GCC Virtual Academy

Parent/Guardian/Student Handbook
2023-2024

GCC Virtual Academy
5112 Arnold Avenue
McClellan, CA 95652
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GCC Virtual Academy is a program of Community Collaborative Charter School (CCCS)

Gateway Community Charters, Inc. (GCC) is an independent non-profit 501(c)3 agency that was created to support students, parents and communities through the conception, development, administration and governance of innovative, high quality, standards-based educational opportunities within charter school constructs. In cooperation with the Local Educational Agency (LEA), Twin Rivers Unified School District (TRUSD), the GCC reaches out to the greater Sacramento County community to create schools to serve the educational needs of the underserved, for example; the disenfranchised, culturally diverse economically disadvantaged, homeless, parenting teens, working young adults, fifth year seniors, English language learners and others.

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

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

STUDENT FOCUSED
EXCELLENCE
RESPONSIBILITY
VALUING PEOPLE
INTEGRITY
COLLABORATION
EMPOWERMENT

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Focus of the Virtual Academy

It is the focus of the GCC Virtual Academy to nurture compassionate, lifelong learners by building strong teams between students, families, faculty, and community partners to empower every scholar to achieve their full potential. We will accomplish this by: Providing equitable solutions for all students to achieve their personal and academic goals; engaging parents and guardians as integral participants in their students' educational experiences; and, focusing on the whole child.

Equity

Recognizing that equity does not mean equality, VA works to align systems, accountability, supports and resources to achieve excellence for all students by providing high quality, rigorous instruction, curriculum and equitable opportunities and outcomes by ensuring academic engagement for all students.

Virtual Instruction

The GCC Virtual Academy offers online learning opportunities through multiple platforms and applications. Independent study combined with online instruction and support is provided at the VA.

The non-classroom based instructional model requires students to attend all required classes/meetings each week. Additional assistance is provided, and may be mandated, through structured support in English, Math, and other content areas. Parent/guardian support is necessary and required in order for students to succeed in our virtual program.

Online Curriculum

Designed for students of all abilities, VA's online curricula offer courses through dynamic, multimedia, web-based learning platforms. The programs are data-rich and provide teachers with up-to-the-minute snapshots of student academic performance and growth. Students can access their coursework at any time. All digital curricula is Common Core aligned and A-G approved. Interactive tasks and assignments allow students to read, write, explore, create, practice, predict, and more in order to develop analytical and critical-thinking skills. A variety of formative and summative assessments test for mastery and provide immediate, actionable feedback for students and teachers. A full suite of interactive learning tools and scaffolds are also available, including read-aloud and text translation, closed-captioning, video transcripts, e-notes, and a glossary of directed vocabulary terms to help all students access content, organize information, and complete assignments.

Technology Use

Upon enrollment, each student will be issued a Chromebook. This Chromebook is **for school use only** and is monitored by Go Guardian 24 hours a day/7 days a week. Go Guardian is an online filtering and notification platform. All students **must use** the school-issued Chromebook for all online classes, meetings, and school work. All Chromebooks are issued with a case, which must stay on the Chromebook at all times. Students may not add stickers or other décor to the Chromebook or the case. Students may not damage the Chromebook in any way and **families shall take full financial responsibility** for all damaged/lost Chromebooks and other district-provided technology, to include cases and cords.

Students are **required** to have their camera on during all online classes and meetings.

Parents/guardians will be informed of any technology misuse and/or student refusal to have camera on and disciplinary action will be administered as needed.

*If Internet access is an issue for your student, please contact the school office.

Code of Academic Conduct

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

Definitions:

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

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

Cheating: In any work submitted for evaluation (tests or assignments), copying or attempting to copy from another's work (i.e., Googling answers, copy/pasting information from the Internet, using AI sites to generate work or answers, having someone else complete a student's work); using or attempting to use unauthorized information, notes, study aids, or other materials; any unauthorized collaboration with others, who may or may not be students, in work to be presented for a grade; altering graded work after it has been returned, then submitting the work to be re-graded; tampering with the academic work of other students.

Complicity in Academic Dishonesty: Helping another to commit an act of academic dishonesty, especially providing material or information to another person with knowledge that this material or information will be used deceitfully in an academic evaluation activity; permitting one's own work to be submitted by another person as if it were that person's original work.

