healthy break • Consider participating in GCCA and RCC extracurricular activities | <p style="text-align: center; font-weight: bold;">Responsible</p> <ul style="list-style-type: none"> • Follow GCCA and RCC codes of conduct | <p style="text-align: center; font-weight: bold;">Effective Communicator</p> <ul style="list-style-type: none"> • Use your words constructively and compassionately • Utilize appropriate conversation volume when near classes/offices/ activities |

You matter! Thank you for being a part of Gateway!

Student Attendance Expectations

Consistent and reliable attendance is expected. This includes classroom attendance and all scheduled meetings. A student is required to contact the school as soon as possible in the event of illness or an emergency. The student may be required to bring documentation to excuse and verify the absence. A student who has a minimum of three unexcused absences from a class may be required to meet with a school administrator or his or her designee, attended by a parent or legal guardian.

Please note that the College has departmental and campus standards for class attendance. All pupils enrolled in college classes are subject to those standards. Be sure to attend all RCC class sessions and consult the course syllabus.

Gateway College & Career Academy urges parents/students to make sure their children attend school regularly and to schedule medical and other appointments after school or during school holidays. The school also asks that travel or other absences be avoided during the time school is in session. The higher the school's daily attendance rate, the more a student will learn and the greater the amount of funding that the school will receive from the state to provide academic programs for students. The school calendar is designed to minimize problems for families which plan vacations around traditional holiday periods, and thereby minimize student absences.

Excused Absence Reasons -Ed code Section 48205

- A pupil shall be excused from school when the absence is:
 - Due to the pupil's illness; including an absence for the benefit of the pupil's mental or behavioral health. Added to Ed Code section 48205 pursuant to SB14
 - Due to quarantine under the direction of a county or city health officer
 - For the purpose of having medical, dental, optometric, or chiropractic services rendered.
 - For the purpose of attending the funeral services of a member of the pupil's immediate family,(as determined by the parent) for no more than 5 days for each incident. In addition, a student ***seeking grief support, victim services, and safety planning can be excused for up to three days***, with any additional time based upon the discretion of the school administrator; and ***removed reference to a person having been killed due to an act of force as a condition of accessing grief support or victim services. [EC 48205]***

- Participation in religious instruction or exercises as follows: The student shall be excused for this purpose on no more than 1 school day.
- For the purpose of jury duty in the manner provided for by law
- Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child. (The school does not require a note from the doctor for this excusal Per ed. C B 2289 (2018) amendment to EC§ 48205(a)(6).
- For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board
- For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code
- For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Executive Director of the school
- For the purpose of attending the pupil's naturalization ceremony to become a United States citizen
- For the purpose of attending cultural ceremonies or events (AB 215). For the purpose of this section , " cultural" means relating to the habits, practices, beliefs, and traditions of a certain group of people
- Authorized parental leave for a pregnant or parenting student for up to eight (8) weeks, which may be extended if deemed medically necessary by the student's physician.
- A student who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall be excused from school during the period that the student is working in the entertainment or allied industry for a maximum of up to five (5) absences per school year subject to the requirements of Education Code section 48225.5.
- In order to participate with a not-for-profit performing arts organization in a performance for a public-school student audience for a maximum of up to five (5) days per school year provided the student's parent or guardian provides a written note to the school authorities explaining the reason for the student's absence.
- For the purpose of a middle or high school pupil engaging in a civic or political event as indicated below, provided that the pupil notifies the school ahead of the absence. Ed code Section 48205 pursuant SB955. A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.
 - A middle school or high school pupil who is absent pursuant to this provision is required to be excused for only one school day-long absence per school year.

- A middle school or high school pupil who is absent pursuant to this provision may be permitted additional excused absences in the discretion of a school administrator.
- For the following justifiable personal reasons for a maximum of five (5) school days per school year, upon advance written request by the student’s parent or guardian and approval by the Executive Director or designee pursuant to uniform standards:
 - Appearance in court.
 - Observance of a holiday or ceremony of the pupil’s religion.
 - Attendance at religious retreats.
 - Attendance at an employment conference.
 - Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization.
-
- A pupil absent from school due to an excused absence shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period, shall be given full credit therefor. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.
- For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.
- Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.
- “Immediate family,” as used in this section, means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

No pupil shall have his or her grade reduced or lose academic credit for any excused absence or absences, if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period.

Method of Verifying an Excused Absence

When a student returns to school after an absence, the student **MUST** present a satisfactory explanation verifying the reason for the absence within 2 days. After 2 days without verification of an excused reason, the absence will be considered unexcused, and the student will be considered truant. Excused/unexcused absences do not apply to RCC classes. Please consult your RCC course syllabus for college course attendance policies. The following may be used to verify absences:

1. Written note (hard copy or electronic) from parent/guardian, or student if 18 or older
2. Physician's note
 - a. When excusing students for confidential medical services or verifying such appointments, staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
3. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:

- a. Name of student
 - b. Name of parent/guardian or parent representative
 - c. Name of verifying employee
 - d. Date(s) of absence
 - e. Reason for absence
4. Visit to the student's home by the verifying employee, or any other reasonable method which establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including information outlined in #3 above.
 5. Any other reasonable method that establishes the fact that the student was absent for the reasons stated. A written record shall be made, including information outlined in #3 above.

Tardiness

Students are expected to arrive at class on time. A student is required to contact the school as soon as possible in the event of an emergency. The student may be required to bring documentation to excuse and verify the tardy. A student who has a minimum of three unexcused tardies from a class may be required to meet with a school administrator or his or her designee, attended by a parent or legal guardian.

Please note that the College has departmental and campus standards for tardiness. All pupils enrolled in college classes are subject to those standards. Be sure to be on time to all RCC class sessions and consult the course syllabus. Repeated tardies of more than 30 minutes lead to the student being designated as truant.

Chronic Absenteeism Definition

A student is considered a chronic absentee when he/she is absent on 10% or more of the school days in one school year, from the date of enrollment to the current date. Chronic absenteeism includes all absences – excused and unexcused – and is an important measure because excessive absences negatively impact academic achievement and student engagement.

Truancy Definition

A student is considered truant after three absences or three tardies of more than 30 minutes each time or any combination thereof and the absences or tardies are unexcused. After a student has been reported as a truant three or more times in a school year and the school 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 for 10% or more of the schooldays in one school year, from the date of enrollment to the current date, is considered a chronic truant. Unexcused absences are all absences that do not fall within ^{the} list of excused absences above.

Arrest of Truants/School Attendance Review Boards

The school attendance supervisor, administrator or designee, a peace officer, or probation officer may arrest or assume temporary custody during school hours, of any minor who is found away from his/her home and who is absent from school without valid excuse within the county, city, or school district. A student who is a habitual truant may be referred to a School Attendance and Review Board (SARB).

Truant Consequence-

Any student who is identified as “Truant” may be assigned as a ward of the court by a Probation Officer or Deputy District Attorney if the available community resources do not resolve the students’ continued problem of truancy. The intent of

these laws is to provide intensive guidance to meet the special needs of students with school attendance problems or school behavior problems pursuant to *EC* Section 48320. These interventions are designed to divert students with serious attendance and behavioral problems from the juvenile justice system and to reduce the number of students who drop out of school.

Chronic Absentee Policy: Gateway has implemented a tiered system for re-engaging chronically absent students. Counselors, Teachers, and staff will all work towards supporting re-engagement strategies. We believe attendance is key to student success. When students actively attend, they have a better opportunity to stay on track with their academic goals.

Chronic Absentee Policy

This policy provides students and families with a step-by-step guide for our chronic attendance processes to help our chronically absent students re-engage in their learning and academic goals at Gateway.



You Belong Here
Be H.E.R.E

Tier 1

Attendance Clerk Outreach

Missing 3 consecutive school days: Students are required to attend class/log into their GCCA/Apex course(s) daily and complete work to remain in good academic standing. After 3 consecutive school absences*, GCCA's Attendance Clerk will reach out and notify the student and parent/guardian via email, Remind, and/or phone call. Students have 48 hours to attend/log into class/Apex and submit work.

Tier 2

Counselor Technician Outreach

Missing 5 consecutive school days: After 5 consecutive school absences*, GCCA's Counseling Technician will reach out and notify the student and parent/guardian via email, Remind, and/or phone call. Students will have 48 hours to attend/log into class/Apex and submit work.

Tier 3

Counselor Meeting

Missing 7 consecutive school days: After 7 consecutive school absences*, the student's assigned counselor will reach out and schedule a mandatory meeting via email, Remind, and/or phone call within 48 hours after receiving Tier 3 notice, to create an official Growth Plan with specific goals for **attendance engagement**. Attendance engagement means daily participation in schoolwork, including attending class/logging into Apex, completing assignments on time, keeping communication with teachers and their assigned counselor, and any other requirements outlined in the Growth Plan. **A work sample will be requested at this meeting. Please note you are only allowed 1 reschedule should you miss your original meeting date and time.**

Tier 4

Notice of Possible Involuntary Removal

Missing 10 consecutive school days: If the student fails to communicate/respond to Attendance Clerk outreach and Counselor Technician outreach, fails to attend the mandatory Counselor meeting, or has not met Attendance/Work Engagement expectations as outlined in the Growth Plan, a Tier 4 letter will be sent out through email and mailed home to parents of minors and to students over the age of 18. This letter will detail the tiered intervention attempts made to re-engage the student. The student has **5** days from the date of the letter to reach out if they wish to stay enrolled. If we do not hear back, the student will be involuntarily removed for failing to comply with GCCA's attendance policy. **Please note you are only allowed 1 reschedule should you miss your original meeting date and time. A student or the parent (if the student is a minor) has a right to appeal this decision through a hearing process. Gateway must receive a written request so the appeal process can begin.**

If the student communicates within the 5-day window, the counselor will proceed with scheduling an admin Growth Plan meeting to address the student's attendance issues and create a plan for success. Progress will be checked within a week of this meeting, if at that point substantial progress has not been made, the student will be disenrolled.

Absences as defined above, means the student has not participated in their zoom or in-person GCCA classes and has not logged onto canvas independently to complete work. If the student only has Apex courses, an absence means the student has not logged into their Apex account. If the student is taking all college courses, an absence means the student has failed to attend counselor progress checks and provided work samples for their classes.*

Did you know

excessive absences negatively impact academic achievement and student engagement? Findings suggest that chronic absenteeism reduces math and reading achievement outcomes, reduces educational engagement, and decreases social engagement.

Expectations for Student Conduct

Gateway College & Career Academy expects students to conduct themselves as responsible members of the school and college community. Gateway assumes that students will observe standards of conduct, which are appropriate to the

pursuit of educational goals. It is assumed that the conduct will enhance the educational experience, not disrupt it. RCCD has a code of student conduct that the student must follow. This policy covers attendance, grading, conduct violations, such as cheating, plagiarizing, alcohol, drug and tobacco or tobacco- like products, including "vaping" with E-cigarettes (or any electronic smoking device designed to resemble a cigarette, cigar, cigarillo or pipe) use, disruptive conduct and dismissal. These policies are discussed in the *2019-2020 Riverside City College Student Handbook*. (Reference *Riverside Community College District Regulations for Policy 6080, Student Discipline and Due Process*) Both Gateway and the Riverside Community College District will retain an independent right to investigate student conduct violations and to take disciplinary actions under their respective policies appropriate to the circumstances. Gateway expects the student to demonstrate a commitment to maintain enrollment in the school by:

- Attending all classes and labs regularly - 100% attendance is expected. This includes attending as scheduled all Gateway classes, labs, and counselor meetings, as well as college classroom/lab attendance.
- Attending all classes and educational activities on time
- Completing all assignments, tests, and required lab hours according to instructors' standards.
- Communicating with instructors and Counselor regularly
- Contacting the instructor and counselor if the student is going to miss class or already missed class
- Turning off and putting away all cell phones and electronic devices during class time
- Respecting the instructor and peers by not carrying on side conversations during class
- In addition, students are expected to conduct themselves in a manner that does not disrupt the educational process, including such behaviors as:
 - Coming to class under the influence of alcohol and/or drugs
 - Possession of alcohol and/or drugs
 - Smoking on campus; including vaping and electronic cigarettes
 - Possession of vape pens, electronic cigarettes, e-liquids/vape juice (nicotine containing or non-nicotine containing) by students under 21
 - Riding skateboards, scooters, skates, and bicycles anywhere on campus including parking lots
 - Cheating or plagiarizing
 - Stealing or theft of personal or school or college property
 - Damaging personal or school or college property, including vandalism and graffiti
 - Acts of discrimination, harassment, violence, intimidation, or bullying

Electronic Nicotine Delivery Systems (e-cigarettes)

Gateway College & Career Academy prohibits the use of electronic nicotine delivery systems (ENDS) such as e-cigarettes, hookah pens, cigarillos, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products on all district property and in district vehicles at all times. ENDS are often made to look like cigarettes, cigars and pipes, but can also be made to look like everyday items such as pens, asthma inhalers and beverage containers. These devices are not limited to vaporizing nicotine; they can be used to vaporize other drugs such as marijuana, cocaine, and heroin.

