

A RIVERSIDE COUNTY CHARTER HIGH SCHOOL

# GATEWAY

COLLEGE & CAREER ACADEMY

# Student Handbook



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

**2021-2022**

Approved by the Board of Directors on:  
October 15, 2021

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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 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.

### Gateway’s PBIS Behavioral Expectations

## Behavioral Expectations

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

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

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

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

## **Expectations for Student Attendance, Academic Progress, and Conduct**

### **Attendance Expectation:**

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

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

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

### **Excused Absence Reasons (Education Code- EC 48205)**

- Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:
  - Due to the pupil's illness
  - Due to quarantine under the direction of a county or city health officer
  - For the purpose of having medical, dental, optometric, or chiropractic services rendered
  - For the purpose of attending the funeral services of a member of the pupil's immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California
  - For the purpose of jury duty in the manner provided for by law
  - Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent
  - For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board
  - For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code
  - For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph

shall be granted for a period of time to be determined at the discretion of the Executive Director of the school

- For the purpose of attending the pupil's naturalization ceremony to become a United States citizen
- A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefor. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence
- For purposes of this section, attendance at religious retreats shall not exceed four hours per semester
- Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments
- "Immediate family," as used in this section, means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

No pupil shall have his or her grade reduced or lose academic credit for any excused absence or absences, if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time (Education Code 48980).

#### **Method of Verifying an Excused Absence (5 CA ADC § 306)**

When a student returns to school after an absence, the student MUST present a satisfactory explanation verifying the reason for the absence within 2 days. After 2 days w/out verification of an excused reason, the absence will be considered unexcused and the student will be considered truant. Excused/unexcused absences do not apply to RCC classes. Please consult your RCC course syllabus for college course attendance policies. The following may be used to verify absences:

- Written note (hard copy or electronic) from parent/guardian, or student if 18 or older (EC 46012)
- Physician's note
  - When excusing students for confidential medical services or verifying such appointments, staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment
- Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
  - Name of student
  - Name of parent/guardian or parent representative
  - Name of verifying employee
  - Date(s) of absence
  - Reason for absence
- Visit to the student's home by the verifying employee, or any other reasonable method which establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including information outlined in #3 above
- Any other reasonable method that establishes the fact that the student was actually absent for the reasons stated. A written record shall be made, including information outlined in #3 above

## **Tardiness**

Students are expected to arrive to class on time. A student is required to contact the school as soon as possible in the event of an emergency situation. The student may be required to bring documentation to excuse and verify the tardy. A student who has a minimum of three unexcused tardies from a class may be required to meet with a school administrator or his or her designee, attended by a parent or legal guardian. Please note that the College has departmental and campus standards for tardiness. All pupils enrolled in college classes are subject to those standards. Be sure to be on time to all RCC class sessions and consult the course syllabus.

Repeated tardies in excess of 30 minutes lead to the student being designated as truant.

## **Chronic Absenteeism Definition (EC 60901)**

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

## **Truancy Definition (EC 48260, 48262 and 48263.6)**

A student is considered truant after three absences or three tardies of more than 30 minutes each time or any combination thereof and the absences or tardies are unexcused. After a student has been reported as a truant three or more times in a school year and the school has made a conscientious effort to meet with the family, the student is considered a habitual truant. A student who is absent from school without a valid excuse for 10% or more of the schooldays in one school year, from the date of enrollment to the current date, is considered a chronic truant. Unexcused absences are all absences that do not fall within EC 48205. The text of EC 48205 is provided in the excused absences section below.

## **Arrest of Truants/School Attendance Review Boards – EC 48263 and 48264**

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

## **Truant Consequence-EC 48263, 48267, 48268, and 48269; WIC 236, 601, 601.3,653.5, 654, and 651.5**

Any student who is identified as “Truant” may be assigned as a ward of the court by a Probation Officer or Deputy District Attorney, if the available community resources do not resolve the students’ continued problem of truancy. The intent of these laws is to provide intensive guidance to meet the special needs of students with school attendance problems or school behavior problems pursuant to EC Section 48320. These interventions are designed to divert students with serious attendance and behavioral problems from the juvenile justice system and to reduce the number of students who drop out of school.

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



# Chronic Absentee Policy

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

## Tier 1

### Mandatory Counselor Meeting

After a student has been **absent\*** for 7 consecutive school days, their counselor will notify the student via email, Remind and/or phone call, that a mandatory counselor meeting must take place to address the student's attendance within 3 days.

## Tier 2

### Growth Plan

If a student **fails to attend** the scheduled mandatory counselor meeting, their counselor will schedule another meeting via email, Remind and/or phone call within 2 days to create a written Growth Plan with the goal of re-engagement.