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

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

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

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

Academic Dishonesty

If a teacher deems that the breach of the Academic Honesty Policy is a major violation then school administration will become involved. Any alleged violation of this school policy will be investigated thoroughly and appropriate disciplinary action will be taken. The prescribed consequences for violating the school's "academic honesty" policy will include:

For Student's First Offense, it could result in:
➢ Teacher will notify the administration and will provide a written description of incident and submit any related supporting evidence
➢ Teacher will notify the student's parent/guardian by telephone
➢ Teacher will issue a "zero" for the assignment that was associated with the violation
➢ Administration will notify the student's teachers, coaches, counselors, and parent/guardian
➢ Administration will document the incident and place it in the student's file
➢ Administration may restrict student from participating in school activities
➢ Administration may issue a 1-5 day out-of-school suspension

Second Offense, it could result in:
➢ Teacher will notify the administration and will provide a written description of incident and submit any related supporting evidence
➢ Teacher will notify the student's parent/guardian by telephone
➢ Teacher will issue a "zero" for the assignment that was associated with the violation
➢ Teacher may issue a "class" suspension based upon the nature of the incident
➢ Administration will notify the student's teachers, coaches, counselors, and parent/guardian; and the student may be dropped from extracurricular activities, i.e. enrichment or dual-enrollment programs
➢ Administration will document the incident and place it in the student's file
➢ Administration will consider the possibility of issuing the student an "F" in the affected course
➢ Administration will restrict student from participating in school activities
➢ Administration may issue a 1-5 day out-of-school suspension

Third Offense, it could result in:
➢ Teacher will notify the administration and will provide a written description of incident and submit any related supporting evidence
➢ Teacher will notify the student's parent/guardian by telephone
➢ Teacher will issue a "zero" for the assignment that was associated with the violation
➢ Teacher may issue a class suspension based upon the nature of the incident
➢ Administration will notify the student's teachers, coaches, counselors, and parent/guardian; and the student will be dropped from extracurricular activities, i.e. enrichment or dual-enrollment programs
➢ Administration will document the incident and place it in the student's file
➢ Administration will issue the student a mandatory "F" in the affected course
➢ Administration will restrict student from participating in non-academic school activities
➢ Administration may issue a 1-5 day out-of-school suspension
➢ Administration may recommend removal from the program

Student Discipline Guidelines

Grounds for Suspension or Expulsion
A student shall not be disciplined, suspended or recommended for expulsion unless the principal or designee of the school in which the student is enrolled determines the student has violated one or more parts of an act as defined by any of the following subdivisions identified in Ed Code 48900. This is not an extensive list.

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

Expulsion, as ordered by the Board of Education, is the removal of a student from the school of attendance for violating the California Education Code. The expulsion is for a defined period of time, but an application for re-admission must be considered within a specified time period. State law provides for due process and rights to appeal any order of expulsion. If a student's behavior is a threat to the safety, health or emotional well-being of others, and previous methods of prevention and intervention have not been successful, that student may be suspended in accordance with state law and school policy. Suspension may be imposed upon a first offense if the Superintendent, principal or designee determines the student violated Education Code 48900(a)-(e) or if the student's presence causes a danger to persons. [E.C. 48900.5]

For all other acts and conduct for which a student is subject to discipline under Education Code 48900 through 48900.7 and which are not specifically listed or addressed under Education Code 48915(a) or 48915(c), a student may be recommended for expulsion where other means of correction are not feasible or have repeatedly failed to bring about proper conduct, or where due to the nature of the student's conduct violation, the presence of the student causes a continuing danger to the physical safety of the student or others. [E.C. 48915(b) and (e)]

Student Dress Code

1) Undergarments are not to be visible; student must be fully clothed (when on school site, attending school events, and on Zoom).
2) Students are not permitted to wear clothing that is immodest (when on school site, attending school events, and on Zoom).
3) Shoes are to be worn at all times, per state law (when on school site or attending school events).
4) Clothing, accessories, and visible tattoos shall be free of writing, pictures, or any other insignia which are crude, vulgar, profane or sexually suggestive or which advocate racial, ethnic or religious prejudice or the use of drugs or alcohol. No accessories that could be dangerous or cause harm to others may be worn (when on school site, attending school events, and on Zoom).