Section 119405 of the Health and Safety Code prohibits the sale of e-cigarettes to anyone under the age of 21 which mean that students should not be in possession of any such devices. Students using, in possession of, or offering, arranging, or negotiating to sell ENDS can be subject to disciplinary action, particularly because ENDS are considered drug paraphernalia, as defined by 11014.5 of the Health and Safety Code.

Acceptable Use of Technology

One of the adopted goals of Gateway College & Career Academy is to assist in advancing the use of technology to enhance student learning. Access to Gateway College & Career Academy/RCCD technology is a privilege, not a right, and students enrolled in school programs or activities must follow the guidelines and procedures regarding acceptable use of technology. All Gateway College & Career Academy students and their parents/guardians shall sign the Acceptable Use of Technology Agreement prior to using school technological resources. These agreements will be kept in the student files. The Gateway College & Career Academy shall make a diligent effort to filter the inappropriate or harmful matter accessible through the Internet, and students shall also take responsibility not to initiate access to inappropriate or harmful matter while using District technology. Violation of this policy may result in disciplinary action and the loss of the privilege to use the technology and/or civil or criminal liability.

There is growing evidence that unrestricted use of smartphones by pupils during the school day interferes with the educational mission of the schools, lowers pupil performance, particularly among low-achieving pupils, promotes cyberbullying, and contributes to an increase in teenage anxiety, depression, and suicide. The charter school may adopt a policy to limit or prohibit the use by its pupils of smartphones while the pupils are at a school site or while under the supervision of an employee of the school or district. A pupil shall not be prohibited from possessing or using a smartphone under any of the following circumstances: (1) in case of an emergency, or in response to perceived threat of danger. (2) When a teacher or administrator grants permission. (3) When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil. (4) When the possession or use of a smartphone is required in a pupil's individualized education program. (AB- 272).

Student Safety- Gateway has partnered with Gaggle to help support student safety and well-being when using school-provided devices and platforms. Gateway will use the Gaggle Safety Management solution to keep watch over content students produce through their school-issued accounts to help us identify those who are in need of help.

Gaggle uses a powerful combination of technology and human intelligence to review students' use of online tools and provide real-time analysis of potentially concerning behavior or content. Gaggle alerts school officials if students show signs of self-harm, depression, thoughts of suicide, substance abuse, cyberbullying, credible threats of violence against others, or other harmful situations. With Gaggle, Gateway is better equipped to proactively identify students who are struggling, provide support where needed, and foster a safer school environment. Gaggle is automatically installed in every student's school-issued account. In addition, we will be using Gaggle's Speak Up; a student safety tip line where students can identify and report concerning behaviors. Tip Line Contact: speakup@riversidegcca.com. Phone (Text & VM): (951) 400-4550

About Gaggle: Since 1999, Gaggle has been the leader in helping K-12 districts manage student safety on school-provided technology. Using an effective combination of artificial intelligence and trained safety experts, the solution proactively assists districts 24/7/365 in the prevention of student suicide, bullying, inappropriate behaviors, school violence, and other harmful situations. Most importantly, Gaggle continues to help hundreds of districts across the country avoid tragedies and save lives. For more information, visit www.gaggle.net and follow Gaggle on Twitter at @Gaggle_K12.

Student Social Media Policy – BP 2011-01 Students

Gateway recognizes its responsibility to make and enforce all rules and regulations governing student behavior to bring about the safest and most conducive learning environment possible. Gateway recognizes that many of its students use social media such as Facebook, Twitter, LinkedIn, YouTube and Instagram, to name a few.

Students should understand that they are responsible for anything they display or post on the Internet through social networking sites and that their online actions can have serious real-life repercussions. As such, students should use good judgment and common sense in all their online activities. As a result, employees and students must use social media within the following guidelines. If you are uncertain about the appropriateness of a social media posting, check with the principal.

Student Social Media Guidelines

- Students are responsible and may be held accountable for negative or hostile comments, insults, and/or harassment on social networking sites or through other electronic acts. If a student or employee is harassed online, causing the student or employee to feel uncomfortable at Gateway, the Charter School has the right to take disciplinary action to safeguard the wellbeing of its students and employees. An “electronic act” means the transmission of a communication, including, but not limited to, a message, text, sound, or image by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager.
- If a threat is made against a Gateway student or employee, against Gateway’s facilities, or generally in relation to the school, Gateway has the right to become involved. A threat is a threat regardless of the medium in which it is made. Gateway will always err on the side of safety. If there is a perceived safety threat, Gateway will investigate.
- Student behavior should be in line with the Gateway policies related to acceptable behavior.
- On many social networking websites, such as Facebook, privacy settings are set to a minimum by default. Students are recommended to access and strengthen their privacy settings to the most private. Update the settings frequently for purposes of safety and discretion. Remember that even if you make your information private, you cannot control what others do with our information.
- For safety purposes, students should not publicly post private information such as location, address, or phone numbers. Furthermore, students should be aware that people they meet or befriend online may not be who they say they are.

Students should show proper courtesy to others in their online actions. For example, if someone could be harmed by the posting of a certain photo, or specifically tells you they do not want it posted, do not post it.

- **Background Checks:** Students should be aware that colleges and potential employers frequently run background checks on applicants through social networking websites. Proof of involvement in objectionable activity can easily disqualify otherwise solid candidates.

Consequences for Violation of the social media Policy

- **Extracurricular Ineligibility and Removal:** Students should be aware that they are responsible for images that depict them engaging in objectionable, scandalous, or illegal behavior. Students may be considered ineligible for and removed from Gateway extracurricular activities if there is documented proof that they have engaged in activities that violate the code of conduct required for participants. Participation in extracurricular activities is a privilege, not a right.
- **Notifying Parents of Substance Use:** Gateway and its employees shall inform parents if presented with evidence that students are engaging in illegal substance use, and may be obligated to inform law enforcement.
- **Scholastic and Legal Repercussions:** In addition to the information presented above, students must keep in mind that sexual harassment, harassment, bullying, and other threatening or illegal activities are punishable not only by the school but by law enforcement. Consequences for unacceptable behavior may include, but are not limited to, detention, suspension, expulsion, criminal prosecution, and imprisonment based on the severity of the offenses committed.

Students and parents/guardians will review, agree to and abide by the Gateway College and Career Academy and the Riverside Community College District (RCCD) Media Use Policy. A copy of this signed agreement will be kept with the official student file.

Dress Code – Board Policy No.318

Students enrolled at Gateway College and Career Academy shall be dressed and groomed according to the standards that will NOT substantially interfere with or detract from the school environment or disrupt the educational process. Students are expected to dress appropriately when participating in meetings, campus events, and class sessions. GCCA is first and foremost an educational environment. To avoid distractions in the classroom, and to create a positive learning environment, a dress code must be followed. The following types of clothing accessories are NOT ALLOWED:

- Items promoting alcohol, tobacco, drugs or violence.
- Writing or images that promote racial, sexual, ethnic, or religious prejudice.
- Items containing vulgar or offensive language.
- Pants or shorts that are sitting too low below the waistline.
- Shorts, dresses, and skirts that are not appropriate. All skirts, dresses and shorts must cover the legs at least mid-high.
- Attire that is sheer or exposes any of the following (chest, stomach, and undergarments)

Any student wearing inappropriate clothing will be required to change immediately. Administration has final say in what is deemed appropriate for school.

Duties of Pupils –

Pupils shall conform to school regulations, obey all directions, be diligent in study and respectful to teachers and others in authority, and refrain from the use of profane and vulgar language.

Involuntary Removal Policy and Procedure

This Involuntary Removal Policy has been established to ensure that all students are provided with due process prior to being involuntarily removed from Gateway College and Career Academy (“GCCA” or “Charter School”) for any reason. In creating this policy, GCCA has reviewed Education Code Section 47605(b)(5)(J)(iii), which describes the procedures required to involuntarily remove a student from the charter school.

As used herein, “involuntarily removal” (or any form of this phrase) includes circumstances resulting in the student being disenrolled, dismissed, transferred, or terminated for reasons unrelated to student discipline. It does not include removal for disciplinary reasons, which is governed by the suspension and expulsion procedures of the Charter School.

- **Authority to Initiate Involuntary Removal** - a student may be involuntarily removed by GCCA if the student:
 - Fails to comply with reasonable requests to improve attendance, consistent with the Chronic Attendance Policy.

Any such involuntary removal shall be in accordance with the following procedures:

- **Notice of Involuntary Removal** - No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of the Charter School’s intent to involuntarily remove the student at least five (5) school days before the effective date of the action.

The written notice shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder. The written notice shall inform the student and/or parent(s)/guardian(s) of the following:

- The charges or reasons the student is to be involuntarily removed from the Charter School
- The effective date of the student’s removal from the Charter School
- An explanation of the student’s right to request a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate
- The date by which the student must provide his/her written request to initiate the hearing procedures indicated above. This date must be at least five (5) school days prior to the effective date of the student’s removal action
- That if the Charter School does not receive the student’s written request to initiate the hearing procedures by the date set forth in the written notice, the student will be deemed to have waived any such hearing procedures and may be involuntarily removed accordingly.

If the student’s parent, guardian, or educational rights holder initiates the hearing procedures specified below, the student shall remain enrolled, permitted to attend school, and shall not be involuntarily removed until the Charter School issues a final decision.

As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School’s suspension and expulsion policy.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder, and shall include a copy of the Charter School’s expulsion hearing process.

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

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

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

Steps for Managing Student Behavior

Disciplinary sanctions may be applied according to the Gateway Student Policies. In addition, Gateway maintains the following disciplinary actions for students violating behavioral expectations:

- Verbal warning, documented by teacher/counselor
- Growth Plan with Counselor/Student/Parent
- Admin Meeting with Parent/Student/Counselor to determine an appropriate plan of action to redirect student to get back on track. Under the [Dual Enrollment Student and Parent Consent Form.docx - Google Docs](#), if a student violates RCC/Gateway’s Code of Conduct, they may be asked to work remotely and lose in-person privileges.

In accordance with Gateway values, the school encourages students to allow parental communication and involvement for support (note: not required for students over 18 according to Gateway and RCCD student policy).

ACADEMICS Standards for Academic Progress

Being in good academic standing is defined as passing all classes with a C or better. A student is expected to maintain a minimum 2.0 grade point average (GPA). Once past the Foundation semester, a student is encouraged to maintain full-time status which is a minimum of 3 classes per semester and 1 class per intersession.

A student may not withdraw from a college class without the approval of the student’s counselor and then only in the event of an emergency. The student will be given the opportunity to retake the class the next term it is offered by the College if it is in line with student’s educational plan.

If a student does not meet academic expectations, the student may be placed on a *Growth Plan* at any time during the semester. If the student does not improve his/her GPA and does not meet the terms of his/her Growth Plan/Admin

Support Meeting , the student risks aging out or being on academic or progress probation at RCC and/or not being able to enroll in college courses.

Parent Portal: Gateway will be using Powerschool's Parent Portal which allows parents to monitor students' progress in school. This website will provide parents with access to their student's academic progress, attendance, school communications, and other helpful information. Login information was sent to every parent and student. If you have not received this communication or need help accessing Parent Portal, please contact the school office at (951) 222-8934.