## Tier 3

### Notice of Possible Involuntary Removal

A letter is sent home to parents of minors and to students over the age of 18, with detailed explanations of all steps taken to help the student resolve their attendance pattern. Students will be required to contact their Gateway counselor within 10 days if they wish to be enrolled. Otherwise, the student will be involuntarily removed for failing to adhere to our attendance policy.

If the student communicates within the 10-day window, the counselor will schedule the Growth Plan meeting to address attendance issues and create a plan for success. If the student continues to be chronically absent, a student support meeting with administration will be scheduled.

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

## Did you know

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

## **Standards for Academic Progress**

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

A student may not withdraw from a college class without the approval of 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 if it is offered by the College if it is in line with student's educational plan.

If a student does not meet academic expectations, the student may be placed on a *Growth Plan* at any time during the semester. If the student does not improve his/her GPA and does not meet the terms of his/her Growth Plan/Admin Support Meeting, the student risks aging out or being on academic or progress probation at RCC and/or not being able to enroll in college courses.

## **Expectations for Student Conduct**

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

Gateway expects the student to demonstrate a commitment to maintain enrollment in the school by:

- Attending all classes and labs regularly - 100% attendance is expected. This includes attending as scheduled all Gateway classes, labs, and counselor meetings, as well as college classroom/lab attendance
- Attending all classes and educational activities on time
- Completing all assignments, tests, and required lab hours according to instructors' standards
- Communicating with instructors and Counselor regularly
- Contacting the instructor and counselor if the student is going to miss class or already missed class
- Turning off and putting away all cell phones and electronic devices during class time
- Respecting the instructor and peers by not carrying on side conversations during class
- In addition students are expected to conduct themselves in a manner that does not disrupt the educational process, including such behaviors as:
  - Coming to class under the influence of alcohol and/or drugs
  - Possession of alcohol and/or drugs

- Smoking on campus; including vaping and electronic cigarettes
- Possession of vape pens, electronic cigarettes, e-liquids/vape juice (nicotine containing or non-nicotine containing) by students under 21
- Riding skateboards, scooters, skates, and bicycles anywhere on campus including parking lots
- Cheating or plagiarizing
- Stealing or theft of personal or school or college property
- Damaging personal or school or college property, including vandalism and graffiti
- Acts of discrimination, harassment, violence, intimidation, or bullying

### **Electronic Nicotine Delivery Systems (e-cigarettes)**

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

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

### **Acceptable Use of Technology**

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

There is growing evidence that unrestricted use of smartphones by pupils at during the schoolday 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 schoolsite 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 liscensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil. (4) When the possession or use of a smartphone is required in a pupil's individualized education program. (AB- 272).

## **Student 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.

## **Student Support and Accountability**

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

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

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

### **Growth Plan**

A Growth Plan is a goal setting tool. The Growth Plan is an agreement between the student and his/her counselor that outlines academic/behavior/attendance expectations that the student must meet, what the

student will do, and the timelines for the student to achieve the expected results. The student and the counselor will meet regularly to review the student's progress.

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

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

### **Involuntary Removal Policy and Procedure**

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

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

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

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

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

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

- The charges or reasons the student is to be involuntarily removed from the Charter School
- The effective date of the student's removal from the Charter School
- An explanation of the student's right to request a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present

testimony, evidence and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate

- The date by which the student must provide his/her written request to initiate the hearing procedures indicated above. This date must be at least five (5) school days prior to the effective date of the student's removal action
- That if the Charter School does not receive the student's written request to initiate the hearing procedures by the date set forth in the written notice, the student will be deemed to have waived any such hearing procedures and may be involuntarily removed accordingly.

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

- **Removal Hearing** - If requested by the student and/or the student's parents/guardians, the removal hearing shall be held within thirty (30) school days of the date the Charter School receives the student's timely written request for such a hearing, unless the hearing is postponed for good cause.

A student subject to removal may request a hearing to be held before the neutral and impartial Charter School Board of Directors or before 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 members who are certificated and neither a teacher of the pupil 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 removal of any student who may be involuntarily removed in accordance with Charter School policies, and the Board of Directors shall make the final determination.

In the event an Administrative Panel holds the hearing, it will make a recommendation to the Board for a final decision on whether to involuntarily remove the student. The hearing, whether held by an Administrative Panel or the Board of Directors, shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil 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:

- The date, time and location of the hearing
- A statement of the specific facts, charges and/or offenses upon which the proposed removal is based
- A copy of the Charter School's policy supporting and/or requiring the removal of the student as well as a copy of this Policy
- 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
- 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

- The right to inspect and obtain copies of all documents to be used at the hearing
- The opportunity to confront and question all witnesses who testify at the hearing
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.
- **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.
- **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 involuntarily remove must be supported by substantial evidence supporting the student's removal. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to involuntarily remove a student shall be based solely on hearsay.
- **Written Notice of Removal** - 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 removal of the student. The final decision by the Board of Directors shall be made 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 removal and/or if the Board determines not to involuntarily remove the student, the student shall immediately be returned to his/her educational program.

