GATEWAY
COLLEGE & CAREER ACADEMY

2026-2027
Student & Parent Handbook

Approved by the Board of Directors on: 9/25/26

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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.

School Calendar:

There are nine (9) scheduled pupil-free staff development days in the 26/27 school year. Please see the attached school calendar for those dates.

Gateway College & Career Academy
2026-2027 Academic Calendar

Jun-26

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				

Jul-26

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-26

S	M	T	W	TH	F	S
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Sep-26

S	M	T	W	TH	F	S
		1	2	3	4	5
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Oct-26

S	M	T	W	TH	F	S
				1	2	3
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

Nov-26

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					

Dec-26

S	M	T	W	TH	F	S
		1	2	3	4	5
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Jan-27

S	M	T	W	TH	F	S
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31						

Feb-27

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28						

Mar-27

S	M	T	W	TH	F	S
	1	2	3	4	5	6
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Apr-27

S	M	T	W	TH	F	S
				1	2	3
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May-27

S	M	T	W	TH	F	S
						1
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Jun-27

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			

Summer 2026
GATEWAY: June 22-July 16
RCC: June 22 - July 30

Fall 2026
August 24 - December 17

Winter 2027
January 4 - February 11

Spring 2027
February 16 - June 10

Classes Not In Session: 7/31-8/21, 11/23-11/27, 12/21-1/1, 4/12-4/16

Legal Holidays: 6/19,7/3, 9/7, 11/11, 11/26, 12/25, 1/1, 1/18, 2/12, 2/15, 3/31, 5/31, 6/18

Staff Development Days
Gateway Classes Not In Session:10/2, 11/20, 12/18, 1/4, 2/16, 3/19, 4/9, 5/21, 6/11

175 days of Instruction

RCC Graduation
June 11

GCCA Graduation
June 12

Approved by the RGTCECHS Board of Directors on:

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.

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.

Early Release Protocol

If a parent needs to pick up a student early, they will need to call the front office (951) 743-0798. The office staff will notify the student's teacher so they can release the student from class.

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 or monetary damages. Upon completion of the voluntary work, the student's grades and diploma will be released.

Parent Portal: Gateway will be using Aeries 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) 907-4733

School Visiting Procedures: EC 51101(a)(12)
Visitors to GCCA must check in with our school clerk in Lovekin Portable L5 upon entering the campus for the safety of our staff and students. The school secretary will require all visitors to sign in and provide a photo ID. Visitors will be issued a visitor lanyard to be used during their time on campus.

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.

Attendance, Independent Study, and Student Engagement

Attendance Expectations

Gateway College & Career Academy (GCCA) operates as an independent study school, student attendance is not based solely on physical presence in a classroom or participation in a seat-based class. Attendance is earned through documented student engagement in the educational program, including the timely completion of assigned work and, when applicable, participation in scheduled synchronous instruction and other required instructional activities.

Students and families are expected to maintain consistent participation and engagement in the instructional program. Students are expected to:

- Participate in scheduled instructional activities, including required in-person and online sessions identified in the student's independent study agreement.
- Complete assigned coursework and submit required work by the established due dates.
- Maintain regular communication with teachers, counselors, and other school staff.
- Participate in required live interaction and synchronous instruction opportunities, as applicable.
- Make satisfactory academic progress toward completion of courses and graduation requirements.
- Communicate with the school as soon as possible when circumstances interfere with the student's ability to complete assigned work or participate in required instructional activities.

GCCA's independent study attendance records are maintained separately from traditional classroom attendance records and are based on documented student engagement and the time value of student work as determined by a certificated teacher, consistent with California Education Code and applicable California Department of Education requirements.

Independent Study Agreement

Each student participating in GCCA's independent study program must have a completed written Independent Study Agreement/ Master Agreement in accordance with California law. At GCCA every student/parent is required to sign an independent study agreement prior to the first day of attendance each school year.

The agreement identifies the student's courses, instructional expectations, assignment requirements, due dates, methods of communication and interaction, and other requirements applicable to the student's independent study program.

Students are responsible for completing assigned work by the due dates established in their Independent Study Agreement. The school may evaluate a student's satisfactory educational progress when the student demonstrates insufficient progress, misses assignments, or otherwise fails to meet the requirements of the independent study program.

A student who is unable to meet an established due date should communicate with the school as soon as possible so that appropriate support or adjustments can be considered.

Work Completion and Attendance Credit

For traditional independent study, attendance for apportionment purposes is based on the documented time value of student work products and, when applicable, qualifying synchronous instruction. A certificated teacher determines the educational time value of completed work.

Students must complete and submit assigned work according to the schedule established in their Independent Study Agreement. Work that is not completed or submitted by the established due date may result in a non-ADA-generating independent study day for attendance-accounting purposes and may result in a tier status.

GCCA may require students to submit work samples and maintain work logs as part of the school's independent study documentation and attendance-accounting procedures.

Students at GCCA have the flexibility to choose an attendance method that best meets their needs, including in-person, online, or hybrid learning. This flexibility provides students with multiple options for completing their work while supporting their individual learning preferences and needs as they arise.

Participation in Scheduled Instruction

GCCA may require students to participate in scheduled in-person classes, online instruction, live interaction, synchronous instruction, meetings, labs, or other educational activities when those requirements are identified in the student's Independent Study Agreement.

Participation in these activities is an important component of student success. Failure to participate may result in outreach, academic intervention, documentation of nonparticipation, or activation of GCCA's GPS re-engagement process.

Because GCCA operates an independent study program, failure to participate in a scheduled independent-study activity is not automatically recorded as a traditional classroom absence or truancy. Independent-study attendance and participation are documented according to the requirements of California Education Code.

Excused Absences

When applicable to a student's circumstances, GCCA recognizes the excused absence reasons established under California Education Code section 48205, including illness, medical appointments, quarantine, bereavement, religious observances, court appearances, and other legally recognized reasons.

For students participating in independent study, however, an excused absence does not replace the independent-study requirement to complete assigned work or otherwise participate in the educational program. Students and families should communicate with the school when an excused circumstance prevents the student from completing assigned work by the established due date.

GCCA will provide students with reasonable opportunities to complete assignments and assessments missed due to legally excused circumstances, consistent with applicable law and school procedures.

Verification of Absences and Nonparticipation

When a student is unable to participate in scheduled instructional activities or complete assigned work because of illness, emergency, or another circumstance, the student or parent/guardian should notify GCCA as soon as reasonably possible.

The school may request reasonable documentation when permitted by law and may use appropriate methods to verify the reason for a student's nonparticipation.

For confidential medical services, GCCA staff will follow applicable confidentiality requirements and will not request information beyond what is legally permitted or necessary to verify the student's participation or absence.

Chronic Absenteeism

California law defines a chronically absent student as a student who is absent for 10 percent or more of the schooldays in the school year.

For state reporting purposes, students enrolled in independent study may be included in chronic absenteeism calculations, including days identified as non-ADA-generating independent study days.

Chronic absenteeism is a state reporting measure and is separate from GCCA's internal GPS re-engagement process. GCCA may intervene with a student before the student meets the state's definition of chronic absenteeism when other indicators demonstrate a need for support.

GCCA GPS: Guidance, Progress, Success

GCCA has implemented the **GPS — Guidance, Progress, Success** framework to proactively identify students who may be experiencing barriers to attendance, work completion, academic progress, or overall engagement.

GPS is a student-support and re-engagement system designed to provide increasing levels of support based on the student's individual needs. Attendance and work completion are important indicators, but GPS decisions may also consider:

- Work completion and assignment submission;
- Participation in instructional activities;
- Canvas and other learning-platform activity;
- Academic progress;
- Teacher and counselor concerns;
- Communication with the student and family;
- Participation in college or dual-enrollment coursework;
- Wellness or other identified barriers to success; and
- Progress toward graduation and individual student goals.

Stage 0 — Universal Monitoring

All students begin in universal monitoring. GCCA staff regularly review student engagement, work completion, academic progress, attendance/nonattendance data, communication, and other indicators of student success.

When concerns are identified, staff may provide reminders, outreach, encouragement, or additional support before a student progresses to a formal GPS intervention tier.

Tier 1 — Early Support

Tier 1 is initiated when a student demonstrates early signs of disengagement, including three attendance/nonattendance concerns or other indicators of emerging difficulty.

Tier 1 support may include:

- ParentSquare or other school communication;
- Review of attendance and work-completion expectations;
- Student reminders and encouragement;
- Counselor or staff monitoring;
- Documentation in Aeries; and
- Early identification of barriers affecting student success.

The purpose of Tier 1 is early intervention and re-engagement before concerns become more significant.

Tier 2 — Targeted Re-Engagement

Tier 2 is initiated when concerns continue or increase, including five attendance/nonattendance concerns or significant concerns with work completion, academic progress, participation, or communication.

Tier 2 support may include:

- Increased monitoring;
- Daily or more frequent progress reporting when appropriate;
- Personal outreach to the student and family;
- A review of barriers and root causes;
- Development of an individualized re-engagement plan;
- Referral to appropriate school or community resources; and
- Participation in the Student Success Lab when appropriate.

Tier 3 — Intensive Support

Tier 3 is initiated when a student demonstrates significant or continuing disengagement, including eight attendance/nonattendance concerns or substantial concerns across multiple GPS indicators.

Tier 3 support may include:

- A formal student/family meeting;
- Required participation in the Student Success Lab;
- Development of an Individualized Work Recovery Plan;
- Development of a Student Growth Plan;
- Increased staff check-ins;
- Family engagement and problem-solving; and
- Additional supports designed to remove barriers and restore successful participation.

Enrollment Review Conference

When intensive interventions have been implemented and a student continues to demonstrate significant disengagement or is not making satisfactory educational progress, GCCA may convene an Enrollment Review Conference.

The purpose of the conference is to review the student's progress, engagement, barriers, interventions already provided, and whether GCCA's independent study program continues to be an appropriate educational placement for the student.

Any decision regarding a student's continued participation in independent study will be made consistent with applicable California Education Code requirements, the student's Independent Study Agreement, and GCCA policies and procedures.

Tardiness and Scheduled Class Participation

Students are expected to arrive on time for scheduled in-person and synchronous instructional activities. Repeated lateness or failure to participate may be addressed through GCCA's GPS framework and may result in additional support or intervention.

For independent study attendance accounting, physical presence or absence from a scheduled session does not by itself determine whether attendance is earned. Attendance credit is determined according to the applicable independent-study attendance requirements.

Students enrolled in Riverside Community College District (RCC) or other college courses are also responsible for complying with the attendance, participation, and academic requirements established by the college and individual course syllabus. College-course participation does not replace GCCA's independent-study requirements unless specifically addressed in the student's educational plan or agreement.

Commitment to Student Success

GCCA believes that consistent engagement is essential to student success. The goal of the attendance and GPS systems is not simply to identify students who are struggling, but to identify concerns early, understand the barriers affecting each student, provide appropriate support, and help every student remain on track toward academic and graduation goals.

Students and families are encouraged to communicate with GCCA staff whenever circumstances affect the student's ability to participate, complete work, or make satisfactory progress. Early communication allows the school to provide support before concerns become more serious.

GATEWAY
COLLEGE & CAREER ACADEMY

2026–2027
Attendance & Student Engagement Guide

Gateway GPS • Guidance • Progress • Success

Every student. Every day. Every opportunity to succeed.
GPS helps us notice concerns early and connect you with the right support before challenges become bigger.

STAGE 0 — UNIVERSAL MONITORING
Everyone, every day

We monitor attendance, class participation, Canvas activity, work completion, academic progress, communication, college participation, and other engagement indicators. Your Student Success Counselor and school team are here to help you stay on track.

TIER 1

MONITORING & EARLY OUTREACH

Trigger: 3 absences *and other early warning signs*, such as missing assignments, declining work completion, missed classes/appointments, or teacher/counselor concerns.

What happens: ParentSquare notification, attendance review, reminders/basic outreach, counselor awareness, documentation in Aeries, and continued monitoring.

Goal: Re-engage and return to satisfactory progress.

TIER 2

EARLY INTERVENTION

Trigger: 5 absences, continued Tier 1 concerns, emerging disengagement, repeated missing work, declining progress, or limited response to previous outreach.

What happens: Student must attend Mandatory Student Success Lab within 48 hours of notice.

Interventions: Personal student/family outreach, root-cause review, needs assessment, re-engagement plan, resource connections, documentation, and follow-up.

Goal: Identify barriers and provide the support needed for sustained improvement.

TIER 3

INTENSIVE SUPPORT

Trigger: 8 absences, chronic disengagement, significant work completion concerns, failure to respond to Tier 2, or risk of not making satisfactory educational progress.

What happens: Schedule a formal intervention meeting and attend mandatory Student Success Lab within 48 hours.

Interventions: Individualized Work Recovery Plan, Student Growth Plan, progress check-ins, family engagement, tutoring/academic support, and other supports as appropriate.

Goal: Return to consistent engagement and positive attendance status.

ENROLLMENT REVIEW CONFERENCE
If Tier 3 interventions do not successfully re-engage a student, or significant barriers require administrative review, GCCA may hold an Enrollment Review Conference. The team reviews the intervention history, considers additional supports, and evaluates the student's educational placement. Possible outcomes include additional resources, continued enrollment with supports, involuntary removal from program*, or support to transition to a more appropriate educational placement when in the student's best educational interest.

What counts as engagement? Your participation depends on your program and may include attending GCCA in-person/Zoom classes, logging into Canvas and completing work, logging into Courseware and completing coursework, or meeting college-course expectations and providing requested evidence of progress. If something is getting in the way, talk to your Student Success Counselor early. GPS is designed to build relationships, remove barriers, and help you succeed.

*Should your student be involuntarily removed from the program, you and/or your student have the right to appeal this decision through a formal hearing process. To initiate an appeal, we must receive a written request for a hearing.

Behavior Expectations

Gateway College & Career Academy expects students to conduct themselves as responsible members of the school and college community. At enrollment, all students are required to sign the RCCD-GCCA Dual Enrollment Agreement which outlines the standards of conduct, that are expected for Gateway students while enrolled at Riverside City College. This agreement must also be signed by the parent/guardian or minor students. 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 *Riverside City College Student Handbook,* which is updated annually *(*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 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
- Students are expected to demonstrate responsible behavior at all times including:
    - While traveling to and from school
    - In the classroom and other school buildings
    - On school grounds
    - During school-sponsored events, whether on or off campus
    - While riding the school bus or other school-provided transportation

Gateway's PBIS Behavioral Expectations



Gateway's PBIS Store

The PBIS Store was created to recognize and reward students who demonstrate positive behaviors and contribute to a successful learning environment. Students can earn PBIS points on 5-Star for showing behaviors that align with our H.E.R.E values.

- Healthy: Making positive choices that support personal and school well-being.
- Engaged: Participating, staying focused, and actively contributing to learning.
- Responsible: Taking ownership of actions, completing expectations, and making good decisions.
- Effective Communicator: Communicating respectfully and appropriately with peers and staff.

Students can redeem earned points for prizes and incentives through our PBIS Store. Store hours are Monday-Friday 10:00am-2:00pm in L5 with Ms. Liz.

Involvement of Law Enforcement

***Statutory Reference*: EC 35291, 44014, 48902, 48980, 49393, PC 245**

GCCA is committed to maintaining a safe and secure learning environment for all students and staff. In accordance with state law, GCCA is required to notify law enforcement authorities when certain serious infractions occur on school grounds or during school-sponsored activities. Specifically, any school employee who is attacked, assaulted, or physically threatened by a student must immediately report the incident to the appropriate law enforcement agency. In addition, the principal or designee is required to notify law enforcement authorities, within legally prescribed timelines, of student conduct related to the following:

1. Assault with a deadly weapon or instrument
2. Assault with force likely to produce serious bodily injury, as defined by Penal Code (PC) 245
3. Sexual battery or sexual assault
4. Possession, use, or sale of controlled substances, alcoholic beverages, or intoxicants
5. Possession of firearms or explosives

6. Possession of dangerous objects or weapons, including but not limited to:
    a. A dirk, dagger, or ice pick
    b. Any knife with a blade longer than 2½ inches
    c. A folding knife with a blade that locks into place
    d. A razor with an unguarded blade
    e. A taser or stun gun, as defined in Penal Code 244.5(a)
    f. Any device that expels a metallic projectile, such as a BB or pellet gun, powered by air pressure, CO_2, or spring action
    g. A spot marker gun

When an act subject to mandatory reporting is committed by a student with an IEP or Section 504 Plan, the principal or designee must ensure that copies of the student's IEP or 504 Plan and disciplinary records are provided to the responding law enforcement authorities. This information must be shared in compliance with applicable state and federal laws and is intended to support law enforcement in addressing the student's unique needs appropriately.

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.

Pupil Safety: Parental Notification: Synthetic Drugs AB 2690

Requires LEA's to post information on their website about the risk of social media platforms being used as a way to market and sell synthetic drugs, such as fentanyl. [EC 48940 and 48985.5]
Gateway has partnered with YVAPE (Youth Vaping Alternative Program). YVAPE is a free educational and alternative means of correction intervention with phone and video coaching support for students who have been found with or under the influence of nicotine and/or marijuana at school. YVAPE is available to California schools with students 12 years and older. YVAPE is provided in English and Spanish. VAPE is operated by Kick It California at UC San Diego and is funded by the California Department of Education and the California Department of Public Health. For more information visit YVAPE .ORG.

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. Gateway College & Career Academy has partnered with Gaggle and Go Guardian in an 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).

Internet Safety (47 CFR. 520) Parents/guardians are encouraged to actively monitor their child's online presence, discuss safe Internet practices, and be aware that anything posted online can be publicly viewed. Most social media platforms now include clear cyberbullying reporting procedures and tools within their terms of service. Parents/guardians are also encouraged to set expectations and guidelines for safe Internet use at home. Many cell phone and Internet service providers offer parental controls that can limit access, set usage times, and monitor activity; parents/guardians should contact their providers directly to learn about these options. Helpful resources include:

- Common Sense Media: https://www.commonsensemedia.org
- Safehouseproject.org: Parental Guide to Online Safety
- National Center for Missing & Exploited Children: https://www.netsmartz.org
- Be Internet Awesome with Google: Digital Safety Resources - Be Internet Awesome
- Net Cetera (FTC): https://www.consumer.ftc.gov/features/feature-0002-parents
- Web Wise Kids: http://www.webwisekids.org

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.