Student Support and Accountability

Students will meet with their Counselor to discuss the student's educational progress and goals outlined in the student's education plan. Students are expected to remain in good standing in the areas of attendance, academics, and conduct. Interventions/consequences that result when students do not meet expectations for attendance, academics, or conduct range from:

- Verbal warning
- Student-Teacher Agreement
- Growth Plan
- Student Support Meeting/ Admin Meeting
- Chronic Attendance Policy
- GCCA Incident Report
- Referral to a Gateway administrator
- Provisional Enrollment Agreement (Behavior)
- Referral to the Dean of Student Services of RCCD, according to College policy
- Involuntary removal from Gateway and/or RCCD
- Suspension or expulsion from Gateway and/or RCCD
- The school and the College will retain an independent right to investigate student conduct violations and to take disciplinary actions under their respective policies appropriate to the circumstances

Digital Communication with School: Gateway Counselors and Teachers routinely communicate with students via email, the remind app, and via phone calls to help address student support and accountability. Through these communication channels, students have direct access to support. Counselors and Teachers are encouraged to reply to student messages during school hours. Messages received outside of school hours will be communicated next school day.

Growth Plan

A Growth Plan is a goal setting tool. The Growth Plan is an agreement between the student and his/her counselor that outlines academic/behavior/attendance expectations that the student must meet, what the student will do, and the timelines for the student to achieve the expected results. The student and the counselor will meet regularly to review the student's progress.

Reasons the student may be placed on a *Growth Plan*:

- Not meeting program attendance requirements (absences, tardies, etc.)
- Not meeting academic performance expectations (i.e., not submitting class work, homework, taking exams, etc.) or behavioral expectations
- Failing one or more classes in a semester
- Receiving a D or lower in a class
- Having a cumulative or semester GPA that falls below a 2.0 GPA
- Being placed on academic alert, probation, or suspension by the college
- Withdrawing from a class with or without prior documented approval from the student's counselor

Common Core State Standards and Smarter Balanced Assessments-EC60615, 5 CCR 852

The Common Core State Standards are designed to prepare students for the future by teaching them the real- world skills needed for career and college. Students will learn more and in a more coherent way.

One major benefit of the Common Core is to have each state's goals for English and math be similar enough, grade by grade, so that if families move from one state to another, their children will have access to the same lessons.

The Smarter Balanced Assessment (CAASPP) was adopted by California in 2010 to monitor progress on the Common Core State Standards (CCSS). Students will be participating in the testing in Spring. The law requires that students are to be tested in Mathematics, English Language Arts, and Literacy in History/Social Studies, Science and Technical Subjects. Schedule accommodations will be made to allow all students to test without infringing on other classes.

English Learners (EL) take the Smarter Balanced Assessments along with their classmates. Parents may opt to exempt their student from participation in the CAASPP.

California High School Proficiency Exam

The California High School Proficiency Exam is a voluntary exam used to measure a student's proficiency in basic reading, writing, and mathematics skills taught in public schools. Eligible pupils who pass the CHSPE are awarded a Certificate of Proficiency by the State Board of Education. A pupil who receives a Certificate of Proficiency may, with verified approval from the parent or legal guardian, leave high school early. The Certificate of Proficiency, however, is not equivalent to completing all course work required for regular graduation from high school. For more information, including administration dates and registration deadlines, visit the following website: <http://www.chspe.net/>.

Career Counseling & Course Selection

Commencing grade 9, school personnel shall assist pupils with course selection or career counseling, exploring the possibility of careers, or courses leading to careers based on the interest and ability of the pupil and not on the pupil's gender. Parents or legal guardians are notified so that they may participate in such counseling sessions and decisions.

Career Technical Education

An annual notification will be sent out to parents/students with the following information:

- A brief explanation of the college admission requirements
- A list of the current UC and CSU web sites to help students and their families learn about college admission requirements and that list high school courses that have been certified by UC as satisfying the requirements for admission to UC and CSU
- A brief description of what career technical education is, as defined by the CDE
- The internet address for the portion of the web site of the CDE where students can learn more about career technical education
- Information about how students may meet with school counselors to help them choose courses that will meet college admission requirements and/or enroll in career technical education courses

STUDENT HEALTH & SAFETY

Megan's Law

Information about registered sex offenders in California can be found on the California Department of Justice's website, <http://meganslaw.ca.gov/>. The website also provides information on [how to protect yourself and your family](#), [facts about sex offenders](#), [frequently asked questions](#), and [sex offender registration requirements in California](#).

Child Abuse and Neglect Reporting

Gateway College & Career Academy is committed to protecting all students in its care. All employees of the school are considered mandated reporters, required by law to report cases of child abuse and neglect whenever there is reasonable suspicion abuse or neglect has occurred. School employees may not investigate to confirm a suspicion.

All complaints must be filed through a formal report, over the telephone, in person, or in writing, with an appropriate local law enforcement agency (i.e. Police or Sheriff's Department, County Probation Department, or County Welfare Department/County Child Protective Services). Both the name of the person filing the complaint and the report itself are confidential and cannot be disclosed except to authorized agencies.

Parents and guardians of students also have a right to file a complaint against a school employee or other person that they suspect has engaged in abuse of a child at a school site. Complaints may be filed with the local law enforcement agency; you may also notify the school of an incident. Child abuse does not include an injury caused by any force that is reasonable and necessary for a person employed by or engaged in a school:

To stop a disturbance threatening physical injury to people or damage to property;

- For purposes of self-defense
- To obtain possession of weapons or other dangerous objects within control of a student
- To exercise the degree of control reasonably necessary to maintain order, protect property, protect the health and safety of pupils, and maintain proper and appropriate conditions conducive to learning

Social Security Numbers – EC 49076.7 and 56601

Prohibits a local educational agency from collecting or soliciting social security numbers or the last four digits of social security numbers from students or their parents.

Protection of Undocumented Students

All students have the right to attend public school and enjoy access to equitable educational and programmatic services regardless of the immigration status of the student or of the student’s family members. For the purposes of this policy, “School personnel” includes all School employees, counsel for the School, and any agencies contracting with the School. School personnel shall not take any steps that would deny students access to education based on their immigration status or any steps that would impede the rights of any students to public education under the U.S. Supreme Court’s 1982 ruling in Plyler v. Doe, the Family Educational Rights and Privacy Act (FERPA), the California Education Code, and any other applicable state and federal law.

If any member of the GCCA community (including students, families, or staff) has questions about their immigration status, School personnel shall not refer them to the Immigration and Customs Enforcement Office (“ICE”) or any other government agency. Instead, School personnel shall refer them to local non-profit immigration law organizations. A list of such organizations shall be compiled by the Executive Director or designee and widely disseminated at school sites and on the School’s website. The Executive Director is also encouraged to increase and enhance partnerships with community-based organizations, legal services organizations, and other educational institutions (such as community colleges and universities) to provide resources for families of students or School employees who are facing deportation or other adverse immigration consequences.

It is the general policy of the School not to allow any individual or organization to enter a school site if the educational setting would be disrupted by that visit. Because the Governing Board believes that ICE activities in and around schools, early education centers, and adult school facilities would constitute a severe disruption to the learning environment and educational setting for students, any request by ICE to any School personnel to visit a school site shall be immediately forwarded to the Executive Director for review and consultation with legal counsel, to ensure the safety of all students, as well as compliance with Plyler v. Doe and other applicable state and federal laws.

All requests for documents by ICE to the School or any School personnel shall be immediately forwarded to the Executive Director for review and consultation with legal counsel and the Governing Board (in closed session if necessary), to ensure the safety of all students, as well as compliance with Plyler v. Doe and other applicable state and federal laws. The Executive Director or designee shall ensure that copies of this Policy are distributed to all School and school sites.

The Executive Director or designee shall ensure all teachers, school administrators, and other staff are trained on how to implement this policy and shall ensure that notification with required translation be distributed to families to fully inform them of their rights in the School. The Executive Director shall forward a copy of this policy to the office of the

U.S. Representative for California's 13th congressional district, as well as the office of each of California's representatives in the United States Senate.

Administration of Prescribed Medication for Pupils EC 49423 and EC 49423.1

Any pupil who is required to take, during the regular school day, medication prescribed by a qualified healthcare provider, may be assisted by the school nurse or other designated school personnel and/or may carry and self-administer auto-injectable epinephrine or inhaled asthma medication if the school district receives both a written statement of instructions from the qualified healthcare provider detailing the method, amount and time schedules by which such medication is to be taken and a written statement from the parent or guardian requesting the charter school assist the pupil with prescribed medication as set forth in the healthcare provider statement.

Emergency Treatment for Anaphylaxis, Medication Regimen, Administration of Epilepsy Medication and Administration of Medical Cannabis can be found in Gateway's Board Policy 206 upon request.

Disaster Preparedness Educational Materials EC 49452.9

Natural and human-caused disasters affect everyone which is why it is important to be prepared at home, school, at work, and in the community. The California Department of Education is required to electronically distribute disaster preparedness educational materials to school districts and county offices of education in, at least, the three most dominant primary languages spoken by English learners in California.

Documents are posted on the CDE website at: <http://www.cde.ca.gov/ls/ss/cp/pupilsafetyeducmat.asp>

Electronic Listening or Recording Device EC 51512

The use by any person, including a pupil, of any electronic listening or recording device in any classroom without the prior consent of the teacher and the principal is prohibited, as it disrupts and impairs the teaching process and discipline in the schools. Any person, other than the pupil, willfully in violation shall be guilty of a misdemeanor. Any pupil in violation shall be subject to appropriate disciplinary action.

School Accountability Report Card –

Can be found on the school's website: <http://www.riversidegcca.com>

School Visiting Procedures EC 51101(a)(12)

Parents and guardians of students enrolled at Gateway College & Career Academy are required to come to the front office (L5) to check in when visiting the school. Their student's counselor will escort them to the location of their child.

Pupil Safety: Swimming Pools: Adult Presence: CPR

Alex's Law: If a school district or charter school elects to sponsor or host, in or around a swimming pool, an on-campus event that is not part of CIF which already require PR-trained coaches on hand, then at least one adult with a valid certification of CPR training is to be present throughout the duration of the event.

APPENDIX A: ANNUAL NOTIFICATIONS

Animal Dissections

Students at the Charter School may perform animal dissections as part of the science curriculum. Any student who provides their teacher with a written statement, signed by their parent/guardian, specifying the student's moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof, may be excused from such activities if the teacher believes that an adequate alternative education project is possible. The alternative education project shall require a comparable time and effort investment by the student. It shall not, as a means of penalizing the student, be more arduous than the original education project. The student shall not be discriminated against based upon their moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof.

Availability of Prospectus

The curriculum, including titles, descriptions, and instructional aims of every course offered by a public school, shall be compiled at least once annually in a prospectus. For a copy of the prospectus, please contact:

Miguel Contreras

4800 Magnolia Ave

Riverside, CA 92506 miguel.contreras@rcc.edu

Behavioral Restraints Posted Annually

LEAs are now required to post the restraint and seclusion data that is submitted to CDE annually on their website. (EC 49006)

Cal Grant Program EC 69432.9.

A Cal Grant is money for college that does not have to be paid back. To qualify, a student must meet the eligibility and financial requirements as well as any minimum grade point average (GPA) requirements. Cal Grants can be used at any University of California, California State University or California Community College. Some independent and career colleges or technical schools in California also take Cal Grants.

In order to assist students to apply for financial aid, all students in grade 12 are automatically considered a Cal Grant applicant and each grade 12 student's GPA will be submitted to the California Student Aid Commission (CSAC) electronically by a school or school district official. A student, or the parent/guardian of a student under 18 years of age, may complete a form to indicate that he/she does not wish for the school to electronically send CASC the student's GPA. Until a student turns 18 years of age, only the parent/guardian may opt out the student. Once a student turns 18 years of age, only the student may opt himself/herself out, and can opt in if the parent/guardian had previously decided to opt out the student. All grade 12 students' GPA's will be sent to CSAC by October 1.

Dangers of Synthetic Drugs- AB-889

The illicit use and abuse of synthetic drugs represents an emerging and ongoing public health threat in California. The fentanyl crisis specifically, has impacted communities across the state, leading to a sharp increase in fentanyl poisonings and deaths in recent years.

This notice aims to address the crisis with a preventative approach ensuring students and families are educated on the deadly consequences of recreational drug use.