Parent/Guardian/Family Involvement and Responsibilities

VA adheres to GCC Board Policy 01-08 for ensuring that parents/guardians have the opportunity for involvement at our school. Every parent, guardian and family member of the school community shares in the responsibility for maintaining a safe and productive environment at VA. You share in this responsibility when you:

➢ Ensure that students report on time for their scheduled online appointments and classes. Punctuality and good attendance are family responsibilities. Students must be available from 8:30am-3:30pm on all school days. Make certain your children log in on time and are ready to learn, free of background distractions;
➢ Accept the rights and authority of the school to maintain standards of behavior for all students;
➢ Understand our school rules. Review the VA handbook with your family;
➢ Provide study materials for your child's needs. If you are uncertain what materials are necessary, contact your child's teacher;
➢ Provide a suitable time and place for study at home. Parents have a great influence on the study habits of their children;
➢ Keep track of your child's scholastic achievement and progress. Review assigned work, progress reports, and report cards with your child. Children learn more when their parents or guardians are involved in monitoring their progress;
➢ Participate regularly in your child's educational program;
➢ Maintain consistent communication with your child's teacher, school administrators, and other school staff members; and
➢ Keep school informed of current phone numbers, address, and email.

Parent/Guardian Rights

You have the right to:
➢ Information about and progress of your child's achievement, behavior in our online environment, and attendance, which will only be provided to parents/legal guardians/caregivers listed on enrollment documentation;
➢ Expect a safe environment that is non-threatening and allows your children to achieve at their maximum academic potential; and
➢ Information about all school rules, regulations, and expectations.

School Administrator/Teacher/Support Staff Responsibilities

The teachers and administrators of VA demonstrate professional behavior in their attitudes and in their communication with students and parents. In addition to academic progress and excellence, it is VA's goal to:
➢ Communicate regularly and in a timely manner with students and their families about their child's academic progress, behavior and attendance;
➢ Establish an online environment in which students can meet their grade level academic standards;
➢ Involve students in an ongoing process of self-evaluation;
➢ Communicate our school expectations;
➢ Communicate our course of study and grading policy;
➢ Enforce school rules fairly and consistently;
➢ Treat all students and parents/guardians/families with dignity and respect; and
➢ Provide quality customer service.

Capturing Kids' Hearts

"If you have a child's heart, you have his head." - Flip Flippen
Truly remarkable outcomes are possible in an online classroom where trust, respect, and caring relationships flourish. Creating such an environment is a tremendous challenge. Capturing Kids' Hearts (CKH) provides tools for administrators, faculty and staff to build positive, productive, trusting relationships among themselves and with their students. These processes can transform the classroom and campus environment, paving the way for high performance. All GCC Virtual Academy staff is trained in CKH and have been taught skills that help: Develop safe, trusting, self-managing classrooms; improve classroom attendance by building students' motivation and helping them take responsibility for their actions and performance; decrease delinquent behaviors such as disruptive outbursts, violent acts, drug use and other risky behavior; utilize the EXCEL Model (Engage, Xplore, Communicate, Empower, Launch) and reinforce the role of emotional intelligence in teaching; and, develop students' empathy for diverse cultures and background.
VA students will be introduced to CKH practices through building a social contract that creates a self-managing school environment. Students will shake hands with VA staff and other students every time they are on campus to promote professional etiquette. Each student will leave campus with a positive, motivational launch from their teacher.

Assessments

CAASPP (California Assessment of Student Performance and Progress)
Each spring most students in California participate in the statewide testing program, the California Assessment of Student Performance and Progress (CAASPP) system. The tests in the CAASPP system provide information to teachers, parents/guardians and students about student progress. In grades 3 through 8 and grade 11, most students take the Smarter Balanced online tests for English Language Arts (ELA) and mathematics. However, students who have a significant cognitive disability (as designated in their IEP/individualized education program) are eligible to take the California Alternate Assessments (CAA). In grades five, eight and once in high school, students take the California Science Test (CAST). Students in grades 5, 7 and 9 also complete the PFT (Physical Fitness Test).