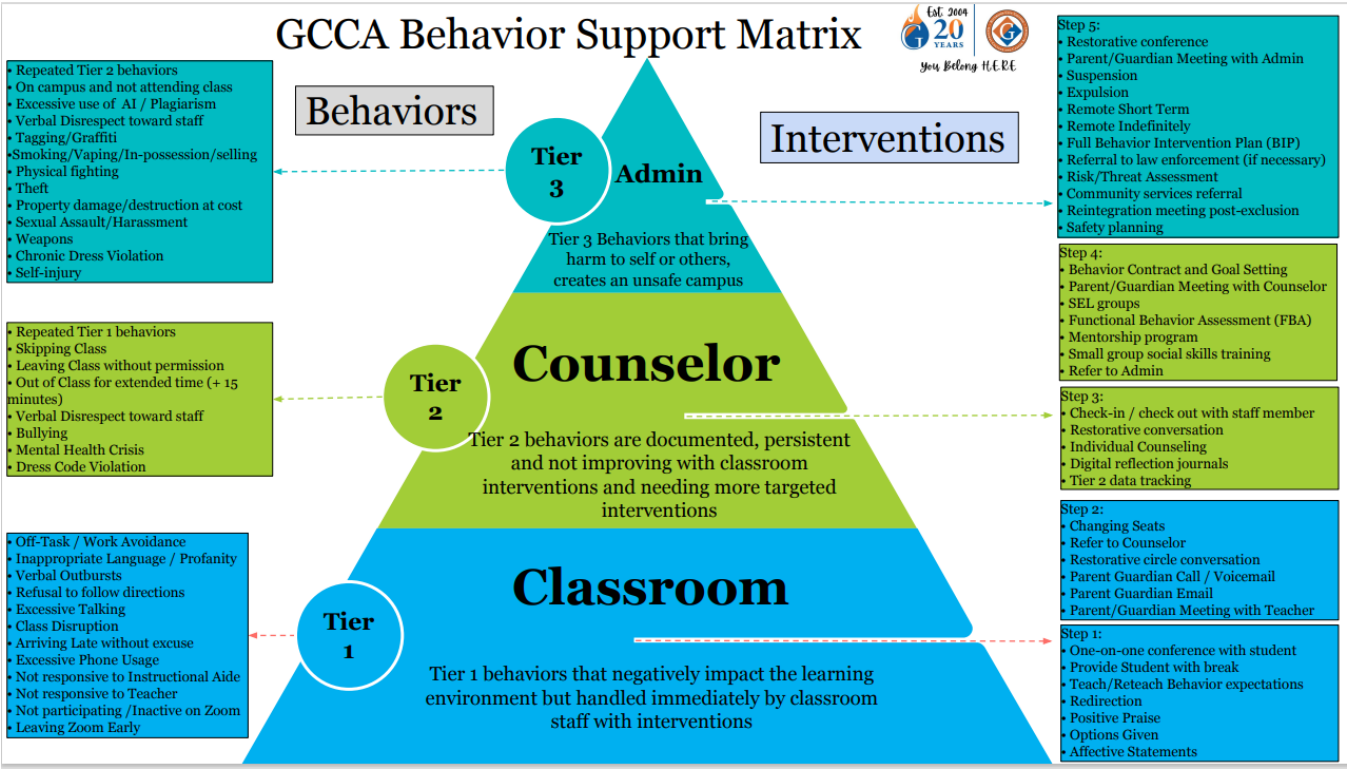
Student Support and Accountability

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
- GCCA 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

Steps for Managing Student Behavior

Disciplinary sanctions may be applied according to the Gateway Student Policies. This is outlined in GCCA's Behavior Matrix. The Behavior Matrix outlines the tiered intervention steps when addressing behaviors at Gateway. The first tier is completed by teachers. The next step is counselor interventions, and finally, admin interventions. Emergency situations will require admin support right away. Minor behavior infractions should follow a Tier 1, Tier 2 and Tier 3 path.



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

Admin Meeting:

Admin Meetings are conducted with Parent/Student/Counselor to determine an appropriate plan of action to redirect the 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 while in-person, the admin has a right to remove in-person privileges by making the student remote for a period of time that may include a semester, a year, or during the time they are enrolled at Gateway.

In alignment with Gateway's values, the school encourages students to involve their parents in communication and support. Students who are 18 or older and wish to restrict parent or legal guardian communication must provide GCCA with documentation verifying independent living status.

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 involuntary 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. The full policy is located under the appendix sections.

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.

Behavioral Restraints Posted Annually

LEA's are now required to post the restraints and seclusion data that is submitted to the CDE annually on their website [EC 49006]

ACADEMICS

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). Students are encouraged to maintain a 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 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.

GCCA Graduation Requirement

GATEWAY
COLLEGE & CAREER ACADEMY

Graduation Requirements For All GCCA Students

Total Credits Needed for GCCA Graduation Status: 173 Credits

English/Language Arts - 30 Credits Total (10 credits need to be earned at GCCA)
GCCA Classes Offered:
- Foundation English (11th/12th grade standards/10 credits)
- Expository Reading and Writing (12th grade standards/10 credits)
- English Language Development (ELD 1/ELD 2/5 credits per semester)
  *Please note: All EL students who enroll at GCCA need to complete one year of ELD courses to graduate.

GCCA Courseware Classes Offered:
- English 9, English 10, English 11, and English 12 (5 credits per semester term/Can be taken as a year-long course with counseling administrator approval).

RCC Classes Offered:
- RCC English C1000 (13 credits/4 college units)
- RCC English 1B (13 credits/4 college units)
- RCC ESL-46 (10 credits/3 college units)
- RCC ESL-47 (10 credits/3 college units)
- RCC ESL-48 (10 credits/3 college units)
- RCC ESL-49 (10 credits/3 college units)
- RCC ESL-50 (10 credits/3 college units)

Social and Behavioral Sciences - 30 Credits Total
GCCA Classes Offered:
- World History (Only offered during the Winter term)/10 credits
- US History/10 credits
- American Government and Economics/10 credits

Courseware Classes Offered:
- World History, US History, Government, Economics (5 credits per semester term/Can be taken as a year course)

RCC Classes Offered:
- RCC History-2 (Satisfies World History graduation requirement/10 credits/3 college units)
- RCC Art Appreciation-1 (Satisfies World History graduation requirement/10 credits/3 college units)
- RCC History-7 (Satisfies US History graduation requirement/10 credits/3 college units)
- RCC Political Science POLS-C1000 (Satisfies American Government/Econ graduation requirement/10 credits/3 college units)

Humanities - 43 Credits Total
Visual Performing Arts, Foreign Language, or Career/Technical Education (10 credits)
GCCA VAPA Course: Visual and Performing Arts (10 credits)
GCCA Courseware Classes: Various options; please meet with the student's assigned counselor to select a class.
RCC Classes Offered: Various options by term; please meet with the student's assigned counselor to select a class.
RCC/GCCA Classes Offered:
- RCC Guidance 45: Introduction to College (3 credits/1 college unit)
- RCC Guidance 48: College Success Strategies (10 credits/3 college units)
- RCC Guidance 47: Career Exploration and Life Planning (10 credits/3 college units)

Note: Students can petition to take an RCC course in place of a guidance course or guidance courses. Students must meet with their assigned counselor to complete the class petition form. The petition is only granted by the student's assigned GCCA counselor. The RCC course must fulfill an IGETC, AA/AS, or RCCD CTE college requirement to qualify for the petition.

Mathematics - 20 Credits Total (10 credits in Algebra; 10 credits in Mathematics above Algebra 1 level)**
GCCA Classes Offered:
- GCCA Algebra 1** (10 credits)
- GCCA Financial Literacy (10 credits)

GCCA Courseware Classes Offered: Math 1, Math 2, Algebra 1, Algebra 2, Geometry (5 credits per semester term/Can be taken as a year course)
RCC Classes Offered (varies each term; some courses may require a prerequisite):
- RCC Mat-52 (Elementary Algebra) (10 credits/3 college units)
- RCC Mat-35 (Intermediate Algebra) (10 credits/3 college units)
- RCC Mat-25 (Math for Liberal Studies) (10 credits/3 college units)
- RCC Mat-37 (Algebra for Statistics) (20 credits/6 college units)
- RCC Mat-11 (College Algebra) (13 credits/4 college units)
- RCC STAT-C1000 (Statistics) (13 credits/4 college units)
- RCC Mat-36 (Trigonometry) (13 credits/4 college units)
- RCC Mat-10 (Pre-Calculus) (17 credits/5 college units)
- RCC Mat-1A (Calculus) (13 credits/4 college units)

Communication and Analytical Thinking - 10 credits
GCCA Courseware Courses Offered: Principles of Information Technology (5 credits per semester term/Can be taken as a year course)
RCC Courses Offered (varies by term):
RCC COMM-C1000 (10 credits/3 college units)
RCC Com 9 (10 credits/3 college units)
RCC Com 12 (10 credits/3 college units)
RCC Phi 11 (10 credits/3 college units)
RCC CIS 1A (10 credits/3 college units)
RCC Math 1-49 (credits/units vary by class)
RCC Eng 1B (13 credits/4 college units)
RCC ESL 46 (10 credits/3 college units - if not used for English credits)
RCC ESL-47 (10 credits/3 college units - if not used for English credits)
RCC ESL-48 (10 credits/3 college units - if not used for English credits)
RCC ESL-49 (10 credits/3 college units - if not used for English credits)
RCC ESL 50 (10 credits/3 college units - if not used for English credits)

Electives - 30 Credits Total
GCCA Classes Offered:
Student Leadership (5 credits per semester)
Visual and Performing Arts (10 credits)
GCCA Courseware Classes Offered: Various options; please meet with the student's assigned counselor to select a class.
RCC Classes Offered: Various options; please meet with the student's assigned counselor to select a class.

Important Things to Know:

Students can transfer up to 20-25 English credits from their former high school(s). Course grades must be 2.0 or above to transfer for English credit.
Students can transfer up to 20 credits of high school Algebra 1, Algebra 2, Geometry, Trigonometry, Pre-Calculus, Calculus, or Integrated Math. Course grades must be at least a 2.0 to transfer for math credit.
A student's individualized Educational Plan will outline what credits the student has left to complete at GCCA. The student's assigned counselor will create the student's educational plan and go over it with the student/parent at any time, and the parent/student can request their educational plan at any time.
We encourage all GCCA students to take RCC courses so they, as dual enrollment students, can experience the culture and knowledge that only a college course can provide. Students will be assisted by their assigned counselor to register for college courses for the following term.
If a student is interested in earning a RCC CTE certificate, please contact your assigned counselor and let them know you are interested. From there, the counselor will refer the student to Ms. Adriana Herrera, the GCCA CTE Coordinator.
Not all RCC course lists will be available each semester or term. Students will work with their assigned counselor to confirm which courses are being offered in each term and see if the selected course(s) have room to add students.
Students can only be considered Grads if they are on track to complete their coursework by the summer of the current academic year. No more than 1 course may be completed during the final summer term.
A combined 2.0 Grade Point Average (GPA) from Gateway College and Career Academy and Riverside Community College District courses is required for a cleared Graduation Status.***

****Cleared Graduation Status will vary with GCCA students who have an IEP (Individualized Education Plan).*

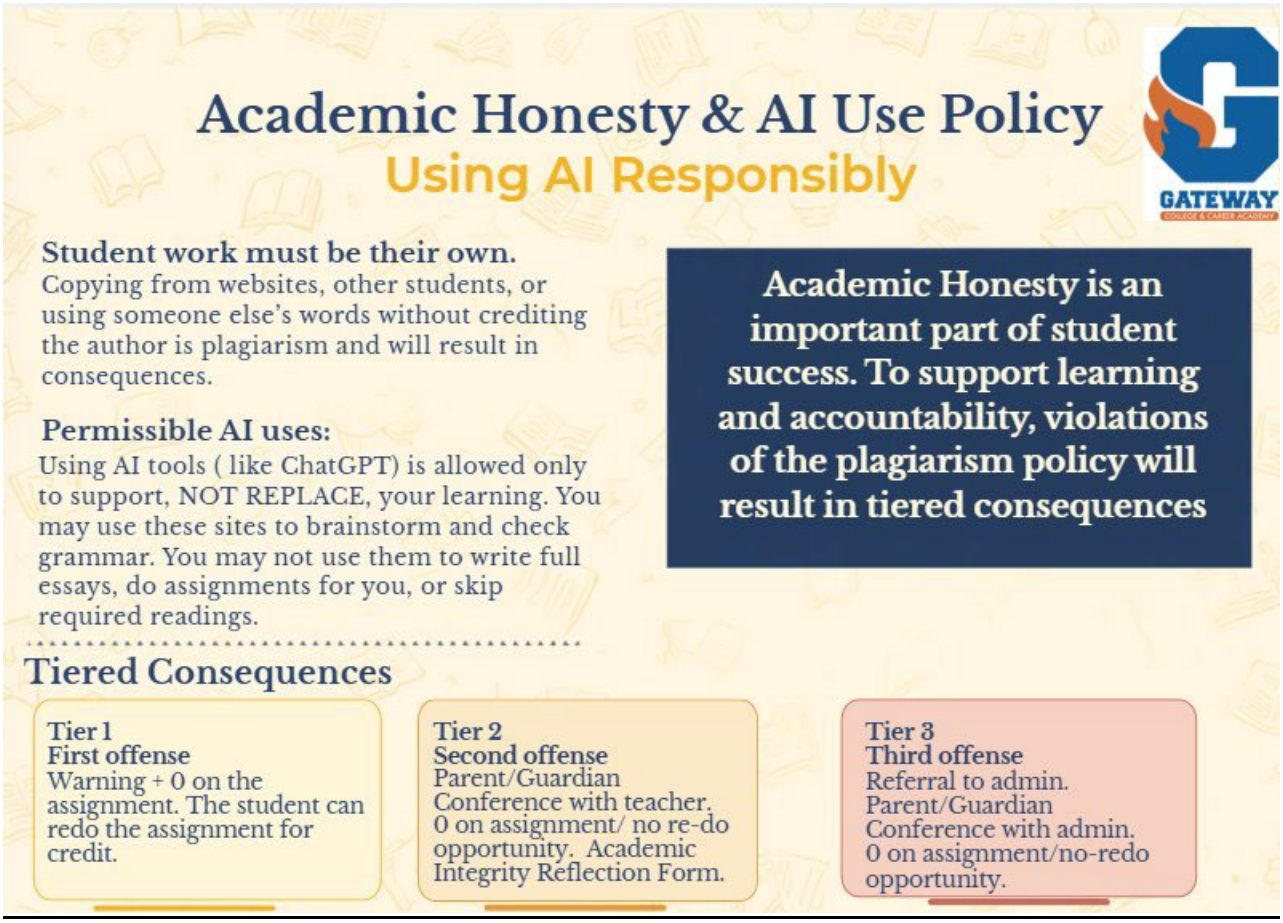
For all other questions or concerns, please contact the student's assigned counselor and/or GCCA Counseling Administrator.

Counselors can be contacted via email at:
Students' Last Name: A-B - Adriana Herrera, Adriana.Herrera@rcc.edu
Students' Last Names: C-F - Andrea Puente, andrea.puente@rcc.edu
Students' Last Names: G-J - Jacqueline Bernal, Jacqueline.Bernal@rcc.edu
Students' Last Names: K-O - Christopher Sherman, Christopher.Sherman@rcc.edu
Students' Last Names: P-S- Jacquelyne Vargara, jacquelyne.vargara@rcc.edu
Students' Last Names: T-Z - Tamara Roe, tamara.roe@rcc.edu

The Counseling Administrator can be contacted via email at:
Jasmine De La Trinidad, jasmine.guerrero@rcc.edu

Plagiarism Policy:

This internal policy for GCCA was created to provide appropriate guidelines for using AI responsibly and for understanding the consequences of plagiarizing using AI tools.



Animal Dissections (EC 32255-32255.6, 48980(a)

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. Each school site has its prospectus available for review upon request. If a copy of the prospectus is requested, the school may charge an amount not exceeding the cost of duplication. For a copy of the prospectus, please contact:
Miguel Contreras 4800 Magnolia Ave Riverside, CA 92506 miguel.contreras@rcc.edu

California High School Proficiency Exam

The California Proficiency Program (CPP), which replaced the California High School Proficiency Exam, utilizes the State Board of Education–approved HiSET® subtests in language arts and mathematics to measure student proficiency. Eligible students may take the CPP using paper–pencil or computer-based testing at an approved testing center, or may test at home online with live proctoring. (Note: paper-pencil tests are only available at testing centers). Tests are offered in English and Spanish.

The HiSET–Proficiency is the first assessment within the CPP. Students may prepare for the exam by accessing study materials provided on the HiSET Test Prep Resource webpage. Vendor webpages also include test specifications, testing locations, and a list of available accommodations for testing.

After passing both required subtests, students earn a Certificate of Proficiency, issued by the California State Board of Education. This certificate holds the same legal status as a high school diploma issued by the State of California; however, it does not certify completion of all coursework required for regular high school graduation. A student who obtains a Certificate of Proficiency may choose to remain enrolled in high school or, with verified parent/guardian permission, may exit high school to pursue higher education or employment opportunities.

Students who exit high school after earning the Certificate of Proficiency also have the option of completing the remaining HiSET–Equivalency subtests in science and social studies to earn the California High School Equivalency Certificate, which may expand postsecondary and career options beyond those afforded by the Certificate of Proficiency alone. Students intending to pursue college or university enrollment should confirm admission requirements directly with the institution, as policies vary.

Upon successfully completing all the subtests of the HiSET-Proficiency, students can access their eTranscripts within 48 hours through their myHiSET account. However, it may take up to 14 weeks for students to receive their California Csertificate of Proficiency and Official Transcript and Score Report by mail.

Examination fees cannot be charged to students experiencing homelessness or placed in foster care who are under 25 years of age. For testing dates, registration deadlines, preparation resources, accommodations, and additional information, please visit the California Department of Education website at https://www.cde.ca.gov/ta/tg/cp.asp.
To be eligible to take the CPP, students must meet both of the following criteria:

1. The student must meet one of the following age/grade requirements:
    - o Be 16 years of age or older; or
    - o Have been enrolled in grade 10 for one full school year or longer; or
    - o Will complete one full school year of grade 10 enrollment by the end of the semester in which the next regular exam is administered.
2. The student must be subject to California's compulsory education laws, as demonstrated by one of the following:
    - o Current enrollment in a California public high school; or
    - o Current enrollment in a private school registered with the California Department of Education, including students who are homeschooled under a private school affidavit; or
    - o A current work permit issued by the Department of Industrial Relations to a student working in California, provided the student is enrolled in an independent study program or receiving tutoring that aligns with their work schedule.

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.

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. Any student whose primary language is not English—and who has no prior English proficiency results—must take the Initial English Language Proficiency Assessments for California (ELPAC). Parents/guardians will be notified in writing prior to the administration of the Initial ELPAC.

The Initial and Summative ELPAC must be administered in accordance with state regulations. Students with disabilities will participate using the accommodations, supports, or alternate assessments specified in their IEP or Section 504 Plan. Each identified English learner must take the Summative ELPAC annually until they are reclassified as proficient.

State law also requires LEA/districts to notify parents/guardians each year if their child is identified as a Long-Term English Learner (LTEL) or is at risk of becoming an LTEL. GCCA's EL Coordinator will send these notices at the start of each school year or semester.

You will be notified when your child is assessed for English language proficiency within 30 days after the start of the school year. The notice will include:

1. Whether the child is a long-term English learner or English learner at risk of becoming a long-term English learner, as those terms are defined in Section 313.1.

2. The manner in which the program for English language development instruction will meet the educational strengths and needs of long-term English learners or English learners at risk of becoming long-term English learners.

3. The manner in which the program for English language development instruction will help long-term English learners or English learners at risk of becoming long term English learners develop English proficiency and meet age-appropriate academic standards.

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 Courseware courses.

Advisory Committees- ELAC

Each school with more than 20 English learners must have an English Learner Advisory Committee (ELAC). Parents of English learners, elected by other parents of English learners, serve on this committee. The ELAC helps develop the school's needs assessment, promotes regular attendance, and advises the principal on programs and services for English learners. The ELAC may also elect a representative to the **LEA/District** English Learner Advisory Committee (DELAC).

When the **LEA/District** has more than 50 English learners, a DELAC is established. A majority of its members must be parents of English learners who are not district employees. The DELAC advises the district on programs, services, goals, and compliance related to English learners, and provides input on district plans such as the LCAP.

Both ELAC and DELAC members receive training and materials to support their advisory roles.

GCCA is committed to the formation of an ELAC or DELAC to support the needs of our English learners and their families.

School Accountability Report Card –

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

College and Career Preparation

GCCA is committed to preparing students for success beyond high school by providing meaningful opportunities to explore college, career, and Career Technical Education (CTE) pathways. Through GCCA's partnership with Riverside City College (RCC), students have the unique opportunity to experience college while completing their high school education, earn college credit, explore career pathways, and become familiar with the expectations and resources of a college environment.

During their time at GCCA, students complete a minimum of 3–4 college courses as part of their educational program. Counselors work closely with students to identify college courses that align with their interests, abilities, graduation requirements, and postsecondary goals. Students in good academic standing may also have opportunities to enroll in additional college courses beyond those required for graduation.

To support successful participation in college coursework, students receive guidance regarding college expectations, registration, academic responsibility, time management, and available support services. Students complete a college expectations form outlining their responsibilities and understanding of the expectations associated with college-level coursework. GCCA counselors, staff, and college mentors provide ongoing support to help students successfully navigate their high school and college courses.

In addition to dual enrollment, students are provided with opportunities to explore their interests and future goals through career assessments, workshops, field trips, campus experiences, CTE exploration, work-based learning opportunities, and connections to college and community resources.

Career Counseling & Course Selection (EC 221.5(d)

Commencing in grade 9, school personnel shall assist students with course selection and career counseling, including the exploration of careers and courses leading to careers. Counseling and course recommendations shall be based on the interests, abilities, academic progress, and postsecondary goals of the student and shall not be based on the student's gender. Parents or legal guardians are notified of opportunities to participate in counseling sessions and educational planning decisions.