A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but having a slightly altered chemical structure, especially such a drug created in order to evade existing restrictions against illegal substances. Synthetic drugs include but are not limited to synthetic cannabinoids ("synthetic marijuana," "Spice," "K2"), methamphetamines, bath salts, and fentanyl.

The California Department of Public Health (“CDPH”), has expounded on the extreme danger of drugs laced with fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive. Illicit fentanyl has been found in many drugs, including heroin, methamphetamine, counterfeit pills, and cocaine. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Furthermore, it is nearly impossible to tell if drugs have been laced with fentanyl without additional testing, because fentanyl cannot be seen, smelled, or tasted when used as a lacing agent.

Additional information regarding fentanyl from the CDPH’s Substance and Addiction Prevention Branch [can be found here](#)

EMERGENCY TREATMENT FOR OPIOID OVERDOSE

NARCAN, an opioid antagonist is available at schools for the purpose of providing emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose. At Gateway, designated personnel who have received training will administer emergency naloxone hydrochloride or another opioid antagonist for emergency medical aid to any person exhibiting potentially life-threatening symptoms of an opioid overdose at school or a school activity. (Education Code 49414.3)

Education of Foster and Mobile Youth Ed Code 51225.2

Definitions: For the purposes of this annual notice the terms are defined as follows:

- “*Foster youth*” means any of the following:
 1. A child who has been removed from their home pursuant to Section **309** of the Welfare and Institutions Code.
 2. A child who is the subject of a petition filed pursuant to California Welfare and Institutions Code (“WIC”) section 300 or 602 (whether or not the child has been removed from the child’s home by juvenile court).
 3. A child who is the subject of a petition filed pursuant WIC section 602, has been removed from the child’s home by the juvenile court, and is in foster care.
 4. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
 - a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
 - b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
 - c. The nonminor is participating in a transitional independent living case plan.
 5. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.¹
 6. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.
- “*Former juvenile court school student*” means a student who, upon completion of the student’s second year of high school, transfers from a juvenile court school to the Charter School, excluding a school district operated by the Division of Juvenile Justice of the Department of Corrections and Rehabilitation, from a juvenile court school.

¹ The Charter School shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.

- *“Child of a military family”* refers to a student who resides in the household of an active duty military member.
- *“Currently Migratory Child”* refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency (“LEA”), either within California or from another state, so that the child or a member of the child’s immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child’s eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
- *“Student participating in a newcomer program”* means a student who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant students that has as a primary objective the development of English language proficiency.

Within this notice, foster youth, former juvenile court school students, a child of a military family, a currently migratory child, and a student participating in the newcomer program will be collectively referred to as “Foster and Mobile Youth.” Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a “parent/guardian.”

Foster and Mobile Youth Liaison: The Executive Director or designee designates the following staff person as the Liaison for Foster and Mobile Youth:

Christopher Sherman
 Counselor- Foster and Homeless Youth Liaison
 Gateway College and Career Academy -4800 Magnolia Ave, Riverside, CA 92506
Christopher.Sherman@rcc.edu

The Foster and Mobile Youth Liaison’s responsibilities include but are not limited to the following:

1. Ensuring and facilitating the proper educational placement, enrollment in school, and checkout from school of foster children.
2. Assisting foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.

School Stability: The Charter School will work with foster youth and their parent/guardian to ensure that each pupil is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all pupils, including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster youth’s education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a foster youth, currently migratory child or child of a military family seeking reenrollment in the Charter School as the student’s school of origin (subject to the Charter School’s capacity and pursuant to the procedures stated in the Charter School’s charter and Board policy). If a dispute arises regarding a foster youth’s request to remain in the Charter School as the school of origin, the foster youth has the right to remain in the Charter School pending the resolution of the dispute. The Charter School will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to the Charter School (subject to the Charter School’s capacity and pursuant to the procedures stated in the Charter School’s

charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the child's status as a foster youth, currently migratory child or child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

Graduation Requirements: EC 512251 (d)(1)(a) Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and pupils participating in a newcomer program who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer, or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption. In the case of a pupil participating in a newcomer program, enrollment in grade 11 or 12 based on the average age of students in the third or fourth year of high school may be used to determine whether the student is in their third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the parent/guardian, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for an exemption. The student's counselor will schedule a meeting with the student, parent, or guardian and where applicable, the student's social worker or probation officer to go over the Reduction in Graduation Requirement for Eligible Students (RGE) Form. This document will be completed to determine student's eligibility.

The Charter School shall notify and consult with students who are exempted from the Charter School's additional graduation requirements and the student's parent/guardian/educational rights holder. The consultation shall include all of the following:

1. Discussion regarding how any of the requirements that are waived may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.
2. Discussion and information about other options available to the pupil, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
3. Consideration of the pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption.

If a Foster and Mobile Youth who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the youth and the youth at one time qualified for the exemption, even if the pupil is no longer a Foster and Mobile Youth or the court's jurisdiction of the pupil has terminated.

An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the court's jurisdiction terminates or the student no longer meets the definition of a child of a military family, a currently migratory child or a pupil participating in a newcomer program.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's additional graduation requirements by the end of the student's fifth year of high school, after completing the RGE , then the Charter School shall do the following:

1. Consult with the student of the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.
2. Consult with the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Consult with and provide information to the student about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

Through January 1, 2028, upon making a finding that a Foster and Mobile Youth **is not reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3** within the student's fifth year of high school, the Executive Director or designee shall exempt the pupil from Charter School's graduation requirements and provide pupil the option of remaining in school for a fifth (5th) year to complete the statewide coursework requirements. Charter School shall consult with the Foster and Mobile Youth and the educational rights holder regarding all of the following:

1. The pupil's option to remain in school for a fifth year to complete the statewide coursework requirements.
2. How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a institution of higher education.

3. Whether any other options are available to the pupil, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
4. The pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a Foster and Mobile Youth is not eligible for an exemption in the year in which the pupil transfers between schools, because Charter School makes a finding that the pupil is reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, then Charter School shall do the following:

- 1) Within the first 30 calendar days of the **following** academic year, Charter School shall reevaluate eligibility;
- 2) Provide written notice to the pupil, the educational rights holder, and the pupil's social worker or probation officer, if applicable, whether the pupil qualifies for an exemption, based on the course completion status of the pupil at the time of reevaluation, to determine if the pupil continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.
- 3) If, given their course completion status at that time the reevaluation is conducted, the pupil is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, the Charter School shall:
 - i. provide the pupil with the option to receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, or
 - ii. to stay in school for a fifth year to complete the Charter School's additional graduation requirements.

Charter School shall provide notification of the availability of these options through the completion of the RGE form. The pupil (if not a minor) or the educational rights holder shall have sole discretion whether to accept the exemption, based on the pupil's best educational interests.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a Foster and Mobile Youth.

The Charter School will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Student Records: When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new local educational agency (“LEA”), the Charter School shall provide these student records within two (2) business days. The Charter School shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the student’s special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

The Charter School shall not lower a foster youth’s grades as a result of the student’s absence due to a verified court appearance, related court ordered activity, or a change the placement of the student made by a county or placing agency. If a foster youth is absent from school due to a decision to change the placement of the student made by a county or placing agency, the grades and credits of the pupil will be calculated as of the date the student left the Charter School.

In accordance with the Charter School’s Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parent/guardian consent. Students who are 16 years of age or older or have finished 10th grade may access their own school records.

Discipline Determinations: If the Charter School intends to extend the suspension of any foster youth pending a recommendation for expulsion, the Charter School will invite the student’s attorney and an appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

If the Charter School intends to suspend for more than ten (10) consecutive school days or expel a student with a disability who is also a foster youth due to an act for which the recommendation for expulsion is discretionary, the Charter School will invite the student’s attorney and an appropriate representative from the relevant county agency to participate in the Manifestation Determination Review meeting.

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School’s Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office and is also located in Gateway’s Interest Form.

Reporting Requirements

Charter School shall report to the California Department of Education (“CDE”) annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School’s graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data. For purposes of this subdivision, “pupil category” means the categories of pupils identified in the “Definitions” section of this Policy, above.

Education of Homeless Children and Youth

The term “homeless children and youth” means individuals who lack a fixed, regular and adequate nighttime residence. It includes children and youths who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

School Liaison: The Executive Director or designee designates the following staff person as the School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

Christopher.Sherman@rcc.edu
 Counselor- Foster Youth and Homeless Liaison
 4800 Magnolia Avenue Riverside, CA 92506 Christopher.Sherman@rcc.edu

The Charter School Liaison shall ensure that (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies, and through the annual housing questionnaire administered by the Charter School
2. Homeless students enroll in and have a full and equal opportunity to succeed at the Charter School.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the Charter School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the Charter School's charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Charter School personnel providing services receive professional development and other support.

9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: <https://www.cde.ca.gov/sp/hs/>

Housing Questionnaire (AB 27 Ed Code 48851, 48852.5, 48857) : Charter School shall administer a housing questionnaire for purposes of identifying homeless children and youth. Charter School shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Charter School shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Charter School. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in English, and if fifteen (15) percent or more of the students enrolled at Charter School speak a single primary language other than English, it shall also be written in the primary language. The questionnaire shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Charter School shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.) At Gateway, this questionnaire will be provided on an annual basis with Enrollment and Continuing Enrollment paperwork.

High School Graduation Requirements: Homeless students who transfer to the Charter School any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the student's educational rights holder, and the School Liaison of the availability of the exemption and whether the student qualifies for an exemption. This will be done through the completion of the Reduction in Graduation Requirements for Eligible Students (RGE) form. This form will be completed with the student's counselor.

The Charter School shall notify students who are exempted from the Charter School's additional graduation requirements and the student's educational rights holder of how any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the

student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Inform the student of the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.
2. Inform the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Provide information to the student about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

English Learners/Long Term-English Learners (EC 312.2, EC 440)

The Charter School is committed to the success of its English Learners and Long-Term English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The Charter School will meet all applicable legal requirements for English Learners as they

pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Under current law, parents and guardians shall be notified if their child will be assessed for English language proficiency within 30 days after the start of the school year. Gateway's EL Coordinator will utilize the home language questionnaire located in the enrollment packet to determine a student's home language. The letter will include this assessment as well as ELPAC information. Currently students are completing the ELPAC Assessment and the Initial Assessment when required. Students can also participate in Gateway's ELD 1 Class and will receive translation support in all GCCA classes including apex courses.

Information Regarding Federal Student Aid or California Dream Act

The Charter School shall ensure that each of its students receives information on how to properly complete and submit the 1) Free Application for Federal Student Aid (FAFSA) or 2) the California Dream Act Application as appropriate, at least once before the student enters 12th grade. The Charter School will provide a paper copy of the FAFSA or the California Dream Act Application upon request.

- The FAFSA form and information regarding the FAFSA are available at:
 - <https://studentaid.gov/h/apply-for-aid/fafsa>
- The California Dream Act Application and information regarding the California Dream Act is available at:
 - <https://www.csac.ca.gov/post/resources-california-dream-act-application>

Gateway counselors invite students to participate in Gateway led FAFSA workshops or those conducted by RCC Financial Aid Department. At these workshops an RCC Financial Aid Advisor will provide step-by-step instructions on how to complete this application. Parents/Guardians are invited to attend the session as well. Gateway's Grad Counselor, Andrea Puente, also facilitates information sessions with parents and students.

Free of Reduced-Price Meals EC 49564.3

On or before June 30, 2022, EC 49564.3 requires local educational agencies (LEA's) with high poverty schools to adopt a federal universal meal service provision, such as the Community Eligibility Provision (CEP) or Provision 2. A school is considered high poverty if their identified student percentage (ISP) is over 40 percent. Meaning 40 percent of enrolled students are determined eligible for free or reduced-price school meals through direct certification, or identification as homeless, migrant, foster or runaway. As such Gateway began offering students access to FREE breakfast and lunch beginning Fall 2022. Currently, students receive a \$10 daily meal ticket to be used at RCC's Cafeteria.

Human Trafficking Prevention AB 1861 (Ed Code 51934)

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. The Charter School believes it is a priority to inform our students about (1) the prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, the Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available upon request to the student's counselor. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on upon request to the Guidance 48 instructor.