The Executive Director or designee, following a decision of the Board of Directors to involuntarily remove a student, shall send written notice of the decision to involuntarily remove, including the Board of Directors' adopted findings of fact, to the student or parent/guardian within ten (10) school days following the conclusion of the hearing.

This notice shall also include the specific reason(s) for the involuntary removal of the student. The Executive Director or designee shall send written notice to the Student's district of residence, within thirty (30) days that the student is no longer enrolled at Charter School, consistent with Education Code 47605(d)(3). The notice shall include the student's name and last known address.

- **No Right to Appeal** - The student shall have no right of appeal his or her removal from the Charter School as the Charter School Board of Directors' decision to remove the student shall be final.
- **Special Procedures for the Involuntary Removal of Students with Disabilities** - A student identified as an individual with disabilities or for whom GCCA 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 removal and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including, but not limited to, the California Education Code, when removing 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.

- **Procedural Safeguards/Manifestation Determination** - Within ten (10) school days of a recommendation for involuntary removal, but in any case, before the student is removed, 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 parents to determine:
  - If the conduct in question or reason for the involuntary removal was caused by, or had a direct and substantial relationship to, the child's disability
  - If the conduct or reason for the involuntary removal 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, 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 and the child shall not be involuntarily removed.

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:

- 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
- 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
- Return the child to the placement from which the child was removed, unless the parent 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, and relevant members of the IEP/504 Team determine that the conduct in question (reason for involuntary removal) was not a manifestation of the student's disability, then the Charter School may apply the relevant involuntary removal procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

All other protections afforded under Section 504 and/or the IDEA shall be available to a student who is involuntarily removed.

### **School Discipline Policies**

A student enrolled in Gateway may be recommended for suspension or expulsion if the school's Director/Principal and/or designee has determined that the student has committed an act which involved physical injury; violence; weapons; a controlled substance, including alcohol; robbery or extortion; damage to school, college, or private property; an attempt to steal and/or possession of stolen property; tobacco; obscene behavior or habitual profanity or vulgarity; drug paraphernalia; disrupting school activities or willfully defying school officials; brandishing an imitation firearm; committing or attempting to commit a

sexual assault or battery; harassing, threatening, or intimidating a student or a school staff member; or, engaging in hazing.

A student may be suspended or expelled for acts that are enumerated and related to school activity or attendance that occur at any time

- While on school grounds
- While coming or going to school
- During the lunch or break period whether on or off the campus
- During, or while going to or coming from, a school sponsored activity
- In addition to reasons specified above, a student may be suspended from school or recommended for expulsion if the school's Director/Principal and/or designee have determined that the student has committed an act which involves sexual harassment, hate violence, harassment, threats and intimidation, disruption of the instructional process, terroristic threats against other students, school officials and/or school property.

### **Steps for Managing Student Behavior**

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

- Verbal warning, documented by counselor
- Growth Plan
- A **Provisional Enrollment Agreement**, is an agreement between a Gateway Administrator, the student, their parents (if a minor) and his/her counselor that will be put in place after a student has not met behavior growth plan expectations, and will outline expectations and timelines for improvement.
- If a student violates the Provisional Enrollment, following consultation with the counselor and the program administrator, the student may be disenrolled from Gateway and Riverside Community College District.

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

### **Suspension Policy**

Gateway students will be enrolled in college classes and therefore must adhere to the Riverside Community College District standards for student conduct as described in the 2020-2021 Riverside City College Student Handbook and the Gateway College and Career Academy Student Handbook. Students who violate these policies, who are a serious disruption to the education process, and/or who present a health or safety threat may be suspended for up to ten school days.

If the student is under 18 years old, the school will notify and confer with the student's parent or caregiver as soon as possible regarding the suspension.

## **Expulsion Policy**

If the violation of the discipline policies is a serious offense that merits expulsion, and/or if the student presents a threat to the health and safety of the student or others, the school may take action to expel the student. In such cases, the school will send a written notice of the facts, allegations, and student/parent rights to the parent or caregiver and a committee designated by the governing board will hold a hearing regarding the offence. If the governing board determines that the case merits expulsion, the student may be expelled or may have the expulsion suspended and be placed on probation. If the student violates the terms of the probation he/she may be expelled from the school.

These processes will be amended as required by law to protect the rights of students with disabilities or exceptional needs. This includes, but is not limited to, convening an Individualized Educational Plan team meeting if a suspension or series of suspensions totals more than ten days or in the event that expulsion is recommended.