GCCA counselors work individually with students to review graduation progress and develop educational plans that consider college and career interests, dual-enrollment opportunities, CTE pathways, and postsecondary goals. Students are encouraged to revisit these plans throughout their enrollment as their interests, academic progress, and future goals evolve.

Career Technical Education

GCCA encourages students to explore Career Technical Education (CTE) as a pathway to continued education, career training, industry-recognized certificates, employment, and can satisfy the VPA/CTE/Foreign Language High School Graduation Requirement(AB 821). Through GCCA's partnership with Riverside City College (RCC), eligible students may explore and enroll in college-level CTE courses that connect academic learning with career-specific knowledge and skills while also providing students with the opportunity to earn college credit.

Both our GCCA Counselors and CTE teamwork with students to identify CTE pathways that align with their interests, strengths, academic progress, and educational and career goals. Counselors/CTE team assist students with exploring available programs, understanding eligibility and enrollment requirements, selecting appropriate courses, and developing an educational plan that supports both high school graduation and postsecondary goals. RCC offers 25 CTE pathways. Among the most popular GCCA students are Auto, Welding, HVAC, Early Childhood, and Cybersecurity.

When available, students may also participate in career exploration activities, industry and college field trips, workshops, guest speaker presentations, and other college and career opportunities. These experiences allow students to explore different professions, develop career-readiness skills, and better understand the education and training required for their areas of interest.

An annual notification will be provided to parents/guardians and students that includes:

- A brief explanation of college admission requirements.
- Current University of California (UC) and California State University (CSU) resources for admission requirements and approved high school courses.
- A brief description of Career Technical Education, as defined by the California Department of Education (CDE).
- The CDE website for additional information about CTE programs and pathways.
- Information on how students may meet with a GCCA counselor or GCCA CTE team to select courses that meet college admission requirements and/or explore CTE opportunities.
- Information regarding available dual-enrollment, college, career, and CTE opportunities through RCC and other GCCA partnerships.

Through these opportunities, GCCA supports students in developing an individualized plan for life after high school, whether that includes college, career training, certification, or employment.

Apprenticeship Programs and Pre-Apprenticeship Programs EC 48980, 48980.5

Apprenticeships have the opportunity to offer students the chance for a steady and stable job in a number of growing fields. Many of these experiences lead to well-paying careers. Apprenticeship is a system of training in a trade or profession that combines both classroom study and on-the-job training. Registered pre-apprenticeship programs prepare individuals to enter and succeed in registered apprenticeship programs; they expand the participant's career pathway opportunities with industry-based training coupled with classroom instruction.

Students may search by county and occupation and find out about a program's requirements (*e.g.,* minimum age, educational and physical requirements, testing, English proficiency) by visiting the website of the California Department of Industrial Relations, Division of Apprenticeship Standards.

Additionally, GCCA recommends students go to the following cites for more information:

College Transition & Postsecondary Readiness

GCCA is committed to ensuring that students not only meet high school graduation requirements but also develop a plan for what comes next. Throughout their enrollment, students receive individualized guidance and support to develop a postsecondary plan that reflects their academic progress, interests, strengths, and future goals.

Through their participation in dual enrollment and other college and career readiness activities, students have opportunities to become familiar with the college environment before graduating from high school. Students learn how to navigate college systems and resources, communicate with college faculty and staff, understand college-level expectations, advocate for themselves, and access available academic and student support services.

Counselors and other GCCA support staff assist students with postsecondary planning, which may include college applications and enrollment, course registration, financial aid and scholarship information, CTE certificates and pathways, career exploration, employment preparation, and connections to RCC and community resources.

As students approach graduation, GCCA works with them to identify their next steps and develop a transition plan toward college, career training, employment, or other postsecondary opportunities. GCCA's goal is for students to leave the program not only with a high school diploma, but also with college experience, greater awareness of available pathways and resources, and a clear understanding of the next steps toward achieving their educational and career goals.

California College Guidance Initiative – EC 60900.5, 51229 LEAs are required to annually notify parents and guardians of data sharing with the CCGI, including the use of California Pupil Achievement Data System (CALPADS) data and the use of the CaliforniaColleges.edu tools designed to help students plan for and apply to California public colleges and universities.

The California College Guidance Initiative (CCGI) is part of California's efforts to close the gaps between systems and ensure that all California students, especially those who have been underrepresented in higher education, can move seamlessly from K-12 to college and career. CCGI provides a set of college and career planning tools designed to help students plan for and apply to California public colleges and universities. To support these efforts, CCGI receives enrollment data for all public-school students enrolled in grades six through twelve through California Pupil Achievement Data System (CALPADS). CALPADS is a longitudinal data system used to maintain individual-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting. The shared data will be used to provide students and families with direct access to online tools and resources and will enable the student to transmit information shared with the CCGI to both of the following:

1. Postsecondary educational institutions for the purpose of admissions and academic placement.
2. The student Aid Commission for the purposes of admissions and academic placement

The California College Guidance Initiative (CCGI) is a key component of the state's effort to smooth the path to college for California students and to unify the efforts of the institutions that serve them. By combining data-driven tools and infrastructure with capacity building and student-focused curricula, CCGI helps close the gaps between systems and ensures that all California students—especially those who have been historically underrepresented in higher education—can transition seamlessly from K-12 to college and career. CCGI manages CaliforniaColleges.edu, the state's official college and career planning platform, which is free to all California students in grades 6-12 and their families. The platform offers a suite of tools that helps students plan for and apply to California public colleges and universities.

To support these efforts, data for all public-school students enrolled in grades 6-12 will

1. Be shared with CCGI:
2. Be used to provide students and families with direct access to online tools and resources.
3. Enable a student to transmit information shared with CCGI to both of the following:
    a. Postsecondary educational institutions for purposes of admissions and academic placement.
    b. The Student Aid Commission for purposes of determining eligibility for, and increasing uptake of, student financial aid.

Through this integrated approach, CCGI strengthens college and career readiness across California and empowers students to make informed, personalized decisions about their futures.

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.

Upon implementation of transcript-informed student accounts for grades 9–12 on the CaliforniaColleges.edu platform, any GPA data required for financial aid eligibility will be submitted through the California College Guidance Initiative. Notification explaining Cal Grant processes and the opportunity to opt out will be provided to all students and their parents or guardians by January 1 of the student's 11th-grade year.

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.

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 Coordinator, Andrea Puente, also facilitates information sessions with parents and students. Students have a right to opt out of completing the FAFSA or Dream Act. All family and student personal information will be protected according to state and federal privacy laws and regulations.

STUDENT HEALTH & SAFETY

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.

School Safety Plan (AB1858)

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 and are also located on the school's website under Important School Information. Fire and emergency and active shooter drills are held periodically at each school.

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.

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

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

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.

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)

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 48/45 instructor. Students in Guidance 48/45 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
TK/K-12 Admission	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 **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.

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.

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.

Student Emergency Fund: The Student Emergency Fund (SEF) at Gateway College and Career Academy is designed to provide limited, short-term financial assistance to currently enrolled GCCA students who are experiencing an unexpected emergency that could impact their ability to attend school or stay on track academically. As a tuition-free public charter high school, GCCA is committed to ensuring all students have equitable access to support during times of crisis. While GCCA is proud to offer direct assistance through the SEF, students will also be connected to additional support services through our network of community partners. These community resources should be considered and, when appropriate, accessed prior to awarding SEF funds to ensure a sustainable and coordinated response to student needs. Students need to meet certain criteria's to be eligible and must also complete a request form. The full board policy is located under the appendix. For more information, connect with a GCCA counselor.

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.

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.

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.

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

The California Healthy Youth Act requires that all California local educational agencies provide students in grades 7 through 12 with integrated, comprehensive, medically accurate, age-appropriate, and unbiased instruction in comprehensive sexual education, menstrual health education (AB 2229) , and human immunodeficiency virus (HIV) prevention education at least once in middle school and once in high school. GCCA offers comprehensive sexual health education through a partnership with Planned Parenthood. 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
    - The right to a copy of Education Code sections 51933, 51934, and 51938
- Receive notice by mail or another commonly used method of notification at least 14 days prior to the beginning of the instruction if arrangements for the instruction are made after the start of the school year.

Through Planned Parenthood's Sex Education Program, students learn about abuse including sexual abuse and assault, and human trafficking. The intent is to educate students on protective behaviors, including online safety, detecting inappropriate student-to-student interactions, establishing healthy relationships boundaries with adults and other students, and understanding how to safely ask for help.

The instruction is age-appropriate and delivered by certificated personnel who do not otherwise have regular contact with students receiving the instruction.

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.

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: Jasmine.Guerrero@rcc.edu

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.

Student Support Services

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.

- *"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."

[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.

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 (5^{th}) 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. Students have the right to immediate enrollment, even without typically required documents for enrollment (e.g., proof of residency, birth certificate, immunization, transcripts) required clothing (e.g., uniforms), or payment of outstanding fees, fines or unreturned items.

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.

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 of 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.

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 of 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.

Pregnant and Parenting Pupils EC 221.51, 222.5, 46015, 48205 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.

1.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.

a. Students should notify the school of their intent to exercise this right.
b. No student will be required to take all or part of the parental leave.
c. If deemed medically necessary, the student may receive more than eight weeks of parental leave.
d. The supervisor of attendance will ensure that the student's absences are excused until the student is able to return to school.
e. During parental leave, the student will not be required to complete academic work or other school requirements.
f. The student may return to the school and the course of study in which the student was enrolled before taking parental leave.
g. Upon return to school after taking parental leave, the student is entitled to opportunities to make up work missed during the leave, including, but not limited to, makeup work plans and reenrollment in courses.
h. A student who chooses not to return to the school in which the student was enrolled before taking parental leave is entitled to alternative education options.

2. No requirement to participate in pregnant minor programs or alternative education programs. However, a student may be required to obtain the certification of a physician or nurse practitioner that the student is physically and emotionally able to continue participation in the regular education program or activity. Students who voluntarily participate in alternative education programs will be given educational programs, activities, and courses equal to those they would have been in if participating in the regular education program.
3. Treatment of pregnancy, childbirth, false pregnancy, termination of pregnancy, and related conditions or recovery in the same manner and under the same policies as any other temporary disabling condition.
4. Reasonable accommodations to a lactating student on a school campus to express breast milk, breastfeed an infant child, or address other needs related to breast-feeding. Reasonable accommodations include, but are not limited to, all of the following:
    a. Access to a private and secure room, other than a restroom, to express breast milk or breastfeed an infant child.
    b. Permission to bring onto a school campus a breast pump and any other equipment used to express breast milk.
    c. Access to a power source for a breast pump or any other equipment used to express breast milk.
    d. Access to a place to store expressed breast milk safely.
    e. A reasonable amount of time to accommodate the student's need to express breast milk or breastfeed an infant child.
5. Have absences from school excused when the absence is due to the illness or medical appointment during school hours of the student's child, including absences to care for a sick child, for which the school will not require a note from a doctor.
6. Continued enrollment for a fifth year in the school the student was previously enrolled in order for the student to complete the Board-adopted high school graduation requirements, unless the school makes a finding that the student is reasonably able to complete such requirements in time to graduate from high school by the end of the student's fourth year of high school.

The **LEA/District** will not apply any rule concerning a student's actual or potential parental, family, or marital status that treats students differently on the basis of sex. GCCA will also not exclude or deny any student from any educational program or activity including class or extracurricular activity, solely on the basis of the student's actual or potential pregnancy, childbirth, false pregnancy, termination of pregnancy, or related conditions or recovery.

A student will not incur an academic penalty as a result of the student's use of the accommodations listed above and must be provided the opportunity to make up any work missed due to the use of reasonable accommodations to express breast milk or breastfeed an infant child. A complaint of noncompliance may be filed under the uniform complaint procedures.

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:

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

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 HR Manager.

Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure that no student shall, on the basis of race, religion, creed, color, marital status, sex, sexual orientation, national or ethnic origin, or disability, be excluded from participation in, or be denied the benefits of, any district educational program or activity, or otherwise subjected to discrimination under any program of the Charter School. The Charter School has specific responsibilities under the Rehabilitation Act of 1973 that include identifying, evaluating, and if the child is determined to be eligible under Section 504, providing access to and participation in curriculum, buildings, programs and activities.

Section 504 requires the Charter School to provide a Free Appropriate Public Education (FAPE) to qualified students in their jurisdictions who have a physical or mental impairment that substantially limits one or more major life activities. Section 504 defines a person with a disability as one of the following: has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment; and/or be regarded as having such an impairment. A substantial limitation is defined as a limitation that affects a person's ability to perform an activity in relation to the average person in the general population. Major life activities are basic activities that the average person in the general population can perform with little or no difficulty. This may include, caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, standing, lifting, thinking, concentrating, interacting with others, sleeping, bending, communicating, reading and writing.

The parent of any student suspected of needing or qualifying for accommodation under Section 504 may make a referral for an evaluation to the 504 Coordinator. If a student is found eligible, the team will develop a written Section 504 plan outlining the necessary accommodations and supplementary aids and services to ensure that the student receives FAPE. For additional information about the rights of parents of eligible students, or questions regarding the identification, evaluation, and eligibility of Section 504 protections, please contact the Gateway's Section 504 Coordinator Tamara Roe, at Tamara.Roe@rcc.edu.

Special Education

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.

Under the Individuals with Disabilities Education Act (IDEA), a "child with a disability" includes individuals with intellectual disabilities; hearing or vision impairments; speech or language impairments; emotional disturbance; orthopedic impairments; autism; traumatic brain injury; other health impairments; or specific learning disabilities who need special education and related services.

GCCA offers 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.

Student Records and Privacy

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.

The California Attorney General has issued the guidance document, "Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K–12 Schools in Responding to Immigration Issues," which includes the following "Know Your Educational Rights" information for students and parents

For more information on resources for responding to immigration enforcement activities at California schools, or to file a complaint, please contact: Bureau of Children's Justice, California Attorney General's Office, P.O. Box 944255, Sacramento, CA 94244-2550, (800) 952-5225, BCJ@doj.ca.gov, https://oag.ca.gov/bcj/complaint

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, an unsubstantiated personal conclusion or inference, a conclusion or inference outside the observer's competence, not based on the personal observation of a named individual with the time and place noted, misleading, or otherwise in violation of the student's privacy rights under FERPA. (Student Records, 5125.3)

Parents or eligible students who wish to ask the Charter School to amend a record should write to the Charter School's Executive Director or designee, clearly identify the part of the record they want to change and specify why it should be changed. Within 30 calendar days of receiving the written challenge, the Superintendent or designee will meet with the parent/guardian and the certificated employee who recorded the information (if still employed by GCCA and will either sustain or deny the allegations.

- 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.
- 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. The parent/guardian may appeal to the Governing Board within 30 calendar days.

Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

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.
13. Military recruiters

"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. Dates of attendance
9. Grade level
10. Participation in officially recognized activities and sports
11. Degrees, honors, and awards received
12. The most recent educational agency or institution attended
13. 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 Principal at elena.bautista@rcc.edu or Tel (951) 222-8934. 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).

Student and Family Privacy Rights; 6162.8 – Research

The Protection of Pupil Rights Amendment (PPRA) gives parents the right to:

- Consent before their child participates in any survey partially or wholly funded by the U.S. Department of Education that asks about political beliefs, mental health, sexual behavior, illegal or demeaning behavior, family relationships, privileged relationships, religious beliefs, or income (unless required for program eligibility).
- Opt-out of any other survey covering these topics, regardless of funding, any non-emergency, invasive physical exam required for attendance (except screenings required or permitted by law), or any activity that collects or uses student information for marketing or selling data.
- Inspect, upon request, and before administration or use, surveys, data-collection instruments, and instructional materials that seek protected information created by a third-party, instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes, and instructional materials used as part of the curriculum.

These rights are transferred to students at age 18 or when they become emancipated. GCCA notifies parents annually, before students participate in covered surveys or activities, and provides an opportunity for parents to review the materials and opt out. GCCA will notify parents at the beginning of the school year if it has identified specific or approximate dates for activities or surveys at that time. For surveys and activities scheduled after the school year begins, parents will be provided with reasonable notification of the planned activities and surveys listed below and will be given the opportunity to opt their child out of such activities and surveys.

Parents/guardians who believe their rights were violated may submit a PPRA complaint to the U.S. Department of Education at PPRA.Complaints@ed.gov or mail it to the Student Privacy Policy Office, 400 Maryland Avenue, SW, Washington, D.C. 20202-8520.

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.

Complaints and Accountability

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;
    - Adult Education Programs
    - After School Education Programs
    - Agricultural Career Technical Education
    - Career Technical and Technical Education and Career Technical and Technical Training;
    - Child Care and Development Programs;
    - Compensatory Education
    - Consolidated Categorical Aid;
    - Course Periods without educational content
    - Discrimination, harassment, intimidation, or bullying against any protected group as identified under EC 200 and 220 and GC 11135, including any actual or perceived characteristic as set forth in PC 422.55, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in EC 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.
    - Educational and graduation requirements for students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children, Children of Military Families, and newcomer students
    - Every Student Succeeds Act;
    - Instructional Materials and Curriculum: Diversity
    - Local Control and Accountability Plans (LCAP)
    - Physical Education Instructional Minutes
    - Reasonable Accommodations to a Lactating Student
    - Regional Occupational Centers and Programs
    - School or Athletic Team Names, Mascots, or Nicknames
    - School Plans for Student Achievement
    - School –Site councils
    - Migrant Education Programs;
    - Student fees
    - School Safety Plans; and/or
    - Any other state or federal educational program the State Superintendent of Public Instruction or designee deems appropriate

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.

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

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.

APPENDIX A: ANNUAL NOTIFICATIONS

College Admission Requirements

Students in Riverside County and across California have access to a broad range of postsecondary education pathways designed to support academic success and career readiness. Students and families are encouraged to explore the following trusted resources to support postsecondary planning:

- CaliforniaColleges.edu: California's official college and career planning platform and a key component of the Cradle-to-Career (C2C) Data System. This site allows students to track A-G progress, explore careers, apply to colleges, and more.
- hs-articulation.ucop.edu: Search A-G certified high school courses that meet UC/CSU entrance requirements.
- cccCO.edu: Access information and links to all California Community Colleges.
- assist.org: Find approved transfer courses for students moving from a California Community College to a UC or CSU.
- calstate.edu: Learn more about the CSU system, campus locations, and online applications.
- universityofcalifornia.edu: Explore UC admissions, applications, and campus information.
- www.cde.ca.gov/ci/ct: Learn about Career Technical Education (CTE) programs and pathways.

Students will have the opportunity to meet with their assigned school counselor to select courses aligned with college admissions requirements, enroll in Career Technical Education (CTE) courses, and explore postsecondary options that best match their goals. CTE programs of study offer a multi-year sequence of courses that blend academic instruction with technical and occupational skills, preparing students for both college and direct entry into high-demand careers. For more information or to schedule a meeting with a counselor, students and parents should contact their school site or visit (**riversidegcca.com)**.

Whether students plan to pursue a two-year degree, transfer to a four-year university, or enter the workforce with technical training, California offers a variety of public higher education systems and resources to help them succeed.

California Community Colleges: California's community college system provides an affordable and accessible option for all students. Community colleges offer associate degrees, certificates, transfer pathways to four-year universities, and workforce training programs. These colleges are open to any California resident or nonresident who:

- Possesses a high school diploma or its equivalent; or
- Is at least 18 years old and capable of benefiting from the instruction provided, even without a diploma.

*California State University (CSU) and University of California (UC) Systems: =*To qualify for freshman admission to a CSU or UC campus, students must complete at least 15 A-G college preparatory courses with a minimum grade of "C" or better. These courses may also be satisfied by:

- Equivalent college coursework; or
- Qualifying scores on standardized exams (*e.g.,* AP, IB, SAT Subject Tests).

Applicants must also graduate from high school and meet any additional admission criteria, such as minimum GPAs or other program-specific requirements. Students may also begin at a community college and transfer to a CSU or UC using established pathways.