Students in Guidance 48 are automatically enrolled in a Health Class. Human Trafficking is a topic that is addressed in one of the health lectures.

Immunizations

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must provide proof of having received required immunizations (shots) before they can attend school unless they meet the requirements for an exemption. Immunization records are required for all incoming students. Verification of immunizations will be completed with written medical records from the child’s doctor or immunization clinic. To ensure a safe learning environment for all students, the Charter School follows and abides by the health standards set forth by the state of California. The immunization status of all students will be reviewed periodically. Those students who are not in compliance with the State requirements must be excluded from attendance until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the Charter School.

These required immunizations include:

| Child’s Grade | List of shots required to attend school |
|---------------|---|
|---------------|---|

| | |
|---------------------------------|--|
| <p>TK/K-12 Admission</p> | <p>Diphtheria, Tetanus and Pertussis (DTaP) - Five (5) doses Polio - Four (4) doses Measles, Mumps, and Rubella (MMR) - Two (2) doses Hepatitis B (Hep B) - Three (3) doses Varicella (chickenpox) – Two (2) doses</p> <p>NOTE: Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.</p> |
|---------------------------------|--|

Lost or Damaged School Property Ed. Code section 48904

If a student willfully damages the Charter School’s property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student’s parents/guardians are liable for all damages caused by the student’s misconduct not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the student’s parent or guardian in writing of the student’s alleged misconduct and affording the student due process, the Charter School may withhold the student’s grades, transcripts, and diploma until the damages have been paid. If the student and the student’s parent/guardian are unable to pay for the damages or to return the property, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student’s grades and diploma will be released.

Mental Health Services- AB 2022 Ed Code 49428

The charter recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at Gateway and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

Available on Campus:

- School-based counseling services – your child is encouraged to directly contact their Gateway counselor by coming into the counseling office during school hours and making an appointment to speak with a counselor. The counseling office can also be reached at 951-222-8934. Our Gateway counselors support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider listed herein, are voluntary.
- Special education services – if you believe your child may have a disability, you are encouraged to directly contact Alvin Osegueda at Alvin.Osegueda@rcc.edu to request an evaluation.

- Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this medication to your child, please contact Liz Laher or Andrea White at 951-222-8934.

Available in the Community:

- Life Source Training Institute & Affordable Counseling is a federally registered 501(c)3 nonprofit organization that provides individual, family, and couples counseling, support and empowerment groups, co-parenting classes and trauma therapy. Gateway has partnered with lifesource this school year to offer FREE direct counseling services to students and staff. A Life Source therapist is available once a week on campus for in-person or virtual appointments. An appointment can also be scheduled throughout the week. Life Source will also be conducting staff professional development opportunities in the areas of trauma, suicide and more. To schedule a FREE session call 951-640-1375
- RCC Health and Psychological Services where students can receive free one-on-one counseling services with a mental health professional by appointment or walk-in. RCC also provides online tools for self-assessment as well as school wide mental health awareness events. Students can call (951) 222-8151
- RCC has also partnered with Care Solace, which offers students 24/7/365 mental health care. For services students can call (888) 515-0595

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit <https://www.thetrevorproject.org/>.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at <https://www.bbbs.org> or by calling (813) 720-8778.

Nondiscrimination Statement

The Charter School does not discriminate against any person on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

The Charter School adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 (“ADA”), and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”).

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. The Charter School shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School’s charter and relevant policies.

The Charter School does not request nor require student records prior to a student’s enrollment.

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

The Charter School is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability). The Charter School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. The Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures (“UCP”) Compliance Officer:

Andrea White, HR Manager

Gateway College & Career Academy 4800 Magnolia Avenue, Riverside CA 92506 Andrea.White@rcc.edu Tel. (951) 855-3194.

The lack of English language skills will not be a barrier to admission or participation in the Charter School’s programs or activities. The Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

Physical Examinations and Right to Refuse Ed Code Section 49451

A parent/guardian having control or charge of any child enrolled in the Charter School may file annually with the Principal a written and signed statement stating that the parent/guardian will not consent to a physical examination of the child. At Gateway, students can visit RCC’s Health Clinic and there is a parent notification and signature request for opt into these services in the enrollment packet. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

Pregnant and Parenting Pupils EC 221.51, 222.5, 46015, 482-5 and 48980

The Charter School recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student’s physician, which the student may take before the birth of the student’s infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. The Charter School will ensure that absences from the student’s regular school program are excused until the student is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and reenrollment in courses. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in the Charter School if it is necessary in order for the student to be able to complete any graduation requirements, unless the Charter School determines that the student is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures ("UCP") of the Charter School. The complaint may be filed in writing with the compliance officer:

Miguel Contreras, Executive Director

Gateway College & Career Academy 4800 Magnolia Avenue, Riverside CA 92506 miguel.contreras@rcc.edu Tel. (951) 222-8089

A copy of the UCP is available upon request at the main office and website. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Executive Director.

Safe Storage of Firearms Ed Code 49392

The purpose of this notice is to inform and to remind parents and legal guardians of all students at the Charter School of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. **These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.**

To help everyone understand their legal responsibilities, this notice spells out California law regarding the storage of firearms. Please take some time to review this notice and evaluate your own personal practices to assure that you and your family are in compliance with California law:

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.
 - The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

The county or city may have additional restrictions regarding the safe storage of firearms. Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

School Bus and Passenger Safety

All students who are transported in a school bus or school student activity bus shall receive instruction in school bus emergency procedures and passenger safety. A copy of the complete Policy is available upon request at the main office.

School Safety Plan

Gateway College & Career Academy/RCC has a Comprehensive School Safety Plan, which includes a disaster preparedness plan and emergency procedures. Copies are available to read at the school office. Fire and emergency drills are held periodically at each school.

Special Education/Section 504

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, based on disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by the Charter School. The parent of any student suspected of needing or qualifying for accommodation under Section 504 may make a referral for an evaluation to the Executive Director. A copy of the Charter School's Section 504 policies and procedures is available upon request at the main office.

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The Charter School provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEA"), Education Code requirements, and applicable policies and procedures of the SELPA. These services are available for special education students enrolled at the Charter School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The Charter School collaborates with parents, the student, teachers, and other agencies, as may be indicated, to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, the Charter School is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact Alvin Osegueda, SpEd Teacher at Alvin.Osegueda@rcc.edu.

GCCA uses *Child Find* to help properly identify students with special needs. GCCA actively works to identify, locate, and evaluate students with suspected disabilities. Bi-weekly cohort meetings held with counselors, the Instructional Support Coordinator (ISC) and Gen Ed teachers are utilized to identify students who are struggling and to brainstorm solutions. The team documents areas of concern (behavior, academic, attendance), goals, plans of action, interventions, and follow-up dates.

Written documentation typically begins with the GCCA Instructor Agreement, which is completed by the general education teacher who initiates a 1:1 meeting with the student. If there are still areas of concern at the follow-up

meeting, more individuals may be invited to the student meeting (counselor, parent, ISC, etc.). Written documentation may continue on the GCCA Instructor Agreement, or the team may choose a Growth Plan or Student Success Team format. Depending on the difficulties that the student is experiencing and the results of documented interventions, the following may occur at subsequent meetings: Growth Plan, referral for 504 Plan development, or a Special Education (SPED) assessment.

GCCA provides appropriate and comprehensive support services in the least restrictive environment based on the student's unique IEP / 504 Plan. Teachers are provided with a list of accommodations to support student success in the Gen Ed setting. The ISC and instructional assistants provide one-on-one or small group support in the Ged Ed classes, along with additional support in GCCA Labs. The ISC monitors student progress and schedules annual follow-up meetings. Additionally, the ISC works closely with the RCC's Disability Resource Center (DRC) to ensure students with IEPs/504 Plans have a smooth transition to college and are comfortable advocating for support. IEP's include transition planning to address post-secondary goals to ensure SPED students are ready for the next steps in Education, Employment or Independent Living after receiving their HS diploma.

Sexual Health Education/California Healthy Youth Act EC 51930-51939

The Charter School offers comprehensive sexual health education to its students in grades 9-12. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. The Charter School does not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
 - The date of the instruction
 - The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to students in grades 9-12. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and

risks if the Charter School has received a written request from the student's parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

To request an opt out, a parent/guardian will need to e-mail the principal or the Lead Counselor. Principal's contact information: Elena.Bautista@rcc.edu , Lead Counselor: Andrea.Puente@rcc.edu.

Student Records, including Records Challenges and Directory Information

The Family Educational Rights and Privacy Act ("FERPA") affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 5 business days after the day the Charter School receives a request for access. Parents or eligible students should submit to the Charter School Executive Director or designee a written request that identifies the records they wish to inspect. The Charter School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the Charter School to amend a record should write the Charter School's Executive Director or designee, clearly identify the part of the record they want changed and specify why it should be changed. If the Charter School decides not to amend the record as requested by the parent or eligible student, the Charter School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. If the Charter School decides to amend the record as requested by the parent or eligible student, the Executive Director must order the correction or the removal and destruction of the information and inform the parent or eligible student of the amendment in writing.

3. The right to provide written consent before the Charter School discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to Charter School officials with legitimate educational interests. A Charter School official is a person employed by the Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Charter School's Board of Directors. A Charter School official also may include a volunteer, consultant, vendor, or contractor outside of the Charter School who performs an institutional service or function for which the Charter School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, therapist, or contracted provider of digital educational platforms and/or services; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another Charter School official in performing their tasks. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

Upon request, the Charter School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled, if the disclosure is for purposes of the student's enrollment or transfer.

Note that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

5. The right to request that the Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

FERPA permits the disclosure of PII from a student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to Charter School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the Charter School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A Charter School may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student to the following parties:

1. Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, the Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. The Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at the parent's or eligible student's last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, the Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for a hearing;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section [152 of the Internal Revenue Code](#) of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be

- made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
9. Persons who need to know in cases of health and safety emergencies;
 10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
 11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by the Charter School for students and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by the Charter School; and/or
 12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by the Charter School with respect to that alleged crime or offense. The Charter School discloses the final results of the disciplinary proceeding regardless of whether the Charter School concluded a violation was committed.

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. The Charter School may disclose the personally identifiable information that it has designated as directory information without a parent's or eligible student's prior written consent. The Charter School has designated the following information as directory information:

1. Student's name
2. Student's address
3. Parent's/guardian's address
4. Telephone listing
5. Student's electronic mail address
6. Parent's/guardian's electronic mail address
7. Photograph/video
8. Date
9. Dates of attendance
10. Grade level
11. Participation in officially recognized activities and sports
12. Degrees, honors, and awards received
13. The most recent educational agency or institution attended
14. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

If you do not want the Charter School to disclose directory information from your child's education records without your prior written consent, you must notify the Charter School in writing at the time of enrollment or re-enrollment.

Please notify the Executive Director at miguel.contreras@rcc.edu or Tel. (951) 222-8089
A copy of the complete Policy is available upon request at the main office.

Pupil Records: Name and Gender Changing – AB 711, EC 49062.5

(a) If a school district, charter school, or county office of education receives government-issued documentation, as described in subdivision (b), demonstrating that a former pupil's legal name or gender has been changed, the school district, charter school, or county office of education shall update the former pupil's records to include the updated legal name or gender. If requested by the former pupil, the school district, charter school, or county office of education shall reissue any documents conferred upon the former pupil with the former pupil's updated legal name or gender. Documents that may be reissued by the school district, charter school, or county office of education include, but are not limited to, a transcript, a high school diploma conferred pursuant to Section 51410, a high school equivalency certificate issued pursuant to Section 51420, or other similar documents conferred upon the former pupil. This section does not require the school district, charter school, or county office of education to modify records that the former pupil has not requested for modification or reissuance.

(b) The documentation provided by a former pupil demonstrating legal name or gender change may include, but need not be limited to, any of the following:

- (1) State-issued driver's license.
- (2) Birth certificate.
- (3) Passport.
- (4) Social security card.
- (5) Court order indicating a name change or a gender change, or both.