Notwithstanding any other provision of law, a parent's or guardian's written request to school officials to excuse his or her child from any or all parts of the assessments administered pursuant to this chapter shall be granted.

ELPAC (English Language Proficiency Assessments)
Students in kindergarten through grade twelve, who are classified as English Learners, will take the ELPAC summative assessment every year until they are reclassified as proficient in English. Students are tested on their skills in listening, speaking, reading and writing. To learn more about the ELPAC, please read the *Parent Guide to Understanding the ELPAC,* which can be found at https://www.cde.ca.gov/ta/tg/ca/documents/elpacpgtu.pdf. If you have any questions about your scholar taking the ELPAC, please contact our school's office.

iReady
Students will be required to complete the iReady Math and iReady Reading assessment at least twice per year, in the fall and spring; however, additional assessment windows may be added at teacher/school discretion.

Note: Parents/Guardians may be asked to bring students to the school site for any/all testing.

Attendance/Camera Policy

Student performance is the basis for both grades/credits earned and attendance and indicates that the student is in compliance with the terms of the signed Master Agreement. Attendance and grades/instructional credit are based upon the combination of attendance at synchronous sessions, completed and evaluated work, and the signed Monthly Attendance Form. Parent/guardians and students share the responsibility to ensure that work products are submitted. Students may not receive credit for late assignments which may endanger their placement in the charter school. Students

must have their camera on while attending all required classes/meetings; failure to do so will result in an absence and parents will be notified.

There are no longer excused or legal absences in California public schools. Illness or medical emergencies do not excuse a student from completing assigned work or attending required meetings or classes. In the case of a prolonged or serious illness or accident, it is the responsibility of the parent and/or the student to communicate with the teacher, the principal and/or the counselor regarding any possible alternatives.

Student Absence Intervention Procedure

- 1st absence: Teacher calls each contact number in Aeries until a contact is made and the absence is explained. Teacher logs communication in Aeries Intervention system.
- 2nd absence: Teacher calls each contact number in Aeries until contact is made; teacher coordinates a student success meeting with parent/guardian, logs in the Aeries Intervention system, and creates an Outlook invite, inviting all applicable stakeholders. If unable to make personal contact, a home visit will be scheduled. If absences are consecutive weeks, an evaluation will occur to determine if student should remain in the program.
- 3rd absence: Administrator calls each contact number until a contact is made with the parent/guardian; administrator and parent/guardian will discuss continued school enrollment. Administrator will log in the Aeries Intervention system and follow-up with all applicable stakeholders regarding the outcome.

Student Success Team (SST)

An SST is a coordinated problem-solving approach that assists students, families, and teachers to seek positive solutions for maximizing student potential academically and/or behaviorally. It provides opportunities for school staff, parent(s)/guardian(s), and other important people in the life of the student to discuss the strengths of the student, present their concerns about the student through discussion and study, plan a positive course of action, assign responsibilities, and monitor results. The team oversees the development of plans to meet student needs, if possible without referral to assessment for special education needs. The team will monitor student progress and students can exit the SST process based on improvement.

Promotion and Retention

TK-8th grade students are evaluated for promotion by the teacher of record. The basis for promotion will be based on assessments and evaluations aligned with grade level standards. Enrollment and promotion in grades nine through twelve is based upon credits earned. Students will be placed in a grade level by the Enrollment Clerk based upon the criteria listed below. *Note: this does not apply to students on credit reduction.*
9th Grade: 200-151 credits remaining to graduate
10th Grade: 150-101 credits remaining to graduate
11th Grade: 100-51 credits remaining to graduate
12th Grade: 50 or fewer credits remaining to graduate

Special Education Considerations

Individuals with identified disabilities are individuals with exceptional needs; these individuals may be eligible for accommodations and differentiated standards.

When the severity of the disabling condition(s) is/are such that the individual cannot meet the performance standards required for the general school population, an individualized education program (IEP) will be prepared for students who qualify.

High School Graduation Requirements

1. A student must earn a minimum of 200 credits in courses approved by the GCC for high school credit in order to graduate. The grade point average (GPA) on all credits counted toward graduation shall not be less than 1.0 on a 4.0 scale. Courses offered by the GCC for high school credit usually award five (5) credits for each course completed each semester.