Qualifying high school seniors in Riverside County who are on track to meet A-G requirements are being offered immediate, conditional admission to 10 CSU campuses as part of a Direct Admissions Program. Eligible students will receive a brochure mailed to their home address, explaining their conditional admission and outlining next steps. Students must use the *CaliforniaColleges.edu* platform to select their preferred CSU campuses. Official acceptance letters will be issued directly by the participating universities which include Channel Islands, Chico, East Bay, Humboldt, Maritime Academy, Monterey Bay, San Bernardino, San Marcos, Sonoma, and Stanislaus. Students may still apply to any CSU campus, including those not in the direct admission program. Please note that impacted campuses or programs may have additional admissions criteria.

Dual Enrollment Courses –EC 48980.6

GCCA students have access to dual enrollment courses through Riverside City College (RCC), allowing them to earn college credit while completing their high school diploma requirements. As part of GCCA's dual enrollment pathway, students are required to complete four college courses that contribute toward their high school graduation requirements: GUI 45: Introduction to College, GUI 48: College and Success Strategies, GUI 47: Career Exploration and Life Planning, and a communication course that satisfies the Communication/Analytical Thinking requirement.

Students may also petition to substitute these courses with other RCC courses that align with their individual academic and career goals. Approved alternatives may include courses that fulfill Career Technical Education (CTE) requirements, transfer requirements, associate degree requirements, or courses that support a student's career exploration.

Beyond these required courses, GCCA students have the opportunity to use dual enrollment coursework to satisfy additional high school graduation requirements. For example, a student may take POL-C1000: Introduction to American Government and Politics at RCC to fulfill GCCA's Government and Economics requirement. This flexibility allows students to make meaningful progress toward both their high school diploma and future college or career goals.

At GCCA, we believe high school should be a time for students to explore their interests, identify potential career pathways, and begin building a plan for their future. Dual enrollment at RCC provides students with an opportunity to experience college-level coursework, explore academic and career interests, and make progress toward future educational goals while still in high school. Students are supported throughout this process by GCCA counselors and

College Mentors, who help students identify appropriate courses and connect their dual enrollment experience to their individual college and career plans.

Students who wish to take more than 8 units during the 16-week Fall or Spring term, must complete a 9+ Tuition Form with their counselor, and this will be submitted to RCC's Admission Office for review.

State Graduation Requirements – Eligible Students (EC 51225.1, EC 51225.2, EC 51225.31)
***BP/AR*:** 6146.1 – High School Graduation Requirements; 6173 – Education for Homeless Children; 6173.1 – Education for Foster Youth; 6173.2 – Education of Children of Military Families; 6173.3 – Education for Juvenile Court School Students; 6175 – Migrant Education Program

For purposes of this section, "eligible student" means a student in foster care, a student experiencing homelessness, a current or former juvenile court student, a child of a military family, a migratory student, or a newcomer student. To graduate, students must complete the statewide course requirements outlined in Education Code § 51225.3, along with any Board-approved coursework required by GCCA. An eligible student who transfers into Gateway or moves between district schools after completing the second year of high school, or a newcomer student in the third or fourth year of high school, shall be exempted from any Board-adopted coursework beyond the statewide requirements, unless it is determined the student can reasonably complete those additional requirements by the end of their fourth year of high school. Students who are not exempted must be reevaluated the following academic year.

Eligible students will be notified of the exemption's availability and whether they qualify. GCCA counselors will conduct a Reduced Graduation Requirement for Eligible Students (RGE) review within thirty (30) calendar days of the date that a student who may qualify for exemption enrolls 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. Once the counselor reviews the documents presented, if any, they will make a determination if the student qualifies for this reduction in graduation requirements. At GCCA, this reduction would eliminate the requirement for students to complete the Guidance Series (GUI 45, 48, and 47), Communication Course, Elective Requirement, and in some cases, the EXPRW or 12th Grade Courseware English course. .

If a student was not properly notified, previously declined the exemption, or was not exempted earlier, the student or education rights holder may request the exemption at any time, and the district must grant it, even if the student is no longer otherwise eligible. Eligible students also have the right to remain in high school for a fifth year to complete statewide or district graduation requirements.

For a student with a disability, eligibility for exemption from Board-adopted coursework also requires that the student's IEP specifies that the IEP team has determined the student is eligible to take the state alternate assessment as allowed by law and that the student is required to complete state standards-aligned coursework to meet the statewide course requirements under Education Code § 51225.3.

Any complaint alleging noncompliance by the LEA/District with these requirements may be filed through GCCA's Uniform Complaint Procedures pursuant to Education Code §§ 51225.1 and 51225.2.

Transfer of Coursework and credits

Statutory Reference: EC 48645.5, 48645.7, 49069.5, 51225.1, 51225.2, 51225.31 (COE's EC 48645.5, 48645.7)

***BP/AR*:** 6173 – Education for Homeless Children; 6173.1 – Education for Foster Youth; 6173.2 – Education of Children of Military Families; 6173.3 – Education for Juvenile Court School Students; 6175 – Migrant Education Program

For purposes of this section, “eligible student” means a student in foster care, a student experiencing homelessness, a current or former juvenile court student, a child of a military family, a migratory student, or a newcomer student. When an eligible student transfers out of a school, the school will provide an official transcript that includes full and partial credits and grades earned. The transcript will reflect:

1. Days of enrollment and/or seat time, if applicable, used to determine full and partial credit based on any satisfactorily completed coursework.
2. Credits and grades listed separately by school, clearly identifying where they were earned.
3. A full record of seat time, including period attendance, days of enrollment, 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.

If the new school has reason to believe the transcript is missing credits or grades, it must contact the prior school within two business days. The prior school must then issue all appropriate full or partial credits and provide all academic and related records within two business days of the request. Schools must accept and issue full credit for any coursework satisfactorily completed by an eligible student at another public school, juvenile court school, charter school, school outside the United States, or nonpublic nonsectarian school. Schools may not require an eligible student to retake a course or repeat a completed portion of a course, unless, after consultation with the education rights holder, it is determined that retaking the course is reasonably necessary for the student to graduate on time. When partial credit is awarded, the student must be enrolled in the same or equivalent course, as applicable, so that they may complete the full course.

An eligible student may not be prevented from retaking a course or taking a needed course to meet the admission requirements for the California State University (CSU) or University of California (UC) systems.

Nondiscrimination in Curriculum and Instructional Materials

***Statutory Reference*: EC 244, 2623, 280, 33800 *et seq.*, 48980, 51500, 51501, 60151**

The State of California and GCCA are committed to providing all students with equal rights and opportunities in educational programs and activities, regardless of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic protected by law, consistent with Education Code sections 200 and 220, as further clarified and strengthened by Assembly Bill 715 (2025).GCCA is committed to maintaining safe, inclusive, and respectful learning environments free from discrimination, harassment, intimidation, and bullying. Discrimination on the basis of any protected characteristic, as defined in in these statutes, is prohibited in all programs and activities. (Additional Information on Assembly Bill 715, effective January 1, 2026.)

Consistent with state and federal law, discrimination may include conduct based on religion, ancestry, ethnicity, or national origin. This includes antisemitism and other forms of bias directed toward individuals or groups based on shared ancestry or ethnic characteristics. Such conduct will be addressed with the same seriousness as all forms of unlawful discrimination. GCCA shall establish and maintain clear procedures for reporting, investigating, and resolving complaints of discrimination, harassment, intimidation, and bullying. Complaints may be filed under GCCA’s Uniform Complaint Procedures (UCP), including anonymously when sufficient evidence is provided.

Instructional Materials

The Governing Board or LEA/District shall adopt or approve:

- Textbooks, instructional materials, supplemental materials, professional development resources, and curriculum that are aligned with Education Code 220 and ensure that all students are free from unlawful discrimination.

- Professional development materials and services that support lawful, inclusive instructional practices and that do not promote, endorse, or otherwise promote the use of any textbook, instructional material, supplemental instructional material, or curriculum that would subject a student to unlawful discrimination as specified in Education Code 220.

  If the Board knows or has reason to know that such materials or services were used or an action occurred that would violate Education Code 220, the Board will investigate and remediate the action, which may include, but is not limited to, the implementation of restorative justice practices. Regardless, a complaint may be filed by any member of the public under GCCA's Uniform Complaint Procedures, or it may be directly filed with the State Superintendent of Public Instruction (SPPI), as described below. Complaints may be filed anonymously if the complainant provides evidence or information leading to evidence to support an allegation of noncompliance.

  Additionally, the Board shall ensure that adopted instructional materials do not contain matter reflecting adversely upon persons on the basis of race or ethnicity, gender, religion, disability, nationality, or sexual orientation, or because of a characteristic listed in Education Code 220, or that violates Education Code 243, 244, 51500, or 60044. However, the Board does not prohibit the continued use of an appropriately adopted textbook, instructional material, or curriculum on the basis that it contains inclusive and diverse perspectives, including those in compliance with Education Code 51204.5, 51933, 51934, and 60040.

  Instruction & School-Sponsored Activities

  No instruction or school-sponsored activity may promote a discriminatory bias on the basis of race or ethnicity, gender, religion, disability, nationality, or sexual orientation, or a characteristic specified in Education Code 220. Teacher instruction must be factually accurate and aligned with the adopted curriculum and standards, and be consistent with accepted standards of professional responsibility, rather than advocacy, personal opinion, bias, or partisanship. Discriminatory bias in instruction and school-sponsored activities does not require a showing of direct harm to members of a protected group, and members of a protected group do not need to be present while the discriminatory bias is occurring for the act to be considered discriminatory bias. Corrective action will be taken if the Board finds the instruction or school-sponsored activities to be discriminatory.

  Parents may review the instructional materials used; access will be provided within a reasonable amount of time in accordance with Education Code 49091.10 and the California Public Records Act.

  Office of Civil Rights

  The Office of Civil Rights (OCR), under the administration of the California Government Operations Agency (hereafter, "Agency"), has been established with the purpose of working directly with local educational agencies (LEA) to prevent and address discrimination and bias as specified in Education Code 220. OCR will do all of the following, in consultation with CDE:
  - Provide education and educational resources to identify and prevent antisemitism and other forms of discrimination and bias, and share relevant laws and regulations with educational state agencies, LEAs, and community stakeholders.
  - Annually submit a report to the Agency, the SSPI, the executive director of the state board, and the Legislature on the state of discrimination and bias in all LEAs serving TK-12 students. The report will include

specific information on the type of discrimination or bias against a group protected by Education Code 220 and made publicly available on the Agency's website.

- Recommend strategies to combat discrimination or bias against groups protected by Education Code 220 in LEAs serving TK-12 students to CDE and LEAs, including proactive strategies using a restorative justice approach with a focus on repairing harm, fostering empathy, and healing relationships.
- Annually review CDE's report that includes a summary of all complaints made under the UCP that involve discrimination as defined in EC 220, with specific information on the type of discrimination or bias, any action taken by CDE in response to each complaint and the timeline for that action, and the disposition of each complaint.
- Advise on subsequent action regarding UCP complaints that involve discrimination as defined in Education Code 220.
- Provide assistance, in consultation with the office of the Attorney General and CDE, on proper protocols to respond to discrimination complaints filed under the UCP.
- The Antisemitism Prevention Coordinator, appointed by the Governor, supports statewide efforts to prevent and respond to antisemitism in educational settings, including advising LEAs and engaging with community stakeholders.

All reports produced at the state level will protect individual privacy and comply with confidentiality requirements.

California Kids Investment and Development Savings Program

***Statutory Reference*: EC 51225.7(b)(2)**

The California Kids Investment and Development Savings Program (CalKIDS) is a statewide initiative created with the goal of helping families take the first step toward saving for college or career training. It automatically awards scholarships to eligible students to cover qualified education expenses such as tuition and fees, required books and supplies, and computer equipment, helping to reduce financial barriers for parents

Every eligible public school student in grades 1–12 has a CalKIDS account created in their name with a deposit of $500. Eligible students identified as foster youth receive an additional one-time $500 deposit. Eligible students identified as a student experiencing homelessness receive an additional one-time $500 deposit. This could mean up to $1,500 in scholarship money for students!

To be eligible and automatically enrolled in CalKIDS, students must be identified as English Learner or low-income by the Local Control Funding Formula on Fall Census Day and either:

1. Enrolled in grades 1-12 during the 2021-22 academic year; or
2. Enrolled in 1st grade during the 2022-23 academic year.

Visit https://calkids.org/ to find out more information about CalKIDS, check eligibility, register the account, and/or submit a claim. The CalKIDS account is accessible by using the student's Statewide Student Identifier (SSID), which can be found on a student's school portal, transcript, report card, or by contacting the school.

Investment in Higher Education

***Statutory Reference*: EC 48980(d)**

Pursuing a college or university education offers numerous long-term benefits, including increased earning potential, expanded career opportunities, financial security, enhanced problem-solving abilities, and improved overall health and

well-being. However, the rising cost of higher education can be a significant barrier for many families. To support long-term college affordability and minimize the burden of student loan debt, parents and guardians are strongly encouraged to begin saving for college as early as possible, even during infancy. Early investment provides the most significant opportunity for funds to grow over time. There are a variety of college savings options available to families, including but not limited to:

- 529 College Savings Plans
- Individual Retirement Accounts (IRA or Roth IRA)
- Uniform Gift to Minors Act (UGMA) or Uniform Transfer to Minors Act (UTMA) accounts
- Trust funds
- U.S. Savings Bonds

In addition to family savings, students can actively contribute to college affordability by applying for scholarships and grants, enrolling in dual enrollment courses to earn college credit while in high school, working a full-time job during the summer or a part-time job during the school year, or opening and contributing to a personal savings account. Planning and engaging in proactive financial preparation can significantly reduce future debt and expand educational choices for students. For more information about college savings options, families are encouraged to consult with a trusted financial advisor or visit www.savingforcollege.com **or www.scholarshare529.com**).

Language Acquisition and Language Programs

GCCA provides a Structured English Immersion (SEI) program for students who are identified as English Learners. The program is designed to support students in developing English proficiency and achieving academic success in accordance with California's English Language Development (ELD) standards and state-adopted academic content standards.

English Learners receive Designated English Language Development (ELD) instruction through GCCA's ELD course and Integrated ELD support within their academic classes. Instruction is provided by appropriately authorized staff and is designed to support students in developing English proficiency within a reasonable period of time.

GCCA does not currently offer a bilingual, dual-language immersion, or other language acquisition program in which academic instruction is provided in a language other than English.

Language Programs: GCCA does not currently offer separate world-language programs in languages other than English. However, students can take advantage of the dual enrollment opportunity at Riverside City College. RCC offers Spanish, Italian, Japanese, Portuguese and Russian.

Requesting a Language Acquisition Program

Parents/guardians may request consideration of a language acquisition program that is not currently offered at GCCA. Requests may be submitted to the school office at Gateway@rcc.edu. GCCA will maintain a written record of requests, including the date of the request, the parent/guardian and student names, a general description of the requested program, and the student's grade level.

If requests for the same or substantially similar language acquisition program reach the applicable threshold established by California law—30 students schoolwide or 20 students in the same grade level—GCCA will follow the required process for notifying families and evaluating whether the requested program can be implemented.

CAASPP System Assessment

Parent and Guardian Notification Letter

California Education Code Section 60640 established the California Assessment of Student Performance and Progress (CAASPP) System of assessments. The CAASPP System includes computer-based assessments that are aligned with the Common Core State Standards (CCSS) and the Next Generation Science Standards for California Public Schools (CA NGSS).

GCCA students in grades 11th and 12th take these assessments, unless the student has an individualized education program (IEP) that indicates assessment with an alternate test.

The assessments were created to gauge each student's performance in English language arts/literacy (ELA), mathematics, and science. They measure the skills called for by academic standards, including the ability to write clearly, think critically, and solve problems. GCCA administers the following CAASPP tests:

- Smarter Balanced Summative Assessments (SBAC) for ELA and mathematics
- The California Science Test (CAST)

Smarter Balanced Assessments

The Smarter Balanced ELA and mathematics tests reflect California's rigorous academic standards and allow Cadets to demonstrate analytical writing and critical thinking skills as well as their knowledge of facts.

To learn more about the SBAC ELA and mathematics tests, please visit the California Department of Education Smarter Balanced Assessment web page at http://www.cde.ca.gov/ta/tg/sa/index.asp.

California Science Test

The California Science Test (CAST) emphasizes scientific thinking and reasoning. For additional information about the CAST, please visit the CDE's CAASPP Science Assessment Web page at http://www.cde.ca.gov/ta/tg/ca/caasppscience.asp.

What Families Can Do to Help

- Ensure your student is present and on time each testing day
- Encourage a good night's sleep and a healthy meal beforehand
- Have your student bring a fully charged Chromebook and headphones (if available)

If you have any questions regarding the administration of the CAASPP assessments, please contact the school office to get in contact with the CAASPP and CAST Testing Coordinator.

Physical Fitness Test

Parent and Guardian Notification Letter

Public school students in grades five, seven, and nine are required to take the PFT, whether or not they are enrolled in a physical education class or participate in a block schedule. Students who are physically unable to take the entire test battery are to be given as much of the test as his or her condition will permit. (EC 60800 and CCR Title 5, Section 1041)

GCCA students who are identified as 9th grade will be administered to the required California Physical Fitness Test (PFT). For this testing period, the California Department of Education (CDE) has emergency regulations that will allow schools to administer only the following five components of the PFT:

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

California has chosen the FITNESSGRAM® as its annual PFT for students in grades 5, 7, and 9. In September 2020, Senate Bill 820 (Chapter 110, Statutes of 2020) Section 68 required the State Superintendent of Public Instruction to submit a report with recommendations regarding the purpose and administration of the physical performance test as indicated. Beginning in 2022, results (participation in each of the five components) have been reported in the local School Accountability Report Card (SARC). However, students shall be provided with their individual raw scores after completing the physical performance testing.

You play an important role in your child's education and can help your child get ready for the test. Here are some ways you can help:

- Talk about the PFT with your child. Make sure your child is not anxious and is ready to do their best.
- Tell your child that you and their teacher are both there to help, every step of the way, and want them to do their best to finish what they can.
- Help make sure your child engages in 60 minutes of physical activity every day.

To learn more about the PFT, visit the CDE Parent Guides to Understanding web page at https://www.cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp.

If you have any questions about your child's participation in the PFT, the FITNESSGRAM®, or the test results, please contact the school office to get in contact with the Physical Fitness Test Coordinator.

ELPAC Summative Assessment

Parent and Guardian Notification Letter

GCCA students identified as an English Learner (EL), will participate in the Summative English Language Proficiency Assessments for California (ELPAC). This assessment is a state and federal requirement (ESSA) to monitor your child's progress in learning English.

What You Need to Know

The Summative ELPAC measures how well students understand and use English in four key areas: Listening, Speaking, Reading, and Writing.

Please rest assured that this assessment:

- It is not a test of academic subjects (like math or science)
- It is not pass/fail.
- Does not affect your student's grades.
- It is conducted in a supportive, low-stress environment.

Why is this important?

Students take this assessment annually until they meet the criteria to be designated as Fluent English Proficient (RFEP). The results help us measure growth, guide language support instruction, and are a key part of the reclassification process.

Accommodations: Students with an IEP or 504 Plan will receive all approved testing accommodations.

Reclassification Criteria

Your student may be reclassified from EL to RFEP (Fluent English Proficient) when they meet the following:

1. Performance criteria on the Summative ELPAC (Overall Score of 4)
2. Demonstration of grade-level academic skills.
3. Teacher recommendations.
4. Parent/guardian approval (per district guidelines).

How to Support Your Student

To help your student do their best:

- Rest & Nutrition: Ensure they get enough rest and eat well on testing days.
- Attendance: Encourage daily attendance.
- Engagement: Read together (in any language) and talk about their school goals.
- Optional Practice: You may access free practice tests at www.elpac.org to help your student feel familiar with the format. This is optional and for confidence-building only.