(c) If a former pupil requests that the former pupil's name or gender be changed and the requested records are reissued, the school district, charter school, or county office of education shall add a new document to the former pupil's file that includes all of the following:

- (1) The date of the request.
- (2) The date the requested records were reissued to the former pupil.
- (3) A list of the records that were requested by, and reissued to, the former pupil.
- (4) The type of documentation provided by the former pupil in order to demonstrate the legal name or gender change.
- (5) The name of the school district, charter school, or county office of education staff person that completed the request.
- (6) The current and former name or gender of the former pupil.

(d) The process to request a change to pupil records described in Section 49070 is separate from the process described in this section. Former pupils who are unable to provide the government-issued documentation described in subdivision (b) may request a name or gender change, or both, to the former pupil's records through the process described in Section 49070 (in pupil records section above).

Transcript Requests: A current student or former student may request a transcript. The registrar has 7 business days to complete the transcript request, except during the beginning and ending weeks of each semester, when more processing time is required. Student may make this request in person, or via email at Gateway@rcc.edu.

Surveys About Personal Beliefs

Unless the student's parent/guardian gives written permission, a student will not be given any test, questionnaire, survey, or examination containing any questions about the student's, or the student's parents' or guardians' personal beliefs or practices in sex, family life, morality, or religion.

Uniform Complaint Procedures

The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. The Charter School shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our Governing Board for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, 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 Charter School program or activity.
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
 - Accommodations for Pregnant, Parenting or Lactating Students;
 - Career Technical and Technical Education;
 - Career Technical and Technical Training;
 - Child Care and Development Programs;
 - Consolidated Categorical Aid;
 - Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
 - Every Student Succeeds Act;
 - Migrant Education Programs;
 - School Safety Plans; and/or
3. Complaints alleging noncompliance with laws relating to pupil fees. A student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:
 - A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
 - A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
 - A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

Complaints of noncompliance with laws relating to pupil fees may be filed with the Executive Director.

4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or Local Control and Accountability Plans ("LCAP") under Education Code sections 47606.5 and 47607.3, as applicable. If the Charter School adopts a School Plan for Student Achievement ("SPSA") in addition to its LCAP, complaints of noncompliance with the requirements of the SPSA under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under the UCP.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Complaints other than complaints relating to pupil fees must be filed in writing with the following Compliance Officer:

[Andrea White, HR Manager

Gateway College & Career Academy 4800 Magnolia Avenue, Riverside CA 92506 Andrea.White@rcc.edu Tel. (951) 855-3194.

Only complaints regarding pupil fees or LCAP compliance may be filed anonymously and only if the anonymous complainant provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees or LCAP.

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged 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. All other complaints under the UCP shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Charter School's Board of Directors approved the LCAP or the annual update was adopted by the Charter School.

The Compliance Officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and the Charter School's UCP Policy. The Compliance Officer shall provide the complainant with a final written investigation report ("Decision") within sixty (60) calendar days from the Charter School's receipt of the complaint. This sixty (60) calendar day time period may be extended by written agreement of the complainant.

The complainant has a right to appeal the Charter School's Decision to the California Department of Education ("CDE") by filing a written appeal within thirty (30) calendar days of the date of the Charter School's written Decision, except if the Charter School has used its UCP to address a complaint that is not subject to the UCP requirements. The appeal must include a copy of the complaint filed with the Charter School, a copy of the Charter School's Decision, and the complainant must specify and explain the basis for the appeal of the Decision, including at least one of the following:

1. The Charter School failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, the Charter School's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in the Charter School's Decision are not supported by substantial evidence.
4. The legal conclusion in the Charter School's Decision is inconsistent with the law.
5. In a case in which the Charter School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

A complainant who appeals the Charter School's Decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision.

If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

If the Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, the Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of the complainant's right to file a complaint in accordance with 5 C.C.R. § 4622.

A copy of the UCP shall be available upon request free of charge in the main office and our website. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the Executive Director.

WILLIAMS COMPLAINT 5 CCR 4600-4687; EC 35186, 35292.6; (BP 1312.4)

Every school must provide sufficient textbooks and instructional materials. Every student, including English learners, must have textbooks or instructional materials, or both, to use in class and to take home. School facilities must be clean, safe, and maintained in good repair. Each school serving grades 6 to 12 will stock, at all times, in all women's restrooms and all-gender restrooms, and in at least one men's restroom, with an adequate supply of free menstrual products, available and accessible. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners, if present. Complaints must be filed with the principal at the school in which the complaint arises, and may be filed anonymously. However, complainants who identify themselves are entitled to having a response mailed to the mailing address indicated on the complaint if they indicate that a response is requested. Any complaint about problems beyond the authority of the school principal will be forwarded in a timely manner, but not to exceed ten (10) working days, to the appropriate District compliance officer. Reasonable efforts will be made to investigate the problem; remedies to a valid complaint will be implemented within a reasonable time period, not to exceed thirty (30) working days from the date the complaint was received.

Use of Student Information Learned from Social Media- EC 49073.6(c)(3)(B)

The Charter School complies with all federal, state, and local guidelines regarding the gathering and/or maintenance of information about any enrolled student obtained from social media in the student's educational record. The Charter School gathers student information from social media. Such information shall be maintained in the Charter School's records with regard to the student and shall be destroyed within one (1) year after a student turns 18 years of age or within one (1) year after the student is no longer enrolled in the Charter School, whichever occurs first. A non-minor student or a student's parent or guardian may access the student's records for examination of the information, request the removal of information or corrections made to information gathered or maintained by the Charter School by contacting the Principal.

APPENDIX B: COMPLETE POLICIES

Gateway College & Career Academy Youth Suicide Prevention Policy

College & Career Academy recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth consider (17 percent of high school students) and attempt suicide (over 8 percent of high school students) (Centers for Disease Control and Prevention, 2015).

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing campus that minimizes suicidal ideation in students.

Recognizing that it is the duty of our school to protect the health, safety, and welfare of our students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the emotional wellness of students greatly influences a school's attendance and educational success, this policy may be paired with other policies that support the emotional and behavioral wellness of students.

This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or "place the idea in someone's mind."

In an attempt to reduce suicidal behavior and its impact on students and families, GCCA will develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies will include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide, including substitute teachers, volunteers and other individuals in regular contact with students such as tutors, and coaches.

- **Overall Strategic Plan for Suicide Prevention**

GCCA will work in conjunction with school-employed mental health professionals (e.g., RCC mental health counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, community organizations and other community supports to identify resources to develop and implement preventative strategies and intervention procedures.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, GCCA shall designate a team to serve as the suicide prevention point of contact for the school. This policy will be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Resources:

- The K–12 Toolkit for Mental Health Promotion and Suicide Prevention has been created to help schools comply with and implement AB 2246, the Pupil Suicide Prevention Policies. The Toolkit includes resources for schools as they promote youth mental wellness, intervene in a mental health crisis, and support members of a school community after the loss of someone to suicide

Additional information about this Toolkit for schools can be accessed on the Heard Alliance Web site at <http://www.heardalliance.org/>

- RCC Health and Psychological Services where students are able to receive free one-on-one counseling services with a mental health professional by appointment or walk-in. RCC also provides online tools for self-assessment as well as school wide mental health awareness events. RCC has also partnered with Care Solace. CARESOLACE.COM/RCCSTUDENTS.

TRUSTED AND VETTED RESOURCES TO HELP YOU RIGHT NOW

- ALCOHOL
- CANNABIS
- HALLUCINOGENS
- INHALANTS
- OPIOIDS
- STIMULANTS
- SEDATIVES
- BIPOLAR
- DEPRESSION
- ANXIETY
- SUICIDE
- OBSESSIVE COMPULSIVE
- TRAUMA & STRESS
- FEEDING & EATING
- DISRUPTIVE IMPULSE CONTROL
- NEURODEVELOPMENT DISORDERS
- MARITAL COUNSELING

GET HELP

- THERAPY
- ONLINE THERAPY
- HOSPITALIZATION
- RESIDENTIAL INPATIENT TREATMENT
- OUTPATIENT TREATMENT
- DETOX CENTERS
- DAY TREATMENT

WE HELP DISTRICT STAFF, CHILDREN, ADOLESCENTS, ADULTS AND SENIORS

✉ WESERVE@CARESOLACE.ORG
☎ 888-515-0595

- Additional support and information is available through Each Mind Matters <http://www.eachmindmatters.org/> and Kognito <https://ccc.kognito.com/>
- Life Source- Life Source Training Institute & Affordable Counseling is a federally registered 501(c)3 nonprofit organization that provides individual, family, and couples counseling, support and empowerment groups, co-parenting classes and trauma therapy. Gateway has partnered with lifesource this school year to offer FREE direct counseling services to students and staff. A Life Source therapist is available once a week on campus for in-person or virtual appointments. An appointment can also be scheduled throughout the week. Life Source will also be conducting staff professional development opportunities in the areas of trauma, suicide and more. To schedule a FREE session call 951-640-1375 and mention Gateway Referral.

Suicide Prevention Training and Education

At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.

At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment. Previously employed staff members shall attend a minimum of one-hour general suicide prevention training. Core components of the general suicide prevention training shall include:

- Suicide risk factors, warning signs, and protective factors

- How to talk with a student about thoughts of suicide
- How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment
- Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member
- Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide
- Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>
- In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff should include the following components:
 - The impact of traumatic stress on emotional and mental health
 - Common misconceptions about suicide
 - School and community suicide prevention resources
 - Appropriate messaging about suicide (correct terminology, safe messaging guidelines)
 - The factors associated with suicide (risk factors, warning signs, protective factors)
 - How to identify youth who may be at risk of suicide
 - Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about his/her thoughts of suicide and (based on school guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on school guidelines
- School procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed
- School-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention)
- Responding after a suicide occurs (suicide postvention)
- Resources regarding youth suicide prevention

- Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide
- Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment to the RCC Psychological Services while being constantly monitored by a staff member
- The professional development also shall include additional information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
 - Youth affected by suicide
 - Youth with a history of suicide ideation or attempts
 - Youth with disabilities, mental illness, or substance abuse disorders
 - Lesbian, gay, bisexual, transgender, or questioning youth
 - Youth experiencing homelessness or in out-of-home settings, such as foster care
 - Youth who have suffered traumatic experiences

Resources:

- SafeSchools has a staff training module titled Youth Suicide: Awareness and prevention. This course covers the scope of the problem of youth suicide, common risk factors related to youth suicide, successful strategies for youth suicide prevention, the immediate steps a staff member should take if he/she encounters a student who is threatening suicide, and best practices for intervention after a suicide ("postvention").
<https://www.safeschools.com/courses/youth-suicide-awareness-and-prevention/>
- Youth Mental Health First Aid (YMHFA) teaches a 5-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis, and connect them with the appropriate professional, peer, social, or self-help care. YMHFA is an 8-hour interactive training for youth-serving adults without a mental health background. See the Mental Health First Aid Web page at
<https://www.mentalhealthfirstaid.org/cs/take-a-course/course-types/youth/>
- Kognito At-Risk is an evidence-based series of three online interactive professional development modules designed for use by individuals, schools, districts, and statewide agencies. It includes tools and templates to ensure that the program is easy to disseminate and measures success at the elementary, middle, and high school levels. See the Kognito Web page at <https://www.kognito.com/products/pk12/>
- The It's Up to Us campaign is designed to empower residents of Riverside County to talk openly about mental illness, recognize symptoms, utilize local resources and seek help. By raising awareness and providing access to local resources, we aim to inspire wellness, reduce stigma and prevent suicide. Recovery is possible and help is available. This campaign is developed through the Riverside University Health System – Behavioral Health, and funded by the Mental Health Services Act. <http://up2riverside.org/>

- RCC Health and Psychological Services where students are able to receive free one-on-one counseling services with a mental health professional by appointment or walk-in. RCC also provides online tools for self-assessment as well as school wide mental health awareness events. RCC has also partnered with Care Solace. CARESOLACE.COM/RCCSTUDENTS.



- Additional support and information is available through Each Mind Matters <http://www.eachmindmatters.org/> and Kognito <https://ccc.kognito.com/>
- Life Source- Life Source Training Institute & Affordable Counseling is a federally registered 501(c)3 nonprofit organization that provides individual, family, and couples counseling, support and empowerment groups, co-parenting classes and trauma therapy. Gateway has partnered with lifesource this school year to offer FREE direct counseling services to students and staff. A Life Source therapist is available once a week on campus for in-person or virtual appointments. An appointment can also be scheduled throughout the week. Life Source will also be conducting staff professional development opportunities in the areas of trauma, suicide and more. To schedule a FREE session call 951-640-1375 and mention Gateway Referral.