### **Grounds for Suspension and Expulsion – EC 48900**

A pupil shall not be suspended from school or recommended for expulsion, unless the Executive Director of the school or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.(2) Willfully used force or violence upon the person of another, except in self-defense
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, with the concurrence of the principal or the designee of the principal
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a 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, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of his or her own prescription products
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code

- (k)(1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 5, inclusive, shall not be suspended for any of the acts specified in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. (3) Except as provided in Section 48910, a pupil enrolled in any of grades 6 to 8, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2025. (EC 48901.1- provisions (2) and (3) apply to charter schools.)
- (l)Knowingly received stolen school property or private property
- (m)Possessed an imitation firearm. As used in this section, “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 as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code
- (o)Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both
- (p)Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- (q)Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events
- (r)Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
  - (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 pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
    - (A)Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property
    - (B)Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health
    - (C)Causing a reasonable pupil to experience substantial interference with his or her academic performance
    - (D)Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school

- (2) (A) “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:
    - ✧ (I) Posting to or creating a burn page. “Burn page” means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1)
    - ✧ (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). “Credible impersonation” means to knowingly, and without consent, impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated
    - ✧ (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1) “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  - (iii) (I) An act of cyber sexual bullying. (II) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil 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 (A) to (D), 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. (III) For purposes of this clause, “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.
    - ✧ (B) Notwithstanding paragraph (1) and subparagraph (A), 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.
- (3) “Reasonable pupil” means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.
- (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 Executive Director of the school 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 upon 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, the Executive Director of the school or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil’s specific misbehavior as specified in Section 48900.5
  - (w) (1) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities. (2) It is further 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 supports, may 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.

#### **EC 48900.2**

In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the Executive Director or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5. For the purposes of this chapter, 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 enough to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

#### **EC 48900.3**

In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the Executive Director or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

#### **EC 48900.4**

In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the Executive Director or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in

harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive enough to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

#### **EC 48900.7**

In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the Executive Director or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.

For the purposes of this section, “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 his or her own safety or for his or her immediate family’s safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

#### **Dangerous Objects**

- **Laser Pointer** – PC 417.27

It is a crime for any student to possess a laser pointer on any elementary or secondary school premise, unless the possession is for a valid instructional or other school-related purpose

- **Imitation Firearm** – PC 12550, 12556

A BB device can be considered an imitation firearm. The Penal Code makes it a criminal offense to openly display or expose any imitation firearm in a public place, including a public school

#### **Mandatory Expulsion Violations** – EC 48915

Schools shall immediately suspend and recommend expulsion for students who commit any of the following acts at school or at a school activity off school grounds:

- Possessing, selling, or otherwise furnishing a firearm
- Brandishing a knife at another person
- Unlawfully selling a controlled substance
- Committing or attempting to commit a sexual assault
- Possession of an explosive

The school board shall order the student expelled upon finding that the student committed the act.

#### **Appeals**

Disenrollment from the school may be appealed the next term if the student can provide satisfactory verification of a special circumstance to staff for consideration. Appeals are reviewed by Gateway for their merits, and may either be approved or denied.

If the student’s appeal is granted, the student will:

- Be placed on a Growth Plan that includes specific outcomes and expectations, (e.g., the number of classes that the student is allowed to take may be limited)
- Be expected to pass all classes as defined by the Growth Plan
- Have his/her status reviewed at identified benchmarks in the Growth Plan and at the end of the semester

### **Additional Student Supports**

#### **Course of Study for Eligible Foster Youth, Homeless Youth, Former Juvenile Court School Youth, and Child of a Military Family and Migratory and Newly Arrived Immigrant Pupils – EC 51225.1, 51225.2, AB 216**

A school district shall exempt a pupil in foster care, as defined in Section 51225.2, a pupil who is a homeless child or youth, as defined in Section 11434a(2) of Title 42 of the United States Code, a former juvenile court school pupil, as defined in Section 51225.2, or a pupil who is a child of a military family, as defined in Section 49701, who transfers between schools any time after the completion of the pupil's second year of high school from all coursework and other requirements adopted by the governing board of the school district that are in addition to the statewide coursework requirements specified in Section 51225.3, unless the school district makes a finding that the pupil is reasonably able to complete the school district's graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.