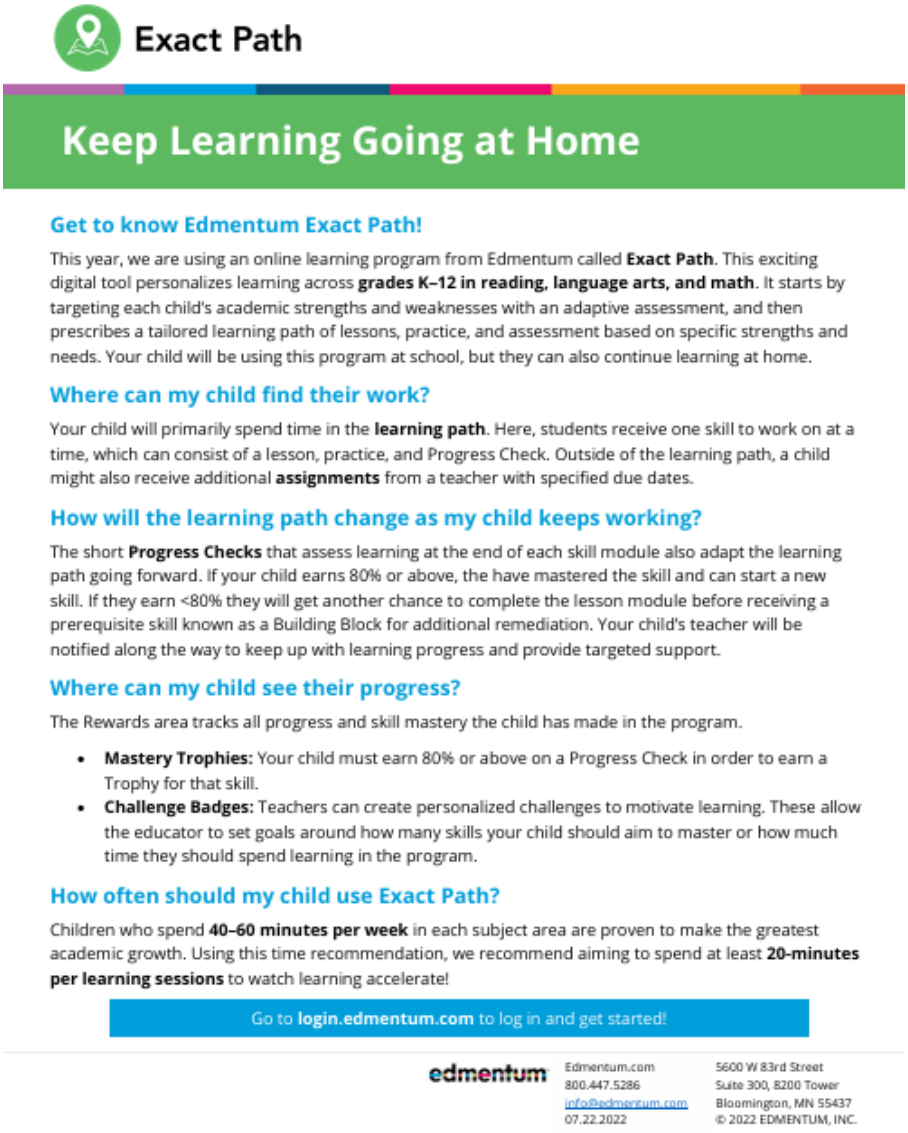
If you have questions about the ELPAC, ELD services, or reclassification, please contact the school office to get in contact with the ELPAC Testing Coordinator.

Exact Path

Parent and Guardian Notification Letter

GCCA is committed to the academic growth and supporting the learning needs of our students. GCCA is utilizing Exact Path to support these efforts.

What is Exact Path: an adaptive assessment that identifies what students already have mastered in the areas of Reading, Math, and Language Arts. Based on these results, the program builds a pathway with lesson specifics sequence specific to the students. To target skill gaps, students work on their Exact Path lessons for 40min per week. Below is a helpful guide on how families can continue supporting students at home.



Exact Path

Keep Learning Going at Home

Get to know Edmentum Exact Path!

This year, we are using an online learning program from Edmentum called **Exact Path**. This exciting digital tool personalizes learning across **grades K–12 in reading, language arts, and math**. It starts by targeting each child's academic strengths and weaknesses with an adaptive assessment, and then prescribes a tailored learning path of lessons, practice, and assessment based on specific strengths and needs. Your child will be using this program at school, but they can also continue learning at home.

Where can my child find their work?

Your child will primarily spend time in the **learning path**. Here, students receive one skill to work on at a time, which can consist of a lesson, practice, and Progress Check. Outside of the learning path, a child might also receive additional **assignments** from a teacher with specified due dates.

How will the learning path change as my child keeps working?

The short **Progress Checks** that assess learning at the end of each skill module also adapt the learning path going forward. If your child earns 80% or above, the have mastered the skill and can start a new skill. If they earn <80% they will get another chance to complete the lesson module before receiving a prerequisite skill known as a Building Block for additional remediation. Your child's teacher will be notified along the way to keep up with learning progress and provide targeted support.

Where can my child see their progress?

The Rewards area tracks all progress and skill mastery the child has made in the program.

- **Mastery Trophies:** Your child must earn 80% or above on a Progress Check in order to earn a Trophy for that skill.
- **Challenge Badges:** Teachers can create personalized challenges to motivate learning. These allow the educator to set goals around how many skills your child should aim to master or how much time they should spend learning in the program.

How often should my child use Exact Path?

Children who spend **40–60 minutes per week** in each subject area are proven to make the greatest academic growth. Using this time recommendation, we recommend aiming to spend at least **20-minutes per learning sessions** to watch learning accelerate!

Go to **login.edmentum.com** to log in and get started!

edmentum

Edmentum.com
800.447.5286
info@edmentum.com
07.22.2022

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Cal Grant GPA Submission

Parent and Guardian Notification Letter & Opt Out-Form

California public high schools are required to electronically submit Grade Point Average (GPA) information to the California Student Aid Commission by March 2.

All students in grade 12 are automatically considered a Cal Grant applicant, and each grade 12 student 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.

A Cal grant is money for college and does not need to be paid back. To qualify you must meet the eligibility and financial requirements s well as any minimum GPA requirements. Cal grants can be used at the University of California, Riverside , California State University or California Community Colleges, as well as qualifying independent and career colleges or technical schools in California.

To learn more about Cal Grants, go to the California Student Aid Commission website at http://www.csac.ca.gov/. If you have any questions regarding senior gpa submission, please contact the office at 951-222-8934.

To opt of the GPA submission, GCCA 12th graders and parents must sign this opt of form and email it to Gateway@rcc.edu or return it to Gateway's Campus Office located at 4800 Magnolia Avenue, Lovekin L5, Riverside, CA 92506 before October 1.

GPA Submission Opt-Out

I understand that GCCA submits eligible 12th-grade student GPA information to the California Student Aid Commission (CSAC). By signing below, I am requesting that my student's GPA not be submitted to CSAC.

To opt out, both the student and parent/guardian must sign this form and return it to the GCCA Main Office before October 1.

Student Name: _____

Student Signature: _____ Date: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____

Sexual Health Education/California Healthy Youth Act

Parent and Guardian Notification Letter & opt Out-Form

The California Healthy Youth Act requires that all California local educational agencies provide students in grades 7 through 12 with integrated, comprehensive, medically accurate, age-appropriate, and unbiased instruction in comprehensive sexual education, menstrual health education (AB 2229) , and human immunodeficiency virus (HIV) prevention education at least once in middle school and once in high school. GCCA offers comprehensive sexual health education through a partnership with Planned Parenthood. 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 and the right to a copy of Education Code sections 51933, 51934, and 51938
- Receive notice by mail or another commonly used method of notification at least 14 days prior to the beginning of the instruction if arrangements for the instruction are made after the start of the school year.

Through Planned Parenthood's Sex Education Program, students learn about abuse including sexual abuse and assault, and human trafficking. The intent is to educate students on protective behaviors, including online safety, detecting inappropriate student-to-student interactions, establishing healthy relationships boundaries with adults and other students, and understanding how to safely ask for help. The instruction is age-appropriate and delivered by certificated personnel who do not otherwise have regular contact with students receiving the instruction. 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.

To request an opt out, complete the following form. Please note that if you or your student does not participate in these lessons this term, students will need to complete five high school credits of Health in Courseware to fulfill this state requirement.

----------Sexual Health Education Opt –Out ----------

To opt out, both the student and parent/guardian must sign this form and email it to Jasmine De La Trinidad, Assistant Principal of Counseling at jasmine.guerrero@rcc.edu or Andrea Zacarias, Director of Student Success Systems at Andrea.Zacarias@rccd.edu or return to Gateway's Campus Office located at 4800 Magnolia Avenue, Lovekin L5, Riverside, CA 92506

Student Name: _____Signature: _____ Date: _____

Parent/Guardian Name: _____ Signature: _____ Date: _____

Student Records and Directory Information and Military Recruiter Opt Out From

Parent and Guardian Notification

Student Records and Directory Information

Gateway College and Career Academy ("GCCA") complies with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, 34 C.F.R. Part 99, and applicable California law regarding the privacy and confidentiality of student education records.

FERPA generally requires written consent from a parent or eligible student before personally identifiable information (PII) from education records may be disclosed. However, FERPA permits certain disclosures without consent when specific legal requirements are met.

Directory Information: GCCA may designate certain student information as directory information. Directory information is information that generally would not be considered harmful or an invasion of privacy if disclosed.

GCCA designates the following as directory information:

- Student's name
- Grade level
- Dates of attendance
- Participation in officially recognized activities and sports
- Degrees, honors, and awards received
- Most recent school attended
- Photograph

GCCA may disclose directory information without prior written consent unless a parent or eligible student has submitted a written request to opt out of the disclosure of directory information.

Parents and eligible students may request that GCCA not disclose any or all designated directory information by completing the Directory Information Opt-Out Form below and returning it to GCCA.

Other Disclosures Permitted Without Consent: In addition to directory information, GCCA may disclose PII from education records without prior written consent when permitted by FERPA or applicable California law. Examples include disclosures:

- To school officials who have a legitimate educational interest;
- To another school when a student seeks or intends to enroll;
- To authorized government officials for lawful purposes;
- In connection with certain financial-aid applications;
- To organizations conducting authorized studies;
- To accrediting organizations;
- To parents of a dependent student as permitted by FERPA;
- In response to certain judicial orders or lawfully issued subpoenas;
- In connection with a health or safety emergency;

- To authorized officials within the juvenile justice system when permitted by law;
- To certain foster family agencies, residential treatment program staff, and caregivers as permitted by California law; and
- To the victim of an alleged perpetrator of a crime of violence or nonforcible sex offense, when permitted by FERPA.
- These exceptions do not mean that GCCA may freely disclose a student's education records. Each disclosure must meet the requirements and limitations of the applicable law.

Military Recruiters and Institutions of Higher Education: Federal law requires applicable secondary schools to provide military recruiters, upon request, with students' names, addresses, and telephone listings, subject to applicable federal requirements. Parents and eligible students have the right to request that this information not be released for this purpose. 20 U.S.C. § 7908; 10 U.S.C. § 503.

Parents and eligible students who wish to exercise this right should indicate their choice on the opt-out form below. For questions regarding student records, directory information, or the right to opt out, please contact the principal at elena.bautista@rcc.edu or 951-222-8934.

Student Name: _____Grade: _____

Parent/Guardian Name (if student is under 18):

FERPA permits GCCA to disclose information designated as directory of information without prior written consent unless a parent or eligible student submits a written request to opt out.

Please select one:

☐ I DO NOT authorize GCCA to disclose any directory information about my student without my prior written consent.

☐ I DO NOT authorize GCCA to disclose my student's name, address, and telephone number to military recruiters without my prior written consent.

☐ I DO NOT authorize either of the disclosures listed above.

I understand that my opt-out request will remain in effect for the current school year unless I revoke it in writing. I understand that opting out of directory-information disclosure may limit GCCA's ability to include my student's name or photograph in school publications, programs, activities, or other communications in which directory information may otherwise be used.

Parent/Guardian Signature: _____Date: _____

Student Signature (if 18 or older): _____Date: _____

Please submit this completed form via email to the principal at elena.bautista@rcc.edu or return it to Gateway's office located at 4800 Magnolia Avenue, Lovekin L5, Riverside, CA 92506.

GCCA GRADUATE

FAFSA/CADAA OPT-OUT FORM

The Free Application for Federal Student Aid (FAFSA) or California Dream Act Application (CADAA) determines a student's eligibility for financial aid to assist with a student's attendance at a college or career school. California Education Code (CEC) § 51225.7 requires a local educational agency to confirm each grad student's completion and submission of a FAFSA or CADAA unless the student is determined to be exempt or an opt-out form is completed by a legally emancipated student, a student who is 18 years or older, a legal guardian or parent, or a local educational agency on a student's behalf.

This opt-out form permits a student to opt out of the completion of a FAFSA or CADAA form. If you wish to opt yourself or your grad student out of the Financial Aid Application requirement, please complete this form and return it to your assigned counselor as soon as possible. Submitting a Financial Aid Application Opt-Out Form does not prohibit a student from completing and submitting a financial aid application in the future.

STUDENT INFORMATION:

Student Name (First, Last):
Date of Birth (Month, Day, Year):
Aeries ID #:

Option 1 – Student Authorization (emancipated or age 18 or older): By signing this form, I understand what the FAFSA and CADAA are, and I choose not to submit a completed financial aid application.
Student Signature:
Student Printed Name: Date:

Option 2 – Parent or Guardian Authorization: The student named on this form is under the age of 18. I am a parent or legal guardian of the above-named minor, and by signing this form, I understand what the FAFSA and CADAA are, and I choose for my student not to submit a completed financial aid application.
Parent/Guardian Signature:
Parent/Guardian Printed Name: Date:

Option 3- Counselor Authorization: My signature below certifies that reasonable efforts to ensure the student completed the FAFSA/CADAA application have been made, but I have determined the student is unable to complete the requirements of Education Code Section 51225.7.
Counselor Signature:
Counselor Printed Name: Date:

Notification of Privacy Rights of Students under FERPA

Parent and Guardian Notification

DEFINITION OF PUPIL RECORD: Pupil record is any item of information other than directory information that is directly related to an identifiable student and maintained by the school or required to be maintained by an employee in the performance of his/her duties.

Federal and state laws grant certain privacy rights and rights or access to pupil records to students and to their parents or guardians. Full access to all personally identifiable written records maintained by the school or county office must be granted to:

- Parents or guardians of students age 17 or younger;
- Parents or guardians of students age 18 or older if the student is a dependent for tax purposes;
- Students age 16 or older or have completed 10th grade.

Parents/guardians may review individual records by making a request to the principal. The principal will see that explanations and interpretations are provided if requested. A parent or guardian has the right to question and receive an answer regarding items on their child's record that appear inaccurate, misleading, or that invade his/her child's privacy. Information which is alleged to be inaccurate, inappropriate or misleading, may or may not be removed by the Executive Director or his/her designee. In addition, parents or guardians of eligible students may receive a copy of any information in the pupil's records at a reasonable cost per page. School district policies and procedures relating to types of records, kinds of information retained, persons responsible for maintaining pupil records, directory information, access by other persons review and to challenge the content of records are available through the principal or his/her designee.

Parents may contact the school to review the log listing of those that have requested or received information from a pupil's file, as required in Education Code § 49064. Access to a pupil's records will only be granted to those with a legitimate educational interest who are officials or employees whose duties and responsibilities to the school, whether routine or as a result of special circumstance, require that they have access to pupil records.

School officials may be authorized to inspect student records if a legitimate educational interest exists. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibilities. A school official is a person employed by the school as an administrator, supervisor, instructor, support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Governing Board; a person or company with whom the school has contracted to perform a special task (such as attorney, auditor, consultant or therapist); a parent or student serving on an official committee (such as a disciplinary or grievance committee) assisting another school official in performing his or her tasks. [FERPA, 34 Code of Federal Regulations (C.F.R.) Part 99.7(a)(3)(iii) and 99.31(a)(1) and Ed. Code § 49063 (d), 49064 and 49076] When a student moves to a new school district, records, including disciplinary records, will be forwarded upon request of the new district. At that time, the parent or an eligible student may challenge, review, or receive a copy at a reasonable cost per page, of the requested records. Parents or guardians may contact the school or county office for any policy 25 regarding the review and expunging of pupil records. Parents/guardians who believe the school district is not in compliance with federal regulations regarding privacy may file a complaint with the United States Department of Education at the following address: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave SW, Washington, DC 20202-5920. The school district also allows certain student directory information available in accordance with state and federal laws. This means that each student's name, birthdate, address, telephone number, major course of study, participation in school activities and sports, dates of attendance, degrees and awards, and the most recent public or private school of attendance may be released to certain specified agencies. In addition, the height and weight of athletes may be made available. Directory information does not include citizenship status, immigration status, place of birth, or national origin. Such information shall not be released without parental consent or a court order.

Professional Boundaries & Safe Student Interactions

Parent/Guardian Notification

Parent & Student Guide: GCCA is committed to providing a safe, respectful, and supportive learning environment for every student. All adults who work with or interact with GCCA students are expected to maintain appropriate professional boundaries and put student safety and well-being first.

What Students and Families Should Expect: GCCA employees, volunteers, contractors, mentors, and other adults working with students must:

- Treat students with respect, fairness, and professionalism.
- Maintain appropriate adult-student boundaries at all times.
- Use school-approved communication methods for school-related communication.
- Keep one-on-one interactions appropriate, observable, and connected to a legitimate school purpose whenever reasonably possible.
- Respect students' physical and personal boundaries.
- Follow school safety procedures and report concerns appropriately.

These expectations apply at school and away from school, including school activities, field trips, transportation, home visits, internships, and electronic or virtual communication. They also apply to students who are 18 or older when the relationship is connected to GCCA.

Adults may not:

- Date, pursue, or have a romantic or sexual relationship with a GCCA student.
- Make sexual, suggestive, or inappropriate comments, jokes, or gestures.
- Flirt with students, engage in grooming behaviors, or ask students to keep inappropriate relationships or communications secret.
- Give students personal gifts, money, food, electronics, outings, or other items without a legitimate educational purpose and required approval.
- Show inappropriate favoritism or develop an overly personal or dependent relationship with a student.
- Have unnecessary or inappropriate physical contact with a student.
- Invite students to a private home, hotel room, or other private lodging except when specifically authorized for a school purpose or in an emergency.
- Arrange personal outings, overnight contact, or non-school travel with students.
- Use personal social media accounts, disappearing-message apps, or other unapproved/private platforms to communicate with students.
- Photograph, record, or share student images for personal purposes.
- Retaliate against or intimidate anyone who raises a safety or boundary concern.

Communication & Social Media: School-related communication should use GCCA-approved accounts and platforms and should be professional, appropriate, and related to school, college, career, attendance, safety, or student-support matters.

Students and families should feel comfortable bringing forward communication that seems inappropriate, secretive, overly personal, or unrelated to a legitimate school purpose.

Student-to-Student Safety: GCCA also prohibits sexual harassment, sexual misconduct, grooming, hazing, coercion, bullying, exploitation, and other serious boundary violations among students. Concerns should be reported so the school can respond and provide appropriate support.

How to Report a Concern: If you see, experience, receive information about, or reasonably suspect a violation of these standards, please report it promptly.

Students, parents/guardians, employees, volunteers, and community members may report concerns to: Principal or Executive Director If the concern involves the Executive Director, report it to the President of the GCCA Board of Directors.

Reports involving suspected child abuse or neglect may also need to be reported directly to the appropriate law enforcement or child-protective agency as required by law.

You do not have to handle a concerning situation on your own. If something feels inappropriate, unsafe, secretive, or outside a normal school relationship, please speak with a trusted GCCA adult or school administrator. GCCA will respond to concerns promptly, take appropriate steps to protect students, and follow applicable laws and school procedures.

The complete GCCA Board Policy No. 502, Professional Boundaries and Safe Adult-Student Interactions, can be requested at the Gateway Office.

Notice of Intent to Disenroll a Student

Name of the person completing this form: _____

I/we will be disenrolling my/our child(ren) from Gateway College and Career Academy for the 2026-2027 school year, effective: _____

I /we understand that my responsibilities for a successful withdrawal may include, but are not limited to, withdrawing from student classes and reconciling my bill with the Gateway's Business Office for payment or refund for outstanding materials. All miscellaneous fees must be paid in full prior to the release of any student transcripts, report cards, and other student information. Transcripts will be withheld until all materials and fees are cleared. To find out whether you have any outstanding fees or materials, please reach out to Liz Laher, Accounting/Business Manager, at 951- 597-3574.