2. The minimum of 200 credits for graduation from high school shall include:

English	40 credits
Math	20 credits
Integrated Math	10 credits
VAPA/Foreign Language	10 credits
Life Science	10 credits
Physical Science	10 credits
World History	10 credits
US History	10 credits
Economics	5 credits
Government	5 credits
Health	2.5 credits
Service Learning	2.5 credits
Practical Arts	5 credits
Electives	40 credits
Physical Education	20 credits

Special Conditions Regarding Graduation Requirements

1. No more than 40 credits may be earned in any semester from any combination of courses without prior written permission by the campus principal or designee.
   a. A student may petition and may receive permission for a maximum of 50 credits to complete graduation requirements in the student's graduating (final) semester.

2. The Superintendent or designee regularly will make available a list of specific courses approved by the GCC, which meet graduation requirements and a list of specific courses that may be taken for elective credit.

3. GCC Board Policy BP 14-17 Homeless and Foster Youth Graduation Requirements may be utilized in appropriate circumstances, allowing homeless and foster youth under certain extenuating circumstances to have an amended credit requirement.

Participation in Graduation Activities

Students who have discipline or behavioral issues may be excluded from graduation.

Progress Toward Graduation

Normal progress toward graduation is defined as maintaining a minimum Grade Point Average of 1.5 and accumulating a minimum of: 50 credits by the beginning of the sophomore year; 100 credits by the beginning of the junior year; 150 credits by the beginning of the senior year.

Students shall complete a minimum of 25 credits per semester. The school administrator/counselor may prepare an intervention plan for students who do not achieve the number of required credits for adequate progress.

High School Academic Guidelines

Credits

High School Credits (Grades 9-12) – A student may earn up to a full five credits of a semester high school course based on mastery of all course requirements. Credits are a function of the amount of work and the breadth of study, not number of days, grades or assignments. Students typically earn 25 to 35 credits during a semester. Students must earn 25 credits per semester at VA in order to graduate in four years.

Transferability

Virtual Academy is accredited by the Western Association of Schools and Colleges.

VA offers courses for students interested in pursuing four-year colleges and universities as well as community colleges and career technical education trade schools. VA courses approved for A-G college admissions requirements have been submitted and approved through the University of California Office of the President (UCOP). A-G approved courses are accepted at all University of California (UC) and California State University (CSU) institutions.

Transferability of credits between California high schools and out-of-state high schools is always determined by the admitting school on a case-by-case situation.

Work Permits

Students ages 14 through 17 are required by law to possess a work permit in order for them to be employed.
The school office shall issue work permits only as allowed by law and only to the extent that outside employment does not interfere with the student's school work. Work permits are issued by the school administrative office and are considered a privilege of active enrolled students. If a student withdraws or is dismissed from the program, the work permit will be revoked. In addition, if a student has attendance issues, is not completing assignments, or is not making adequate academic progress, administration may revoke the work permit and inform the employer of the situation.

Nondiscrimination for Students and Employees (BP 06-19)

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

Staff and Student Boundaries Policy (BP 03-23)

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

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

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

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

Unacceptable Behaviors

These lists (and any subsequent lists) are not meant to be all-inclusive, but rather, illustrative of the types of behavior intended to be addressed by this policy.
1. Giving gifts of a personal and intimate nature (including photographs) to a student; or items such as money, food, outings, electronics, etc. without the written pre-approval of the Principal or School Leader. It is recommended that any such gifts be filtered through the Superintendent/CEO or designee along with the rationale therefore.
2. Kissing of ANY kind
3. Massage [Note: Prohibited in athletics unless provided by massage therapist or other certified professional in an open public location. Coaches may not perform massage or rub-down. Permitted in special education only as instructed under an IEP or 504 Plan.]
4. Full frontal or rear hugs and lengthy embraces