Notice shall be provided in language that the parent and student understand within 30 days of migration: When a pupil completes the state minimum coursework requirements and becomes eligible for a diploma, to notify the pupil, the educational rights holders all of the following: The pupil's right to a diploma issued by the school district of residence if he or she completed the graduation requirements for high school student who transferred in their 3rd or 4th year of high school from another country or other school district. The school district of residence shall issue to the pupil a diploma from the school the pupil last attended after the transfer and accept coursework satisfactorily from the school previously attended, as well as from a country other than the United States. The district or charter school will explain how taking coursework and other requirements adopted by the governing board or charter school or continuing education upon transfer will affect the pupil's ability to gain admission to a postsecondary educational institution. Information about transfer opportunities available through the California Community Colleges. The pupil's or the education rights holder's, as applicable, option to allow the pupil to take additional coursework for a 5th year of high school toward an achievable diploma requirement. If the district or charter school fails to provide timely notice, the pupil shall be eligible for the diploma once notified, even if that notification occurs after the initial transfer. In addition the statewide minimum course work and other requirements adopted by the governing board of the district or charter school shall do both of the following: Inform the pupil of his or her option to take coursework and other requirements adopted by the governing board. Permit the pupil, upon agreement with the pupil, if the pupil is 18 years of age or older, or, if the pupil is under 18 years of age, upon agreement with the person holding the right to make educational decisions for the pupil, to take coursework or other requirements adopted by the governing board, to take additional coursework for a 5th year of high school. Advise the pupil, if the pupil is 18 years of age or older, or, if the pupil is under 18 years of age, the person holding the right to make educational decisions for the pupil, to consider enrollment in a school operated by the local educational agency or charter school, benefit from continued instruction, and graduate from high school with a valid diploma. If a pupil participating in a newcomer program is exempted from local graduation requirements, the exemption shall continue to apply after the pupil no longer meets the definition of a "pupil participating in a newcomer program" while he or she is enrolled in school or if the pupil transfers again to another school,

including a charter school, or school district during the 3rd or 4th year of high school. Students and parents of migratory children shall not request a transfer solely to qualify for this exemption.

**Migrant Education School of Origin – EC 48204.7, AB 1319**

Requires local educational agencies (LEA's) to allow a pupil who is a migratory child to continue attending their school of origin regardless of any change of residence of the pupil. LEA's shall inform a pupil who is a migratory child and that pupil's parent or guardian of the impact of remaining in the school of origin on the eligibility of that pupil to receive migrant education services. LEA's will allow the child to continue through the duration of the school year for grades 1 to 8, or through high school graduation if enrolled in grades 9-12. If the residence move is made during matriculation from elementary to middle, or middle to high school, the migratory child shall be allowed to continue to the school for matriculation in that school district, with immediate enrollment. The new school shall immediately enroll the pupil who is a migratory child even if the child has outstanding fees, fines, textbooks, or other items or moneys due to the school last attended or is unable to produce clothing or records normally required for enrollment, such as previous academic records, medical records, including, but not limited to, records or other proof of immunization history. Transportation is not required to be provided if not already required by federal law.

**Retroactive Grant of High School Diplomas: Departed and Deported Pupils – EC 51430**

Authorizes school districts to retroactively grant 12th grade students in good academic standing who have been deported involuntarily, a high school diploma. The bill also requires a school district, county office of education, or charter school to consider any coursework that may have been completed by the pupil outside of the United States or that may have been completed by the pupil through online or virtual courses.

**Education of Foster Youth – EC 48204, 48853, 48853.5, 51215.1, 51225.2**

GCCA ensures that pupils in foster care receive stable school placements which are in the best interests of the child, placement in the least restrictive educational programs, access to academic resources, services, and extracurricular and enrichment activities available to all pupils, full and partial credits for coursework taken and meaningful opportunity to meet state pupil academic achievement standards.

The California Department of Education, in consultation with the California Foster Youth Education Task Force, has developed a standardized notice of the educational rights of foster children. A copy of the notice is available at [www.cde.ca.gov/ls/pf/fy/documents/fosteryouthedrights.pdf](http://www.cde.ca.gov/ls/pf/fy/documents/fosteryouthedrights.pdf).

GCCA's Foster Youth School Liaison serves to: 1) ensure and facilitate the proper educational placement, enrollment in school, and checkout from school of foster children; and 2) assist foster children when transferring from one school/district to another school/district in ensuring proper transfer of credits, records, and grades. The liaison contact information is:

**Foster Youth School Liaison**

**Mercedes Winton**

**4800 Magnolia Ave**

**Riverside, CA 92506**

**mercedes.winton@rcc.edu**

**951 222-8715**

**Policy on Education for Homeless Youth/McKinney-Vento Homeless Assistance Act- 42 U.S.C 11431-11435**

In accordance with the McKinney-Vento Homeless Assistance Act, the Gateway College and Career Academy Board of Directors desires to ensure that homeless children and youth are provided with equal access to its

educational program, have an opportunity to meet the same challenging state of California academic standards, are provided a free and appropriate public education, are not stigmatized or segregated on the basis of their status as homeless, and to establish safeguards that protect homeless students from discrimination on the basis of their homelessness.