Parents wishing to cancel the enrollment contract with Gateway College and Career Academy must submit this disenrollment form to the principal before anticipated enrollment date. Verbal notification is not considered due notice. Please return this form to Gateway's office located at 4800 Magnolia Avenue, Lovekin L5, Riverside, CA 92506. A copy of this form will also be available at Gateway's office.

Student Information:

Student 1 Full Name: _____ DOB: _____

Student 2 Full Name: _____ DOB: _____

Student 3 Full Name: _____ DOB: _____

Parent Information:

Parent Guardian 1

Full Name: _____

Address:

_____

Email: _____ Contact Phone Number: _____

The student lives at this address: ☐ All the time ☐ Part of the Time

Parent Guardian 2

Full Name: _____

Address:

_____

Email:_____ Contact Phone Number:

_____

Request for Student Transcript

Name: _____ Date Submitted: _____

Transcript needed for (Name of school, entity requesting transcript):

_____

_____

#of sealed transcripts requested: _____+1 sealed copy

☐ Include Immunizations

☐ will pick-up ☐ Mail to: _____

_____

_____

☐ Call when completed: ( )

☐ Email copy when completed to: _____

*Be sure to check with school/entity to make sure they will accept an emailed copy of your transcript

Transcript completed on: _____ Staff Initials: _____

Please note:

For general student transfers, GCCA will process and provide transcripts in accordance with applicable California law and GCCA procedures. As a general practice, transcripts will be made available within 5–7 business days of a completed request, when all necessary information is available.

When a receiving school requests a student's permanent record, GCCA will transfer the record within the timeframe required by California Education Code § 49068.

Foster Youth: For students in foster care who are transferring to another educational placement, GCCA will comply with the accelerated record-transfer requirements of California Education Code §§ 48853.5 and 49069.5, including providing the student's required educational records and official transcript within two business days of receiving the applicable transfer request.

APPENDIX B: COMPLETE POLICIES

Acceptable Use of Technology Board Policy 304 (Adopted 11/10/2004)

Amended: Feb 21, 2025, July 2020, Jan 2005, October 2011

Purpose & Scope: Gateway College & Career Academy (GCCA) is committed to fostering a safe, productive, and responsible digital learning environment. Access to GCCA and Riverside Community College District (RCCD) technology, including computers, networks, and internet resources, is a privilege, not a right. This policy outlines acceptable use, student responsibilities, and consequences for misuse to ensure technology enhances student learning while maintaining safety, security, and compliance with all applicable laws. All students and their parents/guardians must review, sign, and comply with this policy before using school-issued technology or engaging in school-related online activities.

Acceptable Use of Technology Students must use GCCA technology resources ethically, responsibly, and lawfully in alignment with the school's educational mission.

a. Permitted Uses

- Accessing educational content, assignments, and research materials
- Communicating with teachers and classmates for learning purposes
- Using school-approved learning management systems and tools
- Completing coursework and engaging in structured digital learning

b. Prohibited Uses

- Accessing or distributing inappropriate, harmful, or explicit content
- Engaging in cyberbullying, harassment, or hate speech
- Attempting to bypass security settings or access restricted websites
- Engaging in unauthorized downloads, hacking, or illegal activities
    - o Using technology in a manner that disrupts school operations or student learning
    - o Using another student's account, password, or identity Recording or distributing images, videos, or personal information without consent

c. School-Issued Device Use

- Devices are school property and must be returned upon request
- Students must keep devices in good condition; damages may result in repair or replacement fees.
- Personal use of school devices must comply with school policies.
- GCCA may remotely monitor and manage all school-issued devices.

d. Internet Filtering & Monitoring :GCCA actively monitors student online activity through Go Guardian and Gaggle.

Go Guardian: Monitors student web activity in real-time, ensuring focus and safety.

Gaggle: Uses AI-powered tools and human review to identify self-harm, cyberbullying, violence, or explicit content.

Anonymous Reporting: Students can report concerns through Gaggle Speak Up

Email: speakup@riversidegcca.com **(Phone (Text & Voicemail)**: 951) 400-4550

Student Social Media Policy: Social media is a powerful tool, but students must use it responsibly. Online actions can have real-life consequences, including disciplinary actions and impact on college/career opportunities.

a. Student Responsibilities

- Think before posting—your digital footprint matters.
- Respect privacy—do not share personal information publicly.
- Do not engage in cyberbullying, threats, or inappropriate conduct.
- Report any online harassment, bullying, or threats to school officials.
- Adjust privacy settings on accounts for maximum security.
  Avoid communicating with strangers or suspicious accounts.

b. Prohibited Social Media Behavior

- Posting harmful, defamatory, or offensive content about students, staff, or the school.
- Using social media to bully, harass, or intimidate others.
- Posting, sharing, or engaging in illegal or inappropriate activities online.
- Threatening school safety or engaging in disruptive behavior online.
- Sharing or reposting misinformation that could cause harm.

c. Consequences for Violations

- Violations of this policy may result in disciplinary action, including:
  Suspension or restriction of technology access
- Ineligibility for extracurricular activities
- Parental notification and potential law enforcement involvement
- Expulsion or other school disciplinary measures for serious infractions

Board Policy 327 – Anti-Bullying, Harassment, Intimidation, and Cyberbullying (Adopted 4.24.26)

Legal References: *Cal. Educ. Code §§ 220, 234, 234.1, 234.7, 47605, 47610, 48900(r), 48900.2-.4, 48900.7, 48985; 5 CCR §§ 4600-4670; Title VI (42 U.S.C. § 2000d); Title IX (20 U.S.C. § 1681); Section 504 (29 U.S.C. § 794); ADA (42 U.S.C. § 12101); FERPA (20 U.S.C. § 1232g).*

Policy Statement

Gateway College and Career Academy ("GCCA" or "School") is committed to maintaining a safe, inclusive, respectful, and supportive educational environment where all students can learn, belong, and thrive. Bullying, harassment, intimidation, hazing, retaliation, and cyberbullying are prohibited in all School programs, activities, and environments.

This policy applies to GCCA's unique educational setting, including:

- GCCA classrooms and offices
- Riverside City College and partner college campuses where GCCA students attend classes or activities
- School transportation or school-sponsored travel
- School events and extracurricular activities
- Online classrooms, video conferencing, learning management systems, email, and digital platforms
- Independent study interactions connected to school participation
- Off-campus conduct that causes or is reasonably likely to cause a substantial disruption to the school environment or interferes with a student's right to access education

I. Prohibited Conduct : No student or employee shall engage in bullying, harassment, intimidation, or retaliation against any student.

Bullying includes Repeated or severe conduct, including written, verbal, physical, social, relational, or electronic acts, that causes or is reasonably likely to cause one or more of the following:

- Physical harm to a student or student property
- Emotional distress
- Fear of harm
- Interference with academic performance
- Interference with participation in school programs or college access
- Creation of a hostile educational environment

Cyberbullying includes: Bullying through technology or electronic communication, including:

- Text messages
- Social media posts
- Group chats
- Fake profiles or impersonation
- Recording or sharing humiliating content
- Online threats
- Harassing messages
- Exclusion through digital platforms
- Misuse of classroom chat or learning systems

Cyberbullying may violate this policy whether it originates on or off campus if it impacts the school environment.

II. Protected Characteristics Bullying or harassment is especially prohibited when based on a student's actual or perceived:

- Race or ethnicity
- Color
- Nationality
- National origin
- Immigration or citizenship status
- Language or accent
- Religion or religious practice

- Disability
- Sex
- Sexual orientation
- Gender
- Gender identity
- Gender expression
- Pregnancy or parenting status
- Socioeconomic status
- Foster youth, homeless, or system-involved status
- Association with a person or group with any protected characteristic

GCCA expressly prohibits bullying based on actual or perceived immigration status, including threats involving deportation, immigration enforcement, family separation, slurs, or intimidation targeting immigrant students or families.

III. Duty to Intervene

All GCCA employees who witness bullying, harassment, intimidation, or retaliation shall take immediate steps to intervene when safe to do so, stop the behavior, support impacted students, and report the incident through established procedures.

IV. Reporting Procedures Any student, parent/guardian, employee, volunteer, or community member may report bullying. Reports may be made:

- In person to any staff member
- By email
- By phone
- Through a School reporting form
- Through anonymous reporting methods established by GCCA Students may report incidents involving peers, employees, college-campus interactions affecting GCCA students, or online misconduct. No specific form is required to initiate a report.

V. Response and Investigation: The School shall promptly review and investigate reported concerns. Initial Response When safety concerns exist, GCCA may immediately implement supportive actions such as:

- Schedule changes
- Increased supervision
- No-contact directives
- Counseling support

- Check-ins with staff
- Temporary digital access restrictions
- Safety planning

Investigation Standards- Investigations will be:

- Prompt
- Fair
- Age-appropriate
- Impartial
- Respectful of privacy
- Documented

The School will interview relevant individuals, review available evidence, and make findings based on the information available. The School will aim to complete investigations within a reasonable timeframe, generally within 30 school days, unless circumstances require additional time.

VI. Confidentiality and Immigration Status Protections: Reports will be handled as confidentially as possible consistent with a fair investigation and legal obligations. GCCA will not request or disclose student or family immigration information except as required by law. Complaint procedures shall include safeguards protecting sensitive immigration-related information.

VII. Retaliation Prohibited: Retaliation is strictly prohibited against any person who:

- Reports misconduct
- Participates in an investigation
- Supports another student
- Requests help under this policy

Retaliation is a separate violation and will result in corrective action.

VIII. Corrective and Restorative Responses : When misconduct is substantiated, GCCA will take action reasonably calculated to:

1. Stop the behavior
2. Prevent recurrence
3. Remedy the impact
4. Restore safety and belonging

Responses may include:

- Restorative conferences
- Counseling

- Behavioral interventions
- Parent meetings
- Education on bias and harm
- Loss of privileges
- Safety contracts
- Discipline consistent with law and School policy

Suspension or expulsion shall be used only when appropriate and consistent with due process.

IX. Supports for Students: Students impacted by bullying may receive supports such as:

- Counseling or wellness referrals
- Check-ins with counselor or advisor
- Academic support
- Attendance support
- College class coordination assistance
- Safety planning
- Community resource referrals

GCCA recognizes that students in recovery, credit-deficient, parenting, foster, homeless, newcomer, or re-engagement circumstances may need individualized support.

X. Parent and Guardian Communication: Parents/guardians of involved students will be notified as appropriate and consistent with privacy laws. GCCA will provide families with information about available supports and complaint options.

XI. Relationship to Other Complaint Processes This policy does not replace rights under other laws or procedures, including:

- Uniform Complaint Procedures
- Title IX
- Section 504 / ADA
- Student discipline procedures
- Child abuse reporting laws
- Law enforcement referrals when required

XII. Prevention and Education GCCA will provide age-appropriate prevention efforts that may include:

- Digital citizenship
- Respectful communication

- Bystander intervention
- Mental health awareness
- Bias prevention
- Immigration-rights and belonging messaging
- Staff training on legal duties and response expectations
- Positive school culture initiatives

XIII. Publication: This policy shall be:

- Published in student and family materials
- Available on the School website
- Included in staff onboarding/training
- Available in languages required by law
- Reviewed periodically and updated as needed

XIV. Responsible Administrator : The Executive Director or designee is responsible for implementation, compliance oversight, training, recordkeeping, and annual review of this policy.

Board Policy 325: Certificate of Completion (Adopted 2/20/26)

References • California Education Code § 56390 (Certificate of Completion) • California Education Code § 56345 (IEP content requirements) • Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §1400 et seq. • 34 CFR §300.320–300.324 (IEP and transition services requirements) • California Code of Regulations, Title 5

Purpose Gateway College and Career Academy recognizes that some students with disabilities may benefit from an educational pathway that does not culminate in a traditional high school diploma but does demonstrate meaningful progress toward individualized educational outcomes identified in the student's Individualized Education Program (IEP). In accordance with California Education Code and federal special education requirements, GCCA may award a Certificate of Completion (CoC) to eligible students with disabilities who meet the criteria established in this policy.

The Certificate of Completion acknowledges achievement, participation, and progress in a student's prescribed alternative course of study and supports their transition to postsecondary education, training, employment, and adult services.

Policy Statement: The GCCA Board of Directors authorizes the awarding of a Certificate of Completion to a student with a disability who has not met all state or local graduation requirements for a diploma, but who has successfully completed one of the following pathways, as documented in the student's IEP and verified by the IEP team:

Eligibility Criteria: A student with a disability may be awarded a Certificate of Completion if any one of the following criteria is met:

1. Alternative Course of Study The student has satisfactorily completed a prescribed alternative course of study that is identified in the student's IEP as an appropriate program of study for the student.

2. IEP Goals and Objectives The student has satisfactorily met the IEP goals and objectives established during high school, as determined by the IEP team.

3. Participation and Transition Progress The student has: o Satisfactorily attended high school; o Actively participated in IEP-aligned instruction; and o Met the objectives outlined in the transition services plan within the student's IEP.

Non-Diploma Status: A Certificate of Completion is not equivalent to a high school diploma and does not terminate the student's right to a Free Appropriate Public Education (FAPE). Students who receive a Certificate of Completion may continue to receive special education services until they:

- Meet the requirements for a high school diploma,
- Exceed the age eligibility for special education under state law, or
- Otherwise exit special education as permitted by law. IEP

Team Responsibilities: The IEP team shall:

- Determine whether the Certificate of Completion is an appropriate outcome based on the student's individual needs, goals, and transition plan.
- Document the selected Certificate of Completion pathway in the IEP, including measurable goals, progress monitoring, and any required supports or services.
- Communicate clearly with the student and family regarding diploma vs. certificate pathways, rights to continued enrollment, and postsecondary implications.

Awarding the Certificate: Students who meet criteria under this policy shall be eligible to:

- Participate in GCCA's graduation ceremony, consistent with school procedures; and
- Receive a Certificate of Completion issued under the authority of the Board of Directors.

The timing and presentation of the Certificate of Completion shall be consistent with GCCA's graduation practices and the student's transition plan.

Annual Review and Reporting: The Executive Director or designee shall ensure that:

- Procedures are established and maintained in the form of Administrative Regulations.
- Staff are trained to implement Certificate of Completion pathways in compliance with state and federal law.
- The Board receives updates, as needed, regarding implementation and any proposed policy revisions.

Board Policy 328 – Emergency Epinephrine Delivery Systems (Adopted 4/24/26)

Purpose: Gateway College and Career Academy (GCCA) recognizes that anaphylaxis is a life threatening allergic reaction requiring immediate treatment. GCCA shall maintain emergency epinephrine delivery systems at each school site in accordance with California law and shall establish procedures for the storage, training, administration, reporting, and replacement of such devices.

1. Provision of Emergency Epinephrine: GCCA shall provide emergency epinephrine delivery systems at each school site in an accessible location for emergency use. Devices shall be available to trained personnel who have volunteered to administer them and to any school nurse serving the site.

2. Authorized Use: Emergency epinephrine may be administered to any student, employee, visitor, or other person on campus or at a school activity who is suffering, or reasonably believed to be suffering, from anaphylaxis when a physician is not immediately available.

3. Volunteers and Training: GCCA shall annually solicit volunteers from among eligible employees to receive training in the storage and emergency administration of epinephrine delivery systems. Participation shall be voluntary. No employee shall be required to volunteer.

4. Defense and Indemnification: GCCA shall provide written notice to each volunteer that the school will provide defense and indemnification for civil liability as required by law. Such notice shall be retained in the employee's personnel file.

5. Nondiscrimination and Student Access: No student shall be denied access to school programs or activities because of allergies, medical needs, or a need for emergency response planning. GCCA shall respond equitably to all students, including students whose health concerns intersect with disability status, race, ethnicity, national origin, immigration status, or other protected characteristics.

6. Administrative Regulation: The Executive Director or designee shall develop and implement administrative regulations consistent with this policy.

ADMINISTRATIVE REGULATION

A. Definitions: Anaphylaxis means a severe, potentially life-threatening allergic reaction that may include difficulty breathing, swelling, wheezing, vomiting, faintness, low blood pressure, or collapse. Emergency epinephrine delivery system includes an auto-injector or other legally authorized epinephrine device approved for emergency use.

B. Minimum Site Supply: Each GCCA instructional site shall maintain age/weight-appropriate doses of epinephrine delivery systems as required by law and consistent with physician orders. Inventory levels may be increased based on enrollment, campus layout, extracurricular programming, and historical need.

C. Procurement and Medical Authorization:

1. GCCA's qualified supervisor of health, or if none, an administrator, shall obtain a prescription or standing order from an authorizing physician and surgeon.
2. Devices may be obtained through pharmacy, manufacturer, or authorized state standing-order programs.
3. GCCA shall maintain acquisition and inventory records.

D. Storage

1. Devices shall be stored in unlocked or rapidly accessible locations known to trained personnel.
2. Storage areas shall be protected from extreme heat, cold, moisture, and unauthorized tampering.

3. Locations shall be identified in the annual employee notice.

4. Where practical, signage shall identify emergency medication locations.

E. Training Requirements: Before administering epinephrine, volunteers shall complete initial training and annual refresher training consistent with state standards. Training shall include:

- Recognition of anaphylaxis symptoms
- Proper device administration
- Emergency follow-up procedures
- Calling 911
- Parent/guardian notification when applicable
- Dose selection based on age/weight guidance
- Storage and replacement procedures
- Incident documentation requirements

F. Emergency Response Procedure: When anaphylaxis is suspected:

1. Assess symptoms and activate emergency response.
2. Call 911 immediately.
3. Administer epinephrine without delay if symptoms indicate suspected anaphylaxis.
4. Monitor breathing and responsiveness.
5. Notify parent/guardian as soon as practical for students.
6. Provide EMS with incident details and time of administration.
7. Document the event before the end of the workday when feasible.

G. Post-Incident Procedures

1. The site administrator shall review the incident within five business days.
2. Used or expired devices shall be replaced as soon as reasonably possible and no later than two weeks after use.
3. Any procedural improvements shall be implemented promptly.

H. Annual Notice to Employees: At least once each school year, GCCA shall distribute notice to staff containing:

- A request for volunteers
- Description of training offered
- The location of epinephrine devices at each school site

I. Recordkeeping : The Executive Director or designee shall maintain:

- Training rosters
- Volunteer acknowledgments

- Inventory logs
- Expiration date checks
- Incident reports
- Replacement records

Records shall be retained in accordance with GCCA records retention policies.

Board Policy 609: Graduation Cohort Participation in School-Sponsored Activities (Adopted 5/15/2026)

Purpose: Gateway College and Career Academy recognizes that students may complete graduation requirements at different points during the academic year. Because the school's model emphasizes transition to college, career, and adult success, students who complete diploma requirements prior to the annual commencement ceremony may remain eligible to participate in designated school-sponsored activities through the end of the applicable academic year, subject to the conditions of this policy.

Definitions

Graduation Cohort Participant: A student who has completed graduation requirements during the current academic year and remains part of that year's graduating class and commencement cohort. School-Sponsored Activity: Any field trip, visit, ceremony, event, or off-campus experience approved by the school and supervised by authorized staff.

Eligibility

A Graduation Cohort Participant may be approved to participate in designated activities through the last day of the academic year in which graduation requirements were completed when all of the following apply:

1. Graduation requirements were completed during the current academic year.
2. The student is part of the current graduating class/cohort.
3. Participation is consistent with the purpose of the activity.
4. Required forms and emergency information are current.
5. No identified safety or conduct concern makes participation inappropriate.
6. Participation is approved by the Superintendent or designee.

Eligible Activities

Participation may be approved for activities such as:

- College campus visits
- Career exploration experiences
- Workforce readiness events
- Financial aid or college onboarding events
- Senior or graduate recognition activities
- Cohort celebrations
- Community-building or enrichment activities approved by administration

Exclusions :Unless specifically authorized by the Superintendent or designee, participation shall not be approved for:

- Activities limited to currently enrolled students for active coursework
- Overnight travel
- High-risk activities
- Activities lacking adequate supervision
- Activities where insurance, transportation, or risk management requirements cannot be met

Status of Participant

A Graduation Cohort Participant attending under this policy is not attending as an enrolled student for attendance accounting purposes and shall not generate ADA or instructional attendance.

Administrative Discretion
The Superintendent or designee may approve, condition, or deny participation based on student safety, supervision capacity, educational purpose, operational feasibility, or legal requirements.