Employee Qualifications and Scope of Services

Employees of the Gateway College & Career Academy and their partners must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

Specialized Staff Training (Assessment)

Additional professional development in suicide risk assessment and crisis intervention shall be provided to mental health professionals (school counselors) employed by Gateway College & Career Academy.

Parents, Guardians, and Caregivers Participation and Education

To the extent possible, parents/guardians/caregivers should be included in all suicide prevention efforts. At a minimum, schools shall share with parents/guardians/caregivers the Gateway College & Career Academy suicide prevention policy and procedures.

This suicide prevention policy shall be prominently displayed on the Gateway College & Career Academy Web page and included in the student handbook.

All parents/guardians/caregivers should have access to suicide prevention training that addresses the following:

- Suicide risk factors, warning signs, and protective factors
- How to talk with a student about thoughts of suicide
- How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment
- Parents as Partners: A Suicide Prevention Guide for Parents is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE). See the SAVE Web page at <https://www.save.org/product/parents-as-partners/>

Student Participation and Education

In cooperation and in conjunction with our partner RCC Psychological Services, students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress
- Receive developmentally appropriate guidance regarding the school's suicide prevention, intervention, and referral procedures
- The content of the education shall include
 - Coping strategies for dealing with stress and trauma
 - How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others
 - Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help
 - Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., Guidance classes, Mindfulness classes, etc.).

The Gateway College & Career Academy will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Weeks, Peer Counseling Programs, College Success Courses, and National Alliance on Mental Illness on Campus Clubs).

Intervention, Assessment, and Referral

Staff

Two Gateway College & Career Academy staff members who have received advanced training in suicide intervention shall be designated as the Suicide Prevention Liaisons. Whenever a staff member suspects or has knowledge of a student's suicidal intentions, he/she shall promptly notify a member of the designated Suicide Prevention Liaison team. If a Suicide Prevention Liaison is unavailable, the administrator on duty will be notified.

- Under normal circumstances, the designated Suicide Prevention Liaisons shall notify the Director or other school administrator. The names, titles, and contact information of the Suicide Prevention Liaisons shall be distributed to all students, staff, parents/guardians/caregivers and be prominently available on school and district Web sites

The director, other school administrator or school counselor shall then notify, if appropriate and in the best interest of the student, the student's parents/guardians/caregivers as soon as possible and shall refer the student to mental health resources in the school or community. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification and that the student is a minor.

If the student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

- Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary or secondary suicide prevention liaisons
- Students experiencing suicidal ideation shall not be left unsupervised
- A referral process should be prominently disseminated to all staff members, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources
- The Director shall establish crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult on campus or at a school-sponsored activity

Parents, Guardians, and Caregivers

A referral process should be prominently disseminated to all parents/guardians/caregivers, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

Students

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt.

Parental Notification and Involvement

Gateway College & Career Academy shall identify a process to ensure continuing care for the student identified to be at risk of suicide. The following steps should be followed to ensure continuity of care:

- After a referral is made for a student, school staff shall verify with the student (non-minor) parent/guardian/caregiver that follow-up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student
- If parents/guardians/caregivers (student if non-minor) refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the suicide point of contact (or other appropriate school staff member) will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services (CPS) to report neglect of the youth. (Riverside County CPS Hotline **1-800-442-4918**)

Action Plan for In-School Suicide Attempts

If a suicide attempt is made during the school day on campus, it is important to remember that the health and safety of the student and those around him/her is critical. The following steps should be implemented:

- Remain calm, remember the student is overwhelmed, confused, and emotionally distressed
- Move all other students out of the immediate area
- Immediately contact the administrator or suicide prevention liaison
- Call 911/RCCD PD and give them as much information about any suicide note, medications taken, and access to weapons, if applicable
- If needed, provide medical first aid until a medical professional is available
- Parents/guardians/caregivers should be contacted as soon as possible
- Do not send the student away or leave them alone, even if they need to go to the restroom
- Listen and prompt the student to talk
- Review options and resources of people who can help
- Be comfortable with moments of silence as you and the student will need time to process the situation
- Provide comfort to the student
- Promise privacy and help, and be respectful, but do not promise confidentiality
- Student should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help

Action Plan for Out-of-School Suicide Attempts

If a suicide attempt by a student is outside of Gateway College & Career Academy property, it is crucial that the school protects the privacy of the student and maintains a confidential record of the actions taken to intervene, support, and protect the student. The following steps should be implemented:

- Contact the parents/guardians/caregivers and offer support to the family
- Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students
- Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis is correct
- Designate a staff member to handle media requests
- Provide care and determine appropriate support to affected students
- Offer to the student and parents/guardians/caregivers steps for re-integration to school

Supporting Students after a Mental Health Crisis

It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor his/her actions for any signs of suicide. The following steps should be implemented after the crisis has happened:

- Treat every threat with seriousness and approach with a calm manner; make the student a priority
- Listen actively and non-judgmentally to the student. Let the student express his or her feelings
- Acknowledge the feelings and do not argue with the student
- Offer hope and let the student know he/she is safe and that help is provided. Do not promise confidentiality or cause stress
- Explain calmly and get the student to a trained professional, guidance counselor, or designated staff to further support the student
- Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student

Re-Entry to School After a Suicide Attempt

A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

The following steps shall be implemented upon re-entry:

- Obtain a written release of information signed by the student (non minor), parents/guardians/caregivers and providers
- Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation
- Inform the student's teachers about possible days of absences
- Allow accommodations for student to make up work (be understanding that missed assignments may add stress to student)
- Mental health professionals or trusted staff members should maintain ongoing contact to monitor student's actions and mood
- Work with parents/guardians/caregivers to involve the student in an aftercare plan

Resource:

- The School Reentry for a Student Who Has Attempted Suicide or Made Serious Suicidal Threats is a guide that will assist in school re-entry for students after an attempted suicide. See the Mental Health Recovery Services Resource Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/

Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy. The designated Suicide Prevention Liaisons for the Gateway College & Career Academy, shall ensure that the school adopts an action plan for responding to a suicide death as part of the general Crisis Response Plan. The Suicide Death Response Action Plan (Suicide Postvention Response Plan) needs to incorporate both immediate and long-term steps and objectives.

Suicide Postvention Response Plan shall:

- Identify a staff member to confirm death and cause (school site administrator)
- Identify a staff member to contact deceased's family (within 24 hours)
- Enact the Suicide Postvention Response Plan; include an initial meeting of the district/school Suicide Postvention Response Team
- Notify all staff members (ideally in person or via phone, not via e-mail or mass notification)
- Coordinate an all-staff meeting

- Notification (if not already conducted) to staff about suicide death
- Emotional support and resources available to staff
- Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration)
- Share information that is relevant and that which you have permission to disclose.
- Prepare staff to respond to needs of students
- Review of protocols for referring students for support/assessment
- Talking points for staff to notify students
- Resources available to students (on and off campus)
- Identify students significantly affected by suicide death and other students at risk of imitative behavior
- Identify students affected by suicide death but not at risk of imitative behavior
- Communicate with the larger school community about the suicide death
- Consider funeral arrangements for family and school community
- Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered
- Identify skilled media spokesperson to cover story without the use of explicit, graphic, or dramatic content (go to the Reporting on Suicide.Org Web site at www.reportingonsuicide.org). Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors
- Utilize and respond to social media outlets
- Identify what platforms students are using to respond to suicide death
- Identify/train staff and students to monitor social media outlets
- Include long-term suicide postvention responses
- Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
- Support siblings, close friends, teachers, and/or students of deceased
- Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

Resources

- After a Suicide: A Toolkit for School is a comprehensive guide that will assist schools on what to do if a suicide death takes place in the school community. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/comprehensive-approach/postvention>
- Help & Hope for Survivors of Suicide Loss is a guide to help those during the bereavement process and who were greatly impacted by the death of a suicide. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss>
- For additional information on suicide prevention, intervention, and postvention, see the Mental Health Recovery Services Model Protocol Web page at [http://www.mhrsonline.org/resources/suicide%5Cattempted suicide resources for schools-9/](http://www.mhrsonline.org/resources/suicide%5Cattempted%20suicide%20resources%20for%20schools-9/)
- Information on school climate and school safety is available on the CDE Safe Schools Planning Web page at <http://www.cde.ca.gov/ls/ss/vp/safeschlplanning.asp>

Additional resources regarding student mental health needs can be found in the SSPI letter Responding to Student Mental Health Needs in School Safety Planning at <http://www.cde.ca.gov/nr/el/le/yr14ltr021>

Student Identification Cards

Charter School will include the telephone numbers on all student identification cards:

- National Suicide Prevention Lifeline/Suicide Crisis Lifeline:
 - Call or Text “988”
 - Call 1-800-273-8255
- National Domestic Violence Hotline: Call 1-800-799-7233
- Crisis Text Line: Text “HOME” to 741741
- Teen Line: Text “TEEN” to 839863
- Trevor Project: Text “START” to 678678
- Trans Lifeline: 1-877-565-8860
- Lifesource text or call 951-640-137

Suspension and Expulsion Policy

Board Policy #: 331

Adopted/Ratified: July 2018

Revision Date: March 18, 2022

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This

shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians² are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian, and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's, right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

² The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses: Students may be suspended when it is determined the student:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12,

- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

- 2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, 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:
 - i. A message, text, sound, video, or image.
 - ii. 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 subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) 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 subparagraph (1) 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.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, “cyber sexual bullying” means 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 subparagraphs (i) to (iv), inclusive, of paragraph (1). 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) For purposes of this policy, “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.

3) Notwithstanding subparagraphs (1) and (2) 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.

v) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of

school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- p) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- q) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.
- r) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- s) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, 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:
 - i. A message, text, sound, video, or image.

- ii. 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 subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) 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 subparagraph (1) 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.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, “cyber sexual bullying” means 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 subparagraphs (i) to (iv), inclusive, of paragraph (1). 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) For purposes of this policy, “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.
 - 3) Notwithstanding subparagraphs (1) and (2) 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.
 - t) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
 - u) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.
4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289, or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Director or designee.

The conference may be omitted if the Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with

Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall be held as soon as the student is physically/virtually able to return to school for the conference. Penalties shall not may be imposed on a student for failure of the student's parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Director or designee, the student and the student's parent/guardian will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Director or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension- AB 982, EC 48913.5 and 47606.2

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before

it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act "FERPA") unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing.
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment.
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The Director or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) notice of the specific offense committed by the student; and (b) notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Director or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) the student's name; and (b) the specific expellable offense committed by the student.

K. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

M. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the Director or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Director or designee shall make a recommendation to the Board following the meeting regarding the Director's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Involuntary Removal for Truancy-AB 1360, EC 47605(b)(5)(J)(iii)

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are

involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities AB 1360, EC 47605(b)(5)(J)(iii)

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

- c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Staff/Student Interaction Policy

GCCA recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations, and intentions.

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature (including photographs); 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 Executive Director along with the rationale, therefore.
- (b) Kissing of ANY kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
- (k) "Dating" or "going out with" a student.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in your home.
- (d) Sending emails, text messages or letters to students if the content is not about school activities.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- (a) Being alone in a room with a student at school with the door closed.
- (b) Remarks about the physical attributes or development of anyone.
- (c) Excessive attention toward a particular student.
- (d) Sending emails, text messages or letters to students if the content is not about school activities

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents' written consent for any after-school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) E-mails, text, phone, and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing your Executive Director about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.

- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct, a high priority.
- (s) Touch required under IEP or 504 Plan
- (u) *Asking yourself if any of your actions, which are 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 misconduct, he or she must report the suspicion to the Executive Director promptly. Reasonable suspicion means something perceived in spite of inconclusive or slight evidence. It is based on facts that would lead a reasonable person to believe the conduct occurred. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the school as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse.