The McKinney-Vento Homeless Assistance Act is federal legislation that ensures the educational rights and protections of children and youths experiencing homelessness. The policy statement in Section 11431 explains that each homeless child shall have “equal access” to the same education as other students. Subsection 11432(e)(3) prohibits segregating homeless students. Subsection 11432(g)(3)(A) and (B) require that the local educational agency focus on the “best interest” of the child. In subsection C, children are to be “immediately enrolled” even if medical, academic and residency records are not available. If there is a dispute about enrollment location, the child “shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute.” Subsection 11432(g)(6)(A) requires that “notice of the educational rights of homeless children and youths is disseminated where such children and youths receive services . . . such as schools, family shelters, and soup kitchens . . . and that the parent or guardian . . . is fully informed of all transportation services. . . .”

**Education for Homeless Youth and completing the Financial Aid Application** ( EC 69432.7, 69519, 69731, 69956, 70032, 78220, and 88931). Students experiencing homelessness have a right to apply for financial aid to seek education beyond high school. Gateway’s Homeless Liaison and counselors provide this resource to students and seek resources and support from RCC’s Financial Aid office.

### **Definition of Homeless Children and Youth**

The term “homeless children and youth” means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42 USC 11434 a):

- 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; are abandoned in hospitals; or are awaiting foster care placement
- 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
- Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
- Runaway children or children who are abandoned
- 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 School Liaison

### **Enrollment of Homeless Youth Lacking Records**

Gateway College and Career Academy shall immediately admit/enroll the student (subject to the school’s capacity and pursuant to the procedures stated in the Gateway College and Career Academy charter and Board policy), even if the student lacks records normally required for enrollment. Records will immediately be requested from the previous school. (42 USC 11432(g)(3)(C))

If the student needs to obtain immunizations or does not possess immunization or other medical records, the Principal or designee shall refer the parent/guardian to the School Liaison. The School Liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student. (42 USC 11432(g)(3)(C))

### **Enrollment Disputes for Homeless Youth**

If a dispute arises over admissions/enrollment, the student shall be immediately admitted, pending resolution of the dispute. (42 USC 11432(g)(3)(E))

The parent/guardian shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the parent/guardian's right to appeal the decision. He/she shall also be referred to the School Liaison. (42 USC 11432(g)(3)(E))

The School Liaison shall carry out the Board-adopted dispute resolution and complaint process as expeditiously as possible after receiving notice of the dispute. (42 USC 11432(g)(3)(E))

### **Written Notice for Homeless Youth**

Gateway College and Career Academy shall provide written notice, at the time any child or youth seeks enrollment in the school, and at least twice annually while the child or youth is enrolled in the school, to the parent or guardian of the child or youth (or, in the case of an unaccompanied youth, the youth) that:

- Shall be signed by the parent or guardian (or, in the case of an unaccompanied youth, the youth)
- Sets forth the general rights provided in this policy
- Specifically states: The choice of schools homeless children and youths are eligible to attend, as provided in 42 U.S.C Section 11432(g)(3)(A)
- That no homeless child or youth is required to attend a separate school for homeless children or youths
- That homeless children and youths shall be provided comparable services described in this policy, including comparable transportation services, educational services, and meals through school meals programs
- That homeless children and youths should not be stigmatized by school personnel
- Provides contact information for the School Liaison and the State Coordinator for Education of Homeless Children and Youths.

Such notice shall be provided to the parent or guardian (or, in the case of an unaccompanied youth, the youth) in a manner and form understandable to such parent or guardian (or youth), including, if necessary and to the extent feasible, in the native language of such parent or guardian (or youth).

### **Comparable Services for Homeless Youth**

Each homeless child or youth shall promptly be provided services comparable to services in an early college high school and those offered to other students in Gateway College and Career Academy such as:

- Educational services for which the child or youth meets eligibility criteria, such as ESL or special education programs
- Programs for “at risk” students

## **Transportation for Homeless Youth**

Gateway College and Career Academy shall ensure that transportation is provided for homeless students to and from school, at the request of the parent or guardian (or liaison) to an extent comparable to transportation to and from school for all other Charter School students. (42 USC 11432(g)(1)(J))

## **Homeless Youth School Liaison**

The Principal designates the following staff person as the School Liaison for homeless students (42 USC 11432(g)(1)(J) & (e)(3)(C)(iv))

**Mercedes Winton**  
**4800 Magnolia Ave,**  
**Riverside CA, 92506**  
**951 222-8715**

The School Liaison shall ensure that (42 USC 11432(g))

- Homeless students are identified by school personnel and through coordination activities with other entities and agencies
- Homeless students enroll in, and have a full and equal opportunity to succeed at Gateway College and Career Academy
- Homeless students and families receive educational services for which they are eligible, including Head Start and Even Start programs
- 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
- Public notice of the educational rights of homeless children is disseminated at places where children receive services, such as schools, shelters, and soup kitchens
- Enrollment/admissions disputes are mediated in accordance with law, the Gateway College and Career Academy charter, and Board policy
- Parents/guardians are fully informed of all transportation services comparable to transportation services to and from school that are available to all other Charter School students
- The 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

## **Child Find System – EC 56301**

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: Provisional Enrollment Agreement, referral for 504 Plan development, or a Special Education (SPED) assessment.