Non-Discrimination
Decisions under this policy shall be made in a consistent and nondiscriminatory manner.

Administrative Regulation
The Superintendent may establish regulations, forms, and procedures necessary to implement this policy

Board Policy 323: Notification of Privacy Rights of Students-Adopted 3/30/2020- Amended: 12/19/25

Reference(s):
• Family Educational Rights and Privacy Act (FERPA)
20 U.S.C. § 1232g
34 C.F.R. Part 99
• Children's Online Privacy Protection Act (COPPA)
15 U.S.C. §§ 6501–6506
• Protection of Pupil Rights Amendment (PPRA)
20 U.S.C. § 1232h
California Education Code
• § 49060–49085 – Pupil Records
• § 49063 – Annual Notification
• § 49064 – Access Log
• § 49069 – Right of Access
• § 49070 – Challenging Content of Records
• § 49073 – Directory Information
• § 49076 – Access Without Consent
• § 76200–76246 – Student Records

I. Purpose
The Governing Board of Gateway College and Career Academy ("GCCA") is committed to protecting the privacy and security of all student information entrusted to the school. This policy ensures compliance with the Family Educational Rights and Privacy Act (FERPA), the California Education Code, and California's student data privacy laws, and establishes expectations for the collection, access, use, disclosure, and safeguarding of student records and personally identifiable information.

II. Definitions

A. Pupil Record: A "pupil record" is any information, other than directory information, that is directly related to an identifiable student and maintained by GCCA or by an employee in the performance of duties. Pupil records include but are not limited to: enrollment information, transcripts, assessments, attendance, discipline, special education records, counseling information, and dual-enrollment documentation.

B. Directory Information: "Directory information" means information that is generally not considered harmful or an invasion of privacy if disclosed. GCCA may designate the following as directory information: student name, address, telephone number, birthdate, major field of study, participation in school activities and sports, dates of attendance, degrees and awards received, most recent school attended, and height/weight of athletes. Directory information does not include citizenship, immigration status, place of birth, or national origin.

C. Parent/Guardian and Eligible Student

- A parent/guardian has rights under this policy until the student turns 18, unless the student remains a tax-dependent.
- An "eligible student" refers to a student age 18 or older, or a student age 16 or older or who has completed 10th grade, consistent with Education Code and FERPA.

D. Legitimate Educational Interest

A school official has a legitimate educational interest if the information is necessary to fulfill their professional responsibilities. School officials include administrators, teachers, support staff, health/medical personnel, board members, school law enforcement personnel, and contractors or consultants performing institutional services.

III. Rights of Parents, Guardians, and Eligible Students

A. Access to Records

Parents/guardians and eligible students have the right to inspect, review, and obtain copies of pupil records within the timelines and procedures described in Administrative Regulation (AR XXXX).

B. Request for Amendment

Parents/guardians or eligible students may request that GCCA amend or correct any record believed to be inaccurate, misleading, or a violation of privacy. If GCCA denies the request, the parent/guardian or eligible student will be informed of their right to a hearing.

C. Annual Notification

GCCA will annually notify parents/guardians and eligible students of their rights under FERPA, state law, and this Board Policy.

IV. Disclosure of Pupil Records

A. Disclosure Without Consent

Pupil records may be disclosed without prior consent to:

- School officials with a legitimate educational interest;
- Officials of another school or district where the student seeks or intends to enroll, including disciplinary records;
- State and federal education agencies as required by law;
- Organizations conducting studies for GCCA, provided information is de-identified;
- Accrediting organizations;
- Individuals complying with a judicial order or lawfully issued subpoena (with notice to parent/guardian when required);
- Health and safety officials in emergencies.

GCCA shall maintain a log of all individuals or agencies requesting or receiving access to pupil records as required by Education Code § 49064.

B. Disclosure With Consent

All other disclosures require written consent from a parent/guardian or eligible

student, except where prohibited by law.

C. Prohibited Disclosures

The school shall not disclose citizenship status, immigration status, Social Security numbers, medical information beyond what FERPA allows, or any information used for commercial purposes.

V. Data Privacy and Security

A. Administrative Safeguards: GCCA shall implement appropriate administrative measures, including:

- Annual staff training on student privacy and data security;
- Role-based access controls;
- Procedures for monitoring, auditing, and safeguarding pupil records;
- Procedures for reporting suspected or actual privacy breaches.

B. Technical Safeguards: GCCA shall maintain industry-standard data protections including encryption, secure credential management, controlled access to student systems, and secure data storage consistent with FERPA and California law.

C. Physical Safeguards' shall secure physical records through locked storage, restricted access to student information, and secure destruction of records when no longer required.

VI. Student Online Personal Information Protection (SOPIPA)

GCCA shall only use educational technology vendors and online service providers who comply with SOPIPA and GCCA's Data Privacy Agreement requirements. Operators of online services used for school purposes shall not:

- Sell student information;
- Use information for targeted advertising;
- Create student profiles for non-educational purposes;
- Retain student data beyond the period of use without authorization.

VII. Records Transfer to Other Educational Institutions

Upon request from a receiving school or district, GCCA will promptly transmit student records, including academic, behavioral, and disciplinary records, consistent with FERPA and Education Code.

VIII. Records Retention and Destruction

Pupil records shall be retained, archived, and destroyed in accordance with California Education Code retention requirements and GCCA's Records Retention Schedule. Destruction must be secure and documented.

IX. Data Breach Response

If a security breach results in unauthorized access to student information, GCCA will:

1. Conduct an immediate investigation;
2. Notify affected families without unreasonable delay;
3. Notify the California Attorney General if the breach affects more than 500 individuals;
4. Document corrective and preventative steps.

X. Complaints: Parents/guardians or students who believe their privacy rights under FERPA have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-5920

XI. Implementation: The Executive Director or designee shall develop that detail procedures for implementing this policy, including:

- Record access procedures
- Security protocols and staff expectations
- Vendor vetting and Data Privacy Agreements
- Timelines for record requests and amendments
- Procedures for maintaining the required access log
- Procedures for responding to subpoenas and public records requests
- Data breach incident response procedures

The Executive Director is responsible for maintaining compliance and ensuring annual policy review

Board Policy 215: On-campus Immigration Enforcement Policy

Adopted: 03/21/2025 Amended: 2/20/26

Responding to Immigration Enforcement at Gateway College and Career Academy

Purpose: Gateway College and Career Academy (GCCA) is committed to providing a safe and inclusive learning environment for all students, regardless of immigration status. This policy establishes procedures for responding to immigration enforcement actions on or near school property consistent with guidance issued by the California Attorney General and applicable state and federal law, while upholding the rights, dignity, and educational access of students.

Scope: This policy applies to all GCCA employees, volunteers, contractors, and visitors.

1. Policy

1. Non-Discrimination GCCA prohibits discrimination, harassment, intimidation, and bullying based on a student's actual or perceived immigration status. All students are entitled to equal access to educational programs and activities.

2. Protection of Student Information

- Staff shall not inquire about, record, or maintain information regarding a student's or family member's immigration status.
- Student records shall be protected in accordance with FERPA and California confidentiality laws.
- Requests for information from immigration enforcement officials must be immediately referred to the Executive Director or designee.
- No student information shall be released without legal review and confirmation of lawful authority.

3. Access to School Property Public vs. Non-Public Areas

- Immigration enforcement officers may enter areas open to the general public (such as front office reception areas) under the same conditions as any visitor.
- Non-public areas of campus (classrooms, counseling spaces, offices, staff areas, student gathering spaces) are not open to immigration enforcement officials without proper legal authority.

Required Legal Documentation:

- Staff shall not grant access to non-public areas without a judicial warrant signed by a judge.
- Administrative warrants, ICE forms, or agency-issued documents that are not judicial warrants do not authorize campus access.

• Subpoenas or document requests must be reviewed by the Executive Director and legal counsel before any response.

Procedure

• Staff must immediately notify the Executive Director or designee upon any immigration enforcement request.

• Staff shall not physically obstruct officers but shall not consent to access beyond public areas unless legal requirements are verified.

4. Student Contact or Interview Requests

• Immigration enforcement officers seeking to question a student must present lawful authority and obtain approval from the Executive Director or designee.

• Parents or guardians shall be notified as soon as possible before any student interaction, unless legally prohibited.

• Students retain the right to decline an interview and to have a parent or guardian present.

• Legal counsel shall be consulted before permitting any such interaction.

5. School Personnel Role : GCCA personnel shall not assist in immigration enforcement activities, including detention, questioning, or surveillance, except when required by a valid judicial order.

6. Notification Procedures

• The Executive Director or designee shall notify parents or guardians as soon as possible following any immigration enforcement request involving a student, unless prohibited by l aw.

• The Executive Director shall inform the Board of Directors of any incident involving immigration enforcement contact with the school.

7. Incident Documentation :All immigration enforcement contacts or requests shall be documented, including:

• Date, time, and location

• Name and agency of officer

• Type of document presented

• Action taken by school personnel

Records shall be maintained by administration.

8. Training and Resources

• GCCA shall provide regular staff training on responding to immigration enforcement actions.

• "Know Your Rights" information shall be distributed annually to families and made available in multiple languages through school offices and online platforms.

9. Emergency Contact: Planning Families are encouraged to keep emergency contact information current, including identifying alternative caregivers authorized to pick up students in case of family unavailability.

10. Implementation: The Executive Director is responsible for implementing this policy, ensuring staff training, maintaining documentation procedures, and ensuring families are informed of their rights and protections.

Board Policy 502 Professional Boundaries and Safe Adult Student Interactions- Adopted 9/25/26

Reference(s): California Education Code sections 32100 and 44050; California Penal Code sections 11164-11174.3; Title IX of the Education Amendments of 1972; applicable Commission on Teacher Credentialing reporting requirements.

Purpose: Gateway College and Career Academy maintains professional boundaries and safe learning environments for every student. Adults entrusted with students must exercise sound judgment, avoid conduct that could reasonably be perceived as grooming, favoritism, exploitation, harassment, or abuse, and preserve the trust inherent in their roles. This policy establishes minimum conduct, supervision, reporting, and response requirements. It applies together with mandated-reporter laws, Title IX, nondiscrimination requirements, employee discipline procedures, and other applicable law and policy.

Scope: This policy applies to all GCCA employees, officers, independent contractors, vendors, adult volunteers, interns, college mentors, guests, and other adults who interact with GCCA students through a school program or activity. It applies during and outside the school day; on and off school property; in person and electronically; and during school-sponsored transportation, activities, field trips, home visits, internships, and virtual instruction or support.
The same professional boundaries apply when a GCCA student is 18 years of age or older. A student reaching the age of majority does not convert a school-based relationship into a personal, romantic, sexual, financial, or otherwise inappropriate relationship. Adopted: April 18, 2022 Revised: September 25, 2026 Packet Page 236

General Standards: Adults covered by this policy shall uphold high ethical standards, demonstrate professional behavior, comply with law and GCCA policy, maintain appropriate professional boundaries, and act in the best interests of students. They shall not use their authority, access, influence, or knowledge of a student to meet their own emotional, social, sexual, or financial needs.
When the appropriateness of conduct is uncertain, the adult must choose the more observable, documented, school-related, and professionally accountable course of action and consult a supervisor before proceeding whenever practicable. A useful test is whether the adult would engage in the same conduct if the student's family, colleagues, and school leaders were present and fully informed.

Prohibited Conduct: The following conduct is prohibited. This list is illustrative and does not limit GCCA's authority to address other conduct that violates professional boundaries, law, or policy.

- Dating, pursuing, encouraging, or maintaining a romantic or sexual relationship with a student, including a student who is 18 years of age or older.
- Sexual contact, kissing, sexual or suggestive comments, jokes, stories, gestures, images, or communications.
- Flirting, grooming, requesting secrecy, or creating an exclusive or emotionally dependent relationship with a student.
- Discussing intimate personal problems, adult relationships, sexual matters, or other personal information with a student for the adult's benefit or emotional support.
- Giving an individual student personal or intimate gifts, money, food, electronics, outings, photographs, or other items without a legitimate educational purpose and prior written approval from the Principal or Executive Director.

- Showing favoritism, providing excessive attention, or treating a student as a peer, confidant, or substitute family member in a manner that compromises professional judgment.
- Unnecessary, prolonged, intimate, or private physical contact; corporal punishment; or physical contact intended to embarrass, intimidate, punish, or gratify.
- Possessing, providing, or using alcohol, cannabis, controlled substances, vaping products, or other prohibited items with or in the presence of students, except as lawfully authorized for student health needs.
- Photographing, recording, or sharing images of students for a personal purpose or through a personal account, except as specifically authorized for a legitimate school purpose.
- Inviting or allowing a student into the adult's home, hotel room, or other private residence or lodging, except in an emergency or under a school approved activity with advance authorization and appropriate supervision.
- Intentionally isolating a student from observation, arranging unauthorized off-campus contact, or meeting a student in a location or manner that lacks a legitimate educational purpose and reasonable accountability.
- Retaliating against, intimidating, discouraging, or interfering with a person who raises a concern, makes a report, participates in an investigation, or refuses conduct that may violate a boundary.

Electronic and Social Media Communication: Communication with students must serve a legitimate educational or student support purpose, use GCCA-approved accounts and platforms, remain professional in content and timing, and be capable of retention or review by GCCA. Adults shall comply with the following requirements:

- Do not use private social media accounts, disappearing-message applications, secret accounts, or unapproved platforms to communicate with students.
- Do not communicate through a personal email address, personal social media direct message, or other private channel when an approved GCCA channel is available.
- Limit messages to school, college, career, attendance, safety, or student support matters. Avoid casual, intimate, suggestive, or excessively frequent communication.
- Communicate at reasonable hours unless an urgent student-safety or operational need requires otherwise.
- Maintain appropriate transparency. Group communication, a copied GCCA staff member, or parent or guardian visibility should be used when the circumstances create heightened boundary concerns, subject to student privacy and the rights of adult students.
- Preserve school-related communications in accordance with GCCA's records, documentation, and student-information requirements. Do not delete or conceal communications that may be relevant to a concern or investigation.
- If a student initiates inappropriate or personal communication, redirect the communication, preserve it, and notify a supervisor when the content raises a boundary or safety concern.

One to One Contact and Supervision One-to-one interaction may be necessary for instruction, counseling, intervention, technology support, special education, health, or student-success services. Such contact must remain observable, interruptible, and connected to an assigned school responsibility whenever reasonably possible.

- Keep doors open or use rooms with windows when meeting alone with a student, unless confidentiality, safety, or the nature of the service reasonably requires otherwise.
- Use spaces and schedules that allow reasonable supervision. Avoid isolated, concealed, or unnecessarily private locations.
- Keep after-hours discussions professional, brief, and documented when they involve a significant concern or intervention.
- Arrange for another staff member to be present when heightened risk, a prior concern, student vulnerability, or the nature of the activity warrants additional safeguards.

- Follow a student's IEP, Section 504 plan, health plan, behavior plan, or emergency protocol when physical assistance or specialized support is required.

Transportation Off Campus Activities and Home Visits :

- Transporting a student in a personal vehicle requires a legitimate school purpose, advance supervisor approval, and parent or guardian authorization when applicable, except in a documented emergency.
- Field trips, competitions, college activities, and other off-campus programs require formal school approval and established supervision procedures.
- Home visits must be conducted as an assigned GCCA activity, approved by a supervisor, documented in the appropriate school system, and completed by two staff members when reasonably practicable. Staff shall not enter a home or remain in a situation that presents a safety or boundary concern.
- Adults shall not arrange personal outings, overnight contact, or non-school travel with a student.

Physical Contact and Corporal Punishment: Corporal punishment shall not be used against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain as discipline. It does not include reasonable and necessary force used to protect a person from physical injury, stop a fight, prevent significant property damage, or secure a weapon or dangerous object, consistent with law and GCCA procedures.

Prohibited physical punishment includes hitting, paddling, swatting, slapping, pinching, kicking, forcing painful exercise, or using restraint as punishment or routine control. Appropriate brief and non-intimate contact, such as a handshake, high five, or pat on the upper back, may be used when welcomed by the student and suitable to the circumstances. Staff shall respect a student's expressed physical boundaries.

Student to Student Boundaries and Safe Learning Environments GCCA prohibits sexual harassment, sexual misconduct, grooming, hazing, coercion, bullying, exploitation, and other boundary violations among students. Adults who observe, receive a report of, or reasonably suspect such conduct shall intervene when safe to do so and promptly report the concern under applicable student-safety, Title IX, mandated-reporting, and discipline procedures. Staff shall not dismiss conduct as mutual, joking, or peer conflict when the facts indicate coercion, exploitation, harassment, abuse, or a meaningful power imbalance.

Facilities and Program Supervision The Executive Director or designee shall maintain supervision practices reasonably designed to reduce opportunities for abuse and boundary violations. These practices shall address classrooms, offices, restrooms and changing areas, transportation, virtual settings, after-hours programs, field trips, home visits, and other locations or activities presenting increased risk. Supervisors shall correct avoidable blind spots, unclear supervision assignments, or practices that permit unobserved adult-student access.

Duty to Report Any employee who observes, receives information about, or reasonably suspects a violation of this policy shall report the concern promptly to the Principal or Executive Director. Reports involving the Executive Director shall be made to the President of the Board of Directors. Contractors, volunteers, students, parents, and community members are encouraged to report concerns through the same channels.

A report under this policy does not replace any mandated report to law enforcement or a child protective agency. A mandated reporter who knows or reasonably suspects child abuse or neglect must make the legally required external report within the required time and shall not delay that report while seeking supervisor approval or conducting an internal inquiry. An internal report to GCCA alone does not satisfy mandated-reporter duties.

Adults shall also report student behavior that crosses sexual or professional boundaries, evidence of grooming or exploitation, and circumstances suggesting that a student may be at risk of abuse. Good-faith reporters and participants in an inquiry or investigation are protected from retaliation.

Response and Investigation GCCA shall respond promptly and take interim measures reasonably necessary to protect students, preserve evidence, prevent interference, and maintain the integrity of any investigation. The Executive Director or designee shall document and investigate alleged misconduct using qualified internal or external support as

appropriate. If the allegation involves the Executive Director, the Board President shall coordinate the response and investigation with legal counsel.
GCCA will protect privacy to the extent practicable and permitted by law, while recognizing that information may need to be shared to protect students, conduct a fair investigation, provide due process, make mandated reports, or implement corrective action. The Board may receive information in closed session when legally authorized. GCCA shall coordinate its response with law enforcement, child protective agencies, Title IX processes, and other authorities when required or appropriate.
Corrective Action and External Reporting A violation may result in corrective action up to and including termination of employment; removal from volunteer duties; exclusion from school property or activities; termination of a contract; and referral to law enforcement, child protective services, the Commission on Teacher Credentialing, or another licensing or oversight authority when required or appropriate. Failure to report, interference with a report or investigation, destruction or concealment of evidence, and retaliation are separate violations of this policy.
Training Implementation and Annual Review GCCA shall provide required professional-boundaries and abuse-prevention training to employees and other covered adults, maintain training records, and include relevant expectations in onboarding, volunteer screening, contractor requirements, and supervision practices. The Executive Director or designee shall review implementation of this policy at least annually and recommend revisions when needed to reflect changes in law, guidance, technology, school operations, or identified risks. **Parent Notice and Public Access** GCCA shall make its employee-interaction standards publicly accessible and provide the required written information to parents or guardians at the beginning of each school year in the manner permitted by law. The Executive Director or designee shall ensure that the current policy or an appropriate employee code-of-conduct section is posted or linked on GCCA's website without requiring a password.

Board Policy 324: Satisfactory academic progress for students Age 19+ (Adopted 12/19/25)

Reference(s):
• California Education Code §47612 – Attendance and apportionment eligibility for charter school pupils age 19 and older; definition of "satisfactory progress."
• California Education Code §47612.1 – Conditions for claiming attendance for charter school pupils over 19; continuous enrollment requirements.
• California Education Code §47605 & §47605.6 – Charter school operational requirements and accountability obligations.
• California Education Code §56026 – Definition of "individuals with exceptional needs" for purposes of special education.
• California Education Code §51745–51749.6 – Independent study requirements (engagement, time value, attendance, and documentation), when relevant to SAP determinations.
• California Code of Regulations, Title 5, §11960–11963 – Charter school apportionment, attendance accounting, and requirements for non-classroom-based instruction.
I. Purpose
The purpose of this policy is to establish the criteria by which Gateway College and Career Academy (GCCA) determines whether students aged 19 or older are making Satisfactory Academic Progress (SAP) as required by California Education Code §47612. This policy ensures that GCCA complies with all legal requirements
regarding continued enrollment and apportionment eligibility for adult students.