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

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

Acceptable Behaviors
1. Pats on the shoulder or back
2. Handshakes
3. "High-fives" and hand slapping
4. Touching face to check temperature, wipe away a tear, remove hair from face, or other similar types of contact
5. Placing TK through second grade students on one's lap for purposes of comforting the child for a short duration only
6. Holding hands while walking with small children or children with significant disabilities
7. Assisting with toileting of small or disabled children in view of another staff member
8. Touch required under an IEP or 504 Plan
9. Reasonable restraint of a violent person to protect self, others, or property
10. Obtaining formal written pre-approval from Superintendent/CEO or designee to take students off school property for activities such as field trips or competitions, including parent's written permission and waiver form for any sponsored after-school activity whether on or off-campus
11. Emails, text-messages, phone conversations, and other communications to and with students, if permitted, must be professional and pertain to school activities or classes (communication should be initiated via transparent [non-

private] school-based technology and equipment)
12. Keeping the door wide open when alone with a student
13. Keeping reasonable and appropriate space between you and the student
14. Stopping and correcting students if they cross your own personal boundaries, including touching legs, or buttocks, frontal hugs, kissing, or caressing
15. Keeping parents informed when a significant issue develops about a student, such as a change in demeanor or uncharacteristic behavior
16. Keeping after-class discussions with a student professional and brief
17. Immediately asking for advice from senior staff or administration if you find yourself in a difficult situation related to boundaries
18. Involving your direct supervisor in discussion about boundaries situations that have the potential to become more severe (including but not limited to grooming or other red flag behaviors observed in colleagues, written material that is disturbing, or a student's fixation on an adult)
19. Making detailed notes about an incident that in your best judgment could evolve into a more serious situation later
20. Recognizing the responsibility to stop "Unacceptable Behaviors" of students and/or co-workers
21. Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student after regular school hours
22. Prioritizing professional behavior during all moments of student contact
23. Asking yourself if any of your actions, which could be contrary to these provisions, are worth sacrificing your job and career.

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

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

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

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

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

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

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

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

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

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

Attendance
- Students are expected to be available for synchronous and asynchronous instruction on all school days.
- Students must attend every scheduled class or meeting with your teacher, on time and prepared to work, with the school Chromebook camera on.
- Attendance is based on virtual class/meeting attendance (with camera on) as well as work completed and submitted. There are no excused absences.
- If your child cannot attend class or meeting, you MUST contact your teacher BEFORE your scheduled appointment/class time.
- Do not schedule other appointments during school classes/meetings.

Assignments
- Adhere to the Academic Honesty Guidelines/Code of Academic Conduct.
- Grades/credits are earned based on completion and mastery of assignments.

Assessments
- Participate in all school assessments.
- Always put forth your best effort.

Parents/Guardians will:
- Make sure that student attends all scheduled classes and meetings and that all assessments are completed as assigned (iReady, CAASPP, CAST, PFT, ELPAC, etc.).
- Attend all in-person events and meetings and ensure that student is present as well.
- Supervise students at home, making sure all assignments are completed.
- Ensure students are attending all scheduled sessions and completing all assigned work.
- Ensure students have a quiet place to work, free from distractions.
- Keep school and teacher aware of phone number, email, and/or address changes.
- Promptly return emails and calls from the teacher and/or school.
- Contact the teacher with any questions or concerns about assignments and student progress.
- Follow through with courses of action agreed upon with school personnel with regard to the student's academic and/or behavioral progress.
- In the case of a prolonged or serious illness or injury, contact the teacher and/or campus principal to discuss alternative arrangements for assignments and attendance.
- Behave and dress appropriately while at the school site and when your child is logged on to viand you are present.
- Ensure that teachers, staff, students and other parents are treated with kindness and respect.
- Maintain campus and school materials with respect. Parents are liable for damage and loss of materials and campus resources.
- Honesty and integrity are expected of parents in regard to all assignments and communications.
- Parents have the right to appeal any decision about student placement, school programs, or transfer by first contacting the supervising teacher and/or campus principal. If not satisfied, parents may then contact Gateway Community Charters.

I hereby acknowledge that I will review the information in the Handbook and adhere to expectations. I understand that failure to meet expectations may result in meetings, disciplinary action, and/or termination of the Independent Study Agreement and withdrawal from the GCC Virtual Academy.

_____   _____

Student Name (Print)   Student Signature

_____   _____

Parent/Guardian Signature   Date Signed