### **SPED/504**

If a student is identified with an active IEP or 504 Plan upon enrollment, the Instructional Support Coordinator (ISC) notifies the Gen Ed teachers and rewrites the IEP or 504 Plan within 30 days with parent, student and teacher input. GCCA provides appropriate and comprehensive support services in the least restrictive environment based on the student's unique IEP / 504 Plan. Teachers are provided with a list of accommodations to support student success in the Gen Ed setting. The ISC and instructional assistants provide one-on-one or small group support in the Gen Ed classes, along with additional support in GCCA Labs. The ISC monitors student progress and schedules annual follow-up meetings. Additionally, the ISC works closely with the RCC's Disability Resource Center (DRC) to ensure students with IEPs/504 Plans have a smooth transition to college and are comfortable advocating for support. IEP's include transition planning to address post-secondary goals to ensure SPED students are ready for the next steps in Education, Employment or Independent Living after receiving their HS diploma.

### **Pregnant and Parenting Pupils: – EC 221.51, 222.5, 46015, 482-5, and 48980**

School districts will accommodate pregnant and parenting students in preparation for delivery and provide postpartum leave, and an opportunity to continue their academic pathway, protected under Uniform Complaint Procedures, and provided notifications. Excused absence for care of sick child is added for parenting minors without a doctor's note requirement.

### **Instruction for Pupils with Temporary Disabilities - EC 48206.3, 48206.5, 48207, 48207.3, 48207.5, 48208, 48204 and 51225.5**

A pupil with a temporary disability that makes attendance in the regular day classes or alternative education program in which the pupil is enrolled impossible or inadvisable shall receive either individual instruction at home provided by the school district in which the pupil is deemed to reside, or individual instruction in a hospital or other residential health facility, excluding state hospitals, provided by the school district in which the hospital or other residential health facility is located.

It is the responsibility of the parent or guardian to notify the school district in which the hospital or other residential health facility is located of the presence of a pupil with a temporary disability. Upon receipt of the notification, the district will within five working days determine whether the pupil will be able to receive individualized instruction pursuant to EC 48206.3 and, if so, provide the instruction within five working days or less.

A pupil with a temporary disability may remain enrolled in the district of residence or charter school and may attend regular classes when not confined to the hospital setting, the total days of instruction may not exceed the maximum of five days with both school settings and attendance may not be duplicated. If necessary, the district of residence may provide instruction in the home for the days not receiving instruction in the hospital setting, depending upon the temporary doctor orders. The supervisor of attendance shall ensure that absences from the regular school program are excused until the pupil is able to return to the regular school program.

An honorary high school diploma which is clearly distinguishable from the regular diploma of graduation may be awarded to a pupil who is terminally ill, from the resident governing school board, a county office of education or a charter school.

## **Rights and Responsibilities**

### **Prospectus – EC 49091.14**

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

**Miguel Contreras**  
**4800 Magnolia Ave**  
**Riverside, CA 92506**  
**miguel.contreras@rcc.edu**

### **Bullying and Harassment Prevention Information- AB 34**

#### **Definition of Discrimination and Harassment Based on Sex– EC 230**

For purposes of this chapter, 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. Nothing in this subdivision shall be construed to prohibit an educational institution from administering, or assisting in the administration of, scholarships, fellowships, or other forms of student financial aid, established pursuant to domestic or foreign wills, bequests, trusts, or similar legal instruments or by acts of a foreign government, which require that awards be made to members of a particular sex; provided, that the overall effect of the award of these sex-restricted scholarships, fellowships, and other forms of student financial aid does not discriminate on the basis of sex.
- (c) On the basis of sex, exclusion from participation in, or denial of equivalent opportunity in, athletic programs. For purposes of this subdivision, “equivalent” means equal or equal in effect.
- (d) An educational institution may be found to have effectively accommodated the interests and abilities in athletics of both sexes within the meaning of Section 4922 of Title 5 of the California Code of Regulations as that section exists on January 1, 2003, using any one of the following tests:
  - (1) Whether interscholastic level participation opportunities for male and female pupils are provided in numbers substantially proportionate to their respective enrollments.
  - (2) Where the members of one sex have been and are underrepresented among interscholastic athletes, whether the school district can show a history and continuing practice of program expansion that is demonstrably responsive to the developing interest and abilities of the members of that sex.
  - (3) Where the members of one sex are underrepresented among interscholastic athletes, and the institution cannot show a history and continuing practice of program expansion as required in

paragraph (2), whether the school district can demonstrate that the interest and abilities of the members of that sex have been fully and effectively accommodated by the present program.