II. Legal Framework

California Education Code §47612 provides that charter schools may claim apportionment for students 19 years of age or older only if the student is continuously enrolled and is making "satisfactory progress." The statute defines satisfactory progress as uninterrupted progress toward completion of the coursework required for high school graduation, at a rate enabling the student to complete all remaining requirements prior to reaching 22 years of age, or as otherwise specified for students with disabilities.

III. Policy Statement

GCCA recognizes that students over the age of 19 often have diverse educational histories and credit completion needs. Consistent with the allowance in law for flexibility and holistic review, the GCCA Governing Board adopts the following definition of Satisfactory Academic Progress:

A student aged 19 or older is considered to be making Satisfactory Academic Progress when the student:

1. Demonstrates ongoing forward progress toward graduation
    - o The student is earning credits and passing coursework at a pace that provides a reasonable expectation of completing GCCA graduation requirements prior to turning 22.
    - o Progress is evaluated in context, accounting for the student's remaining credit needs, course load, and individual academic plan.
    - o There is no fixed requirement that a specific percentage of courses be passed within a single term; rather, progress is measured over time.
2. Maintains consistent engagement in their educational program
    - o The student attends school regularly and does not exhibit ongoing chronic absenteeism.
    - o The student participates meaningfully in assigned classes, academic activities, and support services.
3. Participates in required academic support activities
    - o The student meets regularly with an assigned counselor, consistent with administrative regulations, to review progress and receive guidance.

A student who disengages from coursework, accrues persistent absences, or shows no overall forward movement toward graduation within a reasonable timeframe may be deemed not making satisfactory progress, subject to administrative review.

IV. Students with Disabilities

For students with exceptional needs, as defined in Education Code §56026, "satisfactory progress" is measured by ongoing progress toward the goals and benchmarks contained in the student's individualized education program (IEP), consistent with Education Code §47612 and federal requirements under 20 U.S.C. §1414(d).

V. Administrative Regulations

The Executive Director or designee shall develop and maintain administrative regulations describing procedures for monitoring satisfactory progress, supporting students who are at risk of falling behind, documenting determinations, and implementing interventions prior to any decision regarding continued enrollment. These regulations shall ensure:

- Clear communication of expectations to students and families
- Consistent and equitable application of the policy
- Documentation of efforts made by the school to support student success

VI. Determinations and Disenrollment

If a student 19 or older is determined not to be making satisfactory progress, GCCA may discontinue enrollment consistent with Education Code §47612. Prior to any disenrollment decision, staff shall ensure that:

- The student and parent/guardian (if applicable) were notified of concerns
- Appropriate interventions and counseling were provided
- The determination is supported by documented evidence

The Executive Director shall retain final administrative authority over SAP determinations, subject to due process standards established in administrative regulations.

VII. Board Review

This policy shall be reviewed periodically to ensure alignment with current law, state guidance, and GCCA's mission to support student completion and college/career readiness.

Board Policy 502: Staff/Student Interaction Policy (Adopted 2022) Revised: September 2026

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.

BOARD POLICY NO.326 Student Behavioral Health Referral Protocols (Adopted 1/16/26)

Legal References • Education Code § 49428.1• Senate Bill 153 (2023)• Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g

Purpose: Gateway College and Career Academy ("GCCA") is committed to fostering a safe, inclusive, and supportive learning environment that promotes students' academic success, well-being, and long-term persistence. In alignment with Senate Bill 153 (2023) and Education Code section 49428.1, the Governing Board adopts this policy to establish clear referral protocols for addressing pupil behavioral health concerns for students in grades 7–12.These protocols are intended to ensure timely, equitable identification, referral, follow-up, and coordination of support for students experiencing mental health or substance-use challenges.

Policy Statement: The Governing Board recognizes that behavioral health—including mental health, emotional well-being, and substance-use concerns—plays a critical role in student engagement, attendance, and educational outcomes. GCCA shall maintain a student-centered, trauma-informed referral system that:

- Encourages early identification of student behavioral health concerns
- Establishes clear internal referral pathways
- Promotes collaboration among school staff, families, and community partners
- Ensures appropriate follow-up and documentation
- Respects student privacy, dignity, and legal protections

Referral Protocol Framework: The Executive Director or designee shall ensure that GCCA maintains written referral protocols that, at a minimum:

1. Identify Behavioral Health Concerns
    - o Provide guidance for staff on recognizing signs of emotional distress, mental health challenges, substance use, or other behavioral health concerns that may impact a student's learning or safety.
2. Establish Referral Pathways
    - o Define clear procedures for referring students to appropriate school based supports, including counseling services, student support teams, and external behavioral health resources when necessary.
3. Ensure Timely Response and Follow-Up
    - o Promote prompt review of referrals and coordination of interventions, with follow-up to monitor student progress and well-being.
4. Support Equity and Accessibility
    - o Ensure referral protocols are implemented in a manner that is culturally responsive, trauma-informed, and accessible to all students, including those from historically underserved populations.
5. Protect Confidentiality
    - o Comply with all applicable state and federal privacy laws, including FERPA and relevant health information protections.

Alignment with State Guidance: In developing and maintaining its referral protocols, GCCA may utilize and adapt the Model Referral Protocols developed by the California Department of Education pursuant to Education Code section 49428.1, as appropriate to the school's size, structure, and instructional model.

Staff Training and Capacity Building: The Governing Board supports ongoing staff training to strengthen awareness of student behavioral health needs and effective referral practices. The Superintendent or designee shall:

- Facilitate access to behavioral health and trauma-informed training opportunities for staff
- Encourage participation in state-recommended resources, including youth behavioral health and adverse childhood experiences (ACEs) training
- Ensure training efforts align with statutory requirements, including the July 1, 2029 behavioral health training milestone established under SB 153

Implementation and Review: The Executive Director or designee shall be responsible for:

- Developing and maintaining Administrative Regulations to implement this policy
- Ensuring staff are informed of referral protocols and their roles
- Periodically reviewing referral practices for effectiveness and compliance
- Updating protocols as needed based on guidance from the California Department of Education or other applicable authorities

Board Policy 322: Student Emergency Fund (Adopted 4/25/2025) The Student Emergency Fund (SEF) at Gateway College and Career Academy is designed to provide limited, short-term financial assistance to currently enrolled GCCA students who are experiencing an unexpected emergency that could impact their ability to attend school or stay on track academically. As a tuition-free public charter high school, GCCA is committed to ensuring all students have equitable access to support during times of crisis. While GCCA is proud to offer direct assistance through the SEF, students will also be connected to additional support services through our network of community partners. These community resources should be considered and, when appropriate, accessed prior to awarding SEF funds to ensure a sustainable and coordinated response to student needs.

Eligibility Criteria: To qualify for support through the SEF, students must meet the following criteria:

- Currently Enrolled: Must be actively enrolled at Gateway College and Career Academy at the time of a application.
- Immediate and Unexpected Hardship: Must be facing a sudden financial crisis or emergency that poses a risk to the student's continued education or well-being.
- Community Resources First: Must have explored or accessed available assistance through GCCA's Coordination of Services Team (COST), when appropriate.
- Exhausted Other Options: Must show that other available funding (e.g., support from family, payment plans, school-based or COST services) has been explored or is not available in a timely manner.
- Documentation: Must submit documentation verifying the emergency and related financial need.
- Academic Standing: Must be in good academic standing or demonstrate consistent effort toward satisfactory progress.

Allowable Uses of Funds Student Emergency Fund awards are intended to help with critical, short-term needs that directly impact a student's ability to stay in school, such as:

- Educational Expenses: Books, lab materials, essential school supplies, technology for coursework (e.g., Chromebook replacement).
- Basic Needs: Emergency shelter, food insecurity, utility assistance. 18
- Health & Safety: Medical, dental, or mental health costs not covered by other sources.
- Personal Crisis: Costs resulting from incidents such as theft, fire, or natural disaster that result in loss of essential belongings.

Non-Allowable Uses Funds will not be used for:

- Routine, expected, or recurring costs such as rent, cell phone bills, or car payments not connected to an emergency.
- Non-essential items or elective expenses (e.g., travel, entertainment).
- Costs already covered or reimbursed by another agency, program, or school-based fund.
- Retroactive expenses from previous semesters.

Award Amounts

- Maximum Award: Generally capped at $250 per incident, depending on the student's documented need and availability of funds.

• Repeat Requests: Students may apply more than once during their enrollment at GCCA but must show a new and different emergency each time. Total annual disbursements per student may be limited based on fund capacity.

Application Process

1. Application Submission: Students must complete a SEF application form and submit it to GCCA's Counseling or COST team.
2. Include Documentation: Applications must include documentation of the hardship (e.g., utility shutoff notice, police report, eviction notice, medical bill, etc.).
3. Community Partner Referral: COST will assess whether any community partner resources should be accessed before SEF funds are awarded.
4. Review and Determination: COST will assess the application and make a funding decision within 5–10 school days.
5. Disbursement: If approved, funds will be disbursed via the most appropriate method (gift card, check, or payment to a third-party vendor). No cash will be distributed directly to students.

Confidentiality: All application materials and personal information shared through this process will be kept confidential and shared only with staff involved in reviewing and administering SEF support.

Oversight and Equity

• The SEF is administered by GCCA leadership in coordination with COST and Counseling staff.
• A log of SEF requests and awards will be maintained to ensure accountability, support future fundraising, and monitor trends in student need.

GCCA is committed to equitable access and will make every effort to ensure that the fund supports students from diverse backgrounds and experiences

Board Policy 321: Student Smartphone and Mobile Communication Device Policy

Adopted: January 17, 2025, Revised: June 26, 2026

Purpose

Gateway College and Career Academy is committed to providing a learning environment that promotes student engagement, academic focus, positive relationships, and student well-being. The purpose of this policy is to minimize distractions caused by personal mobile devices, support meaningful student participation in learning, and encourage students to take responsibility for their educational success.

Consistent with California law, the Board of Directors adopts this policy to limit student smartphone and mobile communication device use during the school day and while students are under school supervision.

Policy

Students shall not use smartphones or other personal mobile communication devices during instructional time unless specifically authorized under an exception outlined in this policy.

Upon entering a classroom, students must demonstrate that their smartphone or mobile communication device is securely stored and not accessible during class.

Approved Storage Options

• Mobile Device Pouch: Students may place their device in a designated classroom pouch.
• Mobile Device Hotel: Students may place their device in their assigned classroom storage cubby.
• Credit Recovery and Independent Learning Classrooms Students may place their device in a backpack or designated storage area where it remains out of sight and inaccessible during instruction.

School-Wide Implementation

Gateway College and Career Academy maintains a consistent school-wide mobile device policy. Students and parents/guardians shall be informed of the policy during enrollment, orientation, and through annual communications.

Authorized Exceptions

Students shall not be prohibited from possessing or using a smartphone or mobile communication device under any of the following circumstances:

1. In an emergency or in response to a perceived threat of danger.
2. When use of the device is required by a student's Individualized Education Program (IEP), Section 504 Plan, or other legally required accommodation.
3. When the device is necessary to monitor or address a documented health condition.
4. When a teacher, counselor, administrator, or other authorized school employee permits use of the device for an educational purpose, school activity, or instructional assignment.
5. When otherwise required by applicable law.

Scope of Policy

This policy applies while students are:

- Participating in instructional activities;
- On any Gateway College and Career Academy campus or instructional site;
- Participating in school-sponsored activities;
- Participating in field trips or off-campus instructional experiences under school supervision; and
- Otherwise under the supervision and control of Gateway College and Career Academy employees.

Nothing in this policy prevents students from possessing a mobile device while at school, provided the device remains stored and unused except as authorized by this policy.

MTSS Tiered Interventions for Policy Violations

Gateway College and Career Academy utilizes a progressive intervention approach designed to teach appropriate behavior, strengthen student self management, and maintain student access to instruction.

Step 1: Teacher Intervention and Initial Warning

First Offense

- Verbal reminder of classroom expectations.
- Teacher reviews the policy with the student.
- Counselor is notified of the concern.

Step 2: Parent/Guardian Communication

Second Offense

- Parent/guardian is contacted.
- Communication is documented.
- Additional strategies for compliance are discussed with the student and family.

Step 3: Counseling and Student Success Intervention

Third Offense

- Student participates in a counseling or student success meeting.
- Expectations are reviewed.
- Student and counselor identify strategies to improve compliance.

Documentation:

- Incident is documented.
- Parent/guardian may be contacted regarding intervention strategies and student progress.

Step 4: Administrative Intervention

Fourth Offense

- Administrator contacts the parent/guardian.
- Administrative meeting is held with the student, parent/guardian, counselor,

and administrator.

• A behavior support plan may be developed.

Possible Interventions May Include:

• Daily phone check-in procedures.
• Temporary phone storage with designated staff.
• Assignment to a supervised instructional setting.
• Additional student support interventions.
• Other reasonable measures designed to improve compliance while maintaining access to instruction.

Student and Parent Acknowledgment

Students and parents/guardians shall receive information regarding this policy annually and during enrollment.
Students and parents/guardians may be asked to acknowledge that they have reviewed and understand the expectations contained in this policy.

Policy Development and Review

Consistent with applicable law, this policy shall be developed and periodically reviewed with input from students, parents/guardians, teachers, school staff, administrators, and other stakeholders. The Board of Directors shall review this policy at least once every five (5) years and revise it as necessary to ensure continued effectiveness, legal compliance, and alignment with student learning and well-being goals

Board Policy 305: Student Social Media Policy

Adopted: November 10, 2004
Revised: January 13, 2005
October 26, 2011

Social media is a powerful tool, but students must use it responsibly. Online actions can have real-life consequences, including disciplinary actions and impact on college/career opportunities.

a. Student Responsibilities

- Think before posting—your digital footprint matters.
- Respect privacy—do not share personal information publicly.
- Do not engage in cyberbullying, threats, or inappropriate conduct.
- Report any online harassment, bullying, or threats to school officials.
- Adjust privacy settings on accounts for maximum security.
- Avoid communicating with strangers or suspicious accounts.

b. Prohibited Social Media Behavior

• Posting harmful, defamatory, or offensive content about students, staff, or the school.
• Using social media to bully, harass, or intimidate others.
• Posting, sharing, or engaging in illegal or inappropriate activities online.
• Threatening school safety or engaging in disruptive behavior online.
• Sharing or reposting misinformation that could cause harm.

c. Consequences for Violations

- Violations of this policy may result in disciplinary action, including: Suspension or restriction of technology access
- Ineligibility for extracurricular activities
- Parental notification and potential law enforcement involvement
- Expulsion or other school disciplinary measures for serious infractions

Smartphone & Personal Device Use: To minimize distractions and enhance learning, GCCA has established smartphone guidelines:

Restricted Use: Students may not use smartphones during instructional time unless authorized by a teacher.
Exceptions:

-Emergencies or safety concerns

-Required for medical reasons (with documentation)

-IEP or 504 plan accommodations

Misuse of smartphones may result in confiscation, parental notification, or disciplinary actions.

Agreement & Compliance

Student & Parent Acknowledgment All students and parents/guardians must sign and return the Technology & Social Media Agreement before accessing school technology. This document will be kept in student records. By signing, students agree to:

- Follow all acceptable use guidelines
- Use school technology for educational purposes only
- Take responsibility for device care and ethical online behavior
- Adhere to all digital safety policies

Revised: January 13, 2005, October 26, 2011, July 16, 2020, February 21, 2025

Board Policy 331: Suspension and Expulsion Policy

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 non-charter 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/guardians[2] 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).

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

[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.

1. Discretionary Suspension Offenses: Students may be suspended when it is determined the student:

Education Code 48900

a(1). Caused, attempted to cause, or threatened to cause physical injury to another person.

a(2). Willfully used force or violence upon another person, except in self-defense.

b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.

c. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind.

d. Unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the same as such 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.

g. Stole or attempted to steal school property or private property.

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, offered, arranged, or negotiated to sell any drug paraphernalia.

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.

m. Possessed an imitation firearm. Imitation firearm means 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. Committed or attempted to commit a sexual assault or committed a sexual battery.

o. 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.

p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q. Engaged in, or attempted to engage in, hazing. Hazing means a method of initiation or pre-initiation 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.

r. Engaged in an act of bullying.

   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, directed toward one or more students that has or can reasonably be predicted to have the effect of (refer to EC 48900.2, 48900.3, or 48900.4 to define the nature of the bullying):
      i. Placing a reasonable student in fear of harm to the student's person or property
      ii. Causing the student to experience a substantially detrimental effect on the student's physical or mental health
      iii. Causing the student to experience substantial interferences with the student's academic performance or ability to participate in or benefit from the services, activities, or privileges provided by the school.
      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.

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

(1) While on school grounds.

(2) While going to or coming from school.

(3) During the lunch period whether on or off the campus.

(4) During, or while going to or coming from, a school-sponsored activity.

(t) A pupil 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, pursuant to this section, except that a pupil 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 (a).

(u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

(v) For a pupil subject to discipline under this section, a superintendent of the school district or principal is encouraged to provide alternatives to suspension or expulsion, using a research-based framework with strategies that improve behavioral and academic outcomes, that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.

(w) (1) A suspension or expulsion shall not be imposed against a pupil based solely on the fact that they are truant, tardy, or otherwise absent from school activities.

(2) It is the intent of the Legislature that the Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, be used to help pupils gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

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 school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

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: The principal or superintendent of schools shall immediately suspend and shall recommend expulsion of a student who is determined to have committed any of the following acts at school or at a school activity off school

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.

The principal or the superintendent of schools is also required to recommend the expulsion of a student for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct (EC 48915(a)(1))

(A) Causing serious physical injury to another person, except in self-defense
(B) Possession of any knife or other dangerous object of no reasonable use to the student
(C) Unlawful possession of any controlled substance, except the first possession of not more than one avoirdupois ounce of marijuana other than concentrated cannabis or possession of over-the-counter medication/medication prescribed for use by the student for use by the student
(D) Robbery of extortion
(E) Assault or Battery upon any school employee, as defined in Penal Code 240 and 242

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. If the student is a foster youth, any discipline notifications provided to the parent are also required to be provided to the foster youth's county social worker, court-appointed attorney, and educational rights holder; for an Indian child, the notification is provided to the Indian child's tribal social worker and, if applicable, county social worker.

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. During a single year, the maximum total number of suspension days is 20.

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.

Board Policy 607: Title IX, Harassment, Intimidation, Discrimination, And Bullying Policy
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 polices 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 subjection 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

Additional resources can be found at:

United States Department of Education, Office for Civil Rights
Lyndon Baines Johnson Department of Education Building
400 Maryland Avenue, SW
Washington, DC 20202-1100
Telephone: (800) 421-3481
Fax: (202) 453-6012
TDD: (800) 877-8339
Email: OCR@ed.gov

OCR Complaint Form: https://www2.ed.gov/about/offices/list/ocr/complaintintro.html

California Department of Education
Office of Equal Opportunity
1430 N Street, Room 4206
Sacramento, CA 95814
Telephone: (916) 445-9174
Fax: (916) 324-9818
Email: oeoinfo@cde.ca.gov
Complaint Procedures: https://www.cde.ca.gov/re/di/eo/complaint.asp

California Interscholastic Federation
4658 Duckhorn Drive
Sacramento, CA 95834
Telephone: (916) 239-4477
Fax: (916) 239-4478
Website on Equity: https://www.cifstate.org/governance/equity/index

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 student [3] 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 school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
    a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
    b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

[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 complaint)

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.

To access statewide resources for students and families, visit the California Department of Education's bullying prevention webpage: https://www.cde.ca.gov/ls/ss/se/bullyingprev.asp.

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

<u>To be completed by the Charter School</u>:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

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Board Policy 212: 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. C A R E S O L A C E . C O M / R C C S T U D E N T S.



- 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:

- Safe Schools 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. C A R E S O L A C E . C O M / R C C S T U D E N T S.



- 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/

- 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 951-640-1375