Investigating

The Executive Director will promptly investigate and document the investigation of any allegation of sexual misconduct or inappropriate behavior by a staff member, using such support staff or outside assistance, as he or she deems necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating administrator, and all others privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s) including any potential witnesses, as much as possible. The investigating administrator shall promptly notify the Governing Board in closed session of the existence and status of any investigations. Upon completion of any such investigations, the Executive Director shall report to the Governing Board any conclusions reached. The investigating administrator 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 the authorities for potential legal action.

Title IX, Harassment, Intimidation, Discrimination, And Bullying Policy

Board Policy #: 607

Adopted/Ratified: March 18, 2022

Revision Date: July 25, 2024

Gateway College and Career Academy and the Title IX Coordinator are up to date regarding trainings associated with Title IX regulation updates issued by the U.S. Department of Education on May 6, 2020. The School will continue to update board policies and administrative regulations pending updates in additional federal legislation.

On June 23, 1972, the President signed Title IX of the Education Amendments of 1972, Public Law No. 92-318, 86 Stat. 235 (June 23, 1972), codified at 20 U.S.C. §§ 1681-1688, into law. Title IX is a comprehensive federal law that prohibits discrimination on the basis of sex in any federally funded education program or activity, regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of a recipient's educational programs and activities.

The U.S. Department of Education's Office for Civil Rights ("OCR") enforces, among other statutes, Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance.

Pursuant to Education Code § 221.61, all educational institutions in California subject to Title IX must ensure their websites include the specific Title IX information as set forth.

Starting August 1, 2024, the Title IX grievance procedures will apply to all complaints of discrimination on the basis of sex in the school's education programs or activities.

Notice of Nondiscrimination and Contact Information for the Title IX Coordinator

Andrea White, HR/Operations Manager/ Title IX Coordinator

Tel: (951) 855-3194.; Email: andrea.white@rcc.edu

Rights of Students Pursuant to Title IX

No person in the United States of America shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any education program or activity receiving Federal financial assistance.

The following is a summary of the rights of students pursuant to Title IX as set forth in Education Code section 221.8:

1. You have the right to fair and equitable treatment, and you shall not be discriminated against based on your sex.
2. You have the right to be provided with an equitable opportunity to participate in all academic extracurricular activities, including athletics.
3. You have the right to inquire of the athletic director of your school as to the athletic opportunities offered by the school.
4. You have the right to apply for athletic scholarships.
5. You have the right to receive equitable treatment and benefits in the provision of all of the following:

- a. Equipment and supplies,
- b. Scheduling of games and practices,
- c. Transportation and daily allowances,
- d. Access to tutoring,
- e. Coaching,
- f. Locker rooms,
- g. Practice and competitive facilities,
- h. Medical and training facilities and services, and
- i. Publicity.

6. You have the right to have access to a Title IX Coordinator to answer questions regarding gender equity laws.

7. You have the right to contact the State Department of Education and the California Interscholastic Federation (CIF) to access information on gender equity laws.

8. You have the right to file a confidential discrimination complaint with the United States Office of Civil Rights (OCR) or the State Department of Education if you believe you have been discriminated against or if you believe you have received unequal treatment on the basis of your sex.

9. You have the right to pursue civil remedies if you have been discriminated against.

10. You have the right to be protected against retaliation if you file a discrimination complaint.

For more information regarding student rights pursuant to Title IX, please visit:

- The California Office of Equal Opportunity at: www.cde.ca.gov/re/di/eo/genequitytitleix.asp
- The United States Department of Education Office for Civil Rights at: www2.ed.gov/about/offices/list/ocr/docs/title-ix-rights-201104.html

Definition of Discrimination and Harassment Based on Sex Under Ed. Code Section 220, 230

The term “sexual harassment” is replaced with the term “sex-based harassment,” covered by Title IX includes 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 education program or activity. (34 C.F.R. § 106.30.)

Sex-based harassment includes “hostile environment harassment,” which uses some of the same terms from the previous definition but is now broader. Sex-based harassment will now include “unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person’s ability to participate in or benefit from the education program or activity (i.e., creates a hostile environment).” There are factors for schools to consider on a case-by-case basis to determine if this standard is met. (34 C.F.R. § 106.2.)

Harassment and other discrimination on the basis of sex include, but are not limited to, the following practices:

(a) On the basis of sex, exclusion of a person or persons from participation in, denial of the benefits of, or subsection to harassment or other discrimination in, any academic, extracurricular, research, occupational training, or other program or activity.

(b) On the basis of sex, provision of different amounts or types of student financial aid, limitation of eligibility for student financial aid, or the application of different criteria to applicants for student financial aid or for participation in the provision of student financial aid by others.

(c) On the basis of sex, exclusion from participation in, or denial of equivalent opportunity in, athletic programs. "Equivalent" means equal or equal in effect.

(d) On the basis of sex, harassment or other discrimination among persons, including, but not limited to, students and nonstudents, or academic and nonacademic personnel, in employment and the conditions thereof, except as it relates to a bona fide occupational qualification.

(e) On the basis of sex, the application of any rule concerning the actual or potential parental, family, or marital status of a person, or the exclusion of any person from any program or activity or employment because of pregnancy or related conditions.

(f) On the basis of sex, discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

Protections for Pregnancy

Ensuring equal access for pregnant and parenting students and staff, such as class breaks, lactation space, intermittent absences to attend medical appointments, and other supports based on individualized needs. Schools are also required to inform pregnant and parenting student of their rights related to pregnancy or related conditions. (34 C.F.R. §§ 106.40, 106.57.)

Responsibilities of Gateway College and Career Academy under Title IX

The responsibilities of Gateway College and Career Academy and other education programs or activity receiving Federal financial assistance shall provide all students the right to participate in all education programs or activities free of discrimination based on their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin.

As part of the obligations under Title IX, all recipients of Federal financial assistance must designate at least one (1) employee to coordinate their efforts to comply with and carry out their responsibilities under Title IX and must notify all students and employees of that employee's contact information. This employee is referred to as the "Title IX Coordinator."

For more information regarding the responsibility of educational institutions under Title IX, please visit the following:

- The California Office of Equal Opportunity at: www.cde.ca.gov/re/di/eo/genequitytitleix.asp
- The United States Department of Education Office for Civil Rights at: www2.ed.gov/about/offices/list/ocr/docs/title-ix-rights-201104.html

How to File a Complaint Pursuant Under Title IX

Individuals who have been subject to discrimination prohibited under Title IX may file a complaint with the School as well as the Office for Civil Rights (“OCR”). If a crime is involved, such as sexual assault or rape, individuals may also file a report with the local police department. Individuals may pursue one or all of these avenues at the same time. Below is a summary of each process.

- School Complaint - Individuals may file a complaint pursuant to the Uniform Complaint Procedure (UCP), which can be found at: <https://secureservercdn.net/45.40.150.47/w8u.94c.myftpupload.com/wp-content/uploads/2018/11/ucpcomplaintformcharterschoolsnotice-english.pdf>.

Please contact the Title IX Coordinator, as identified above, if you have any questions.

- Time Requirement - In order to file a complaint with the School, individuals must file the complaint as discussed above within six months of the discrimination occurring or awareness of the discrimination (5 CCR 4630(b). If you have any questions about this time limit, or if you believe your complaint may be outside this time requirement but want to explore other options, please contact the Title IX Coordinator.

- OCR Complaint - For more information regarding filing a complaint with OCR, please see: <https://www2.ed.gov/about/offices/list/ocr/complaintintro.html>

OCR requires that the complaint be filed within 180 calendar days after the discrimination. Please contact OCR, or visit the websites above, if you have any questions or concerns about this time requirement.

- Police Report - If you are a victim of a crime, call 911. To file a police report, please contact local law enforcement at:

Riverside Community College District Police Department

4800 Magnolia Avenue
Riverside, CA 92506
Tel: (951) 222-8171

- Investigation Procedure - Upon receipt of any complaint related to a potential Title IX violation, the School will ensure every allegation is investigated promptly, adequately and impartially. The School will also take steps to protect all complainants from retaliation and ensure all parties are treated fairly throughout the School’s investigation process. As part of its Title IX obligations, the School will also take steps to prevent recurrence of any sexual violence and remedy discriminatory effects on the complainant and others, as appropriate. The Title IX Coordinator will be required to identify any barriers to reporting discrimination at the school and take steps reasonably calculated to address them. (34 C.F.R. § 106.44(b).)

The school must offer its grievance procedures to address all complaints of discrimination on the basis of sex, including, but not limited to, complaints about “sex-based harassment,” failure to provide equal athletic opportunity, sex discrimination in a school’s courses and programs, and discrimination based on pregnancy. (34 C.F.R. § 106.45(a)(1).) Also, a school must offer Title IX grievance procedures to address discriminatory conduct on the basis of sex that is otherwise subject to the school’s disciplinary authority (i.e., if the conduct is covered by the school’s discipline policies, then it is covered by Title IX). (34 C.F.R. § 106.11.)

For information regarding OCR’s investigation process, please see: <http://www2.ed.gov/about/offices/list/ocr/complaints-how.html>

OCR enforces Title IX to ensure that institutions that receive federal financial assistance comply with the law.

- OCR provides an online complaint filing system at <https://ocrcas.ed.gov/>
- OCR can also be contacted through the California regional office at:

Office for Civil Rights
U.S. Department of Education
50 United Nations Plaza
Mail Box 1200, Room 1545
San Francisco, CA 94102
Tel: (415) 486-5555

Email: ocr.sanfrancisco@ed.gov

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 GCCA.

GCCA 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 student³ 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 a substantial interference with the student's academic performance.
4. Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by GCCA.

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 schoolsite, 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.

³ "Reasonable student" is defined as a student, including, but not limited to, an exceptional needs student, who exercises care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

- 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 GCCA’s education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that GCCA 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 GCCA’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: Ed code section 234.4 (AB 2291)

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

1. Cyberbullying Prevention Procedures

GCCA 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.

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

2. Education

GCCA employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. GCCA advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at GCCA 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 status) and about the negative impact of bullying other students based on protected characteristics.

GCCA'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.

GCCA informs GCCA 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

GCCA 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 GCCA employees who have regular interaction with students.

GCCA 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 GCCA, 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.

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

Grievance Procedures

1. Scope of Grievance Procedures

GCCA 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:

- a. Are written and signed;(GCCA will assist students that are unable to write the
- b. 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
- c. Submitted to the GCCA 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, GCCA 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 Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Andrea White, HR Manager/ Title IX Coordinator
Tel: (951) 855-3194. Email: Andrea.White@rcc.edu

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. GCCA will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

GCCA acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

GCCA prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and any individual designated as a coordinator, investigator or decision-maker and any person who facilitates an informal resolution process will receive sexual harassment training and/or instruction concerning sexual harassment as required by law. Currently, GCCA is using Vector Trainings to complete this requirement.

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 GCCA's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or GCCA'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. GCCA 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 GCCA to provide the supportive measures.

4. Investigation and Response EC 234.1

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of GCCA, the Coordinator (or administrative designee) will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator (or administrative designee) 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 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 actions 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 GCCA prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.

- Emergency Removal
 - GCCA 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 GCCA's policies.
 - GCCA may remove a respondent from GCCA's education program or activity on an emergency basis, in accordance with GCCA's policies, provided that GCCA 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, GCCA may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If GCCA 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.
 - GCCA 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. GCCA 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, GCCA 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 GCCA'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 GCCA policy.
 - GCCA 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 GCCA; or
 - The specific circumstances prevent GCCA 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, GCCA 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.
 - GCCA 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 GCCA'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 GCCA or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by GCCA in response to a formal complaint of sexual harassment.

6. Right of Appeal

Should the reporting individual find GCCA's resolution unsatisfactory for complaints within the scope of this Policy, other than formal sexual harassment, the reporting individual may, within five (5) business days of notice of GCCA's decision or resolution, submit a written appeal to the President of the GCCA Board, 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 GCCA will implement appeal procedures equally for both parties.
- Within five (5) business days of GCCA'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 GCCA'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.

- GCCA 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.

GCCA 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.

TITLE IX, Harassment, Intimidation, Discrimination & Bullying COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize GCCA to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination.

_____ Date: _____

Signature of Complainant

Print Name

To be completed by the Charter School:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

4865-0092-2159, v. 3