(e) If an educational institution must cut its athletic budget, the educational institution shall do so consistently with its legal obligation to comply with both state and federal gender equity laws.

(f) It is the intent of the Legislature that the three-part test articulated in subdivision (d) be interpreted as it has been in the policies and regulations of the Office of Civil Rights in effect on January 1, 2003.

(g) 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.

(h) 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.

**Sexual Harassment – EC 231.5 and 48980(g)**

Gateway College and Career Academy is committed to maintaining a learning and working environment that is free from sexual harassment. Any student who engages in sexual harassment of anyone in or from the district may be subject to disciplinary action up to and including expulsion. Any employee who permits, engages in, or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. For a copy of the district's sexual harassment policy or to report incidences of sexual harassment, please contact:

**Miguel Contreras**  
**4800 Magnolia Ave**  
**Riverside, CA 92506**  
**miguel.contreras@rcc.edu**  
**Title IX Coordinator**

**Safe Place to Learn Act – EC 234 and 234.1**

Gateway College & Career Academy is committed to maintaining a learning environment that is free from discrimination, harassment, violence, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and EC 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, citizenship, immigration status or association with a person or group with one or more of these actual or perceived characteristics. All school personnel who witness an act of discrimination, harassment, intimidation, or bullying must take immediate steps to intervene when safe to do so. Any student who engages in acts of discrimination, harassment, violence, intimidation, or bullying related to school activity or school attendance occurring within a school of the school district may be subject to disciplinary action up to and including expulsion. To report an incidence please contact:

**Miguel Contreras**  
**4800 Magnolia Ave**  
**Riverside, CA 92506**  
**miguel.contreras@rcc.edu**  
**Title IX Coordinator**

## **Nondiscrimination Statement**

Gateway College & Career Academy is committed to providing a safe school environment where all individuals in education are afforded equal access and opportunities. The school's academic and other educational support programs, services and activities shall be free from discrimination, harassment, intimidation, and bullying of any individual based on the person's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression, or citizenship or immigration status; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. Specifically, state law prohibits discrimination on the basis of gender in enrollment, counseling, and the availability of physical education, athletic activities, and sports. Transgender students shall be permitted to participate in gender-segregated school programs and activities (e.g., athletic teams, sports competitions, and field trips) and to use facilities consistent with their gender identity. The school assures that lack of English language skills will not be a barrier to admission or participation in school programs. Complaints of unlawful discrimination, harassment, intimidation, or bullying are investigated through the Uniform Complaint Process. Such complaints must be filed no later than six months after knowledge of the alleged discrimination was first obtained. For a complaint form or additional information, contact:

**Miguel Contreras**  
**4800 Magnolia Ave**  
**Riverside, CA 92506**  
**miguel.contreras@rcc.edu**  
**Title IX Coordinator**

## **School Safety: Bullying – EC 234.4 and 32283.5**

Gateway College and Career Academy is committed to the prohibition of discrimination, harassment, intimidation, and bullying. Annual training will be provided to all staff who work with students, to prevent bullying and cyberbullying. You may find a list of education web pages describing the staff training at: <https://www.cde.ca.gov/ls/ss/se/bullyres.asp> If you or your child should experience any bullying on campus, at school events, or on the way to or from school, please contact our Lead Counselor available to assist you in identifying and stopping this behavior:

**Elena Bautista**  
**elena.bautista@rcc.edu**  
**951-328-3602**

## **Uniform Complaint Policy and Procedure – 5 CCR 4622, EC 234.1, 32289, and 49013**

The Uniform Complaint Procedures apply to the filing, investigation and resolution of complaints regarding alleged:

- Failure to comply with federal or state law or regulations governing adult education, consolidated categorical aid programs, migrant education, vocational education, child care and developmental programs, child nutrition programs and special education programs

- Unlawful discrimination against any protected group as identified under Education Code (EC) sections 200 and 220 and Government Code section 11135, including actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or age, or citizenship or immigration status, 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 a local agency, which is funded directly by, or that receives or benefits from any state financial assistance
- Failure to comply with school safety planning requirements as specified in Section 7114 of Title 20 of the United States Code
- Unlawful discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and EC 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, citizenship, immigration status or association with a person or group with one or more of these actual or perceived characteristics
- Unlawful imposition of pupil fees for participation in educational activities in public schools
- Failure to comply with the requirements established through the Local Control Funding Formula related to the Local Control and Accountability Plan as described in EC sections 52060 through 52076 or sections 47606.5 and 47607.3.

A complaint must be filed no later than six months from the date the complainant first obtains knowledge of the concern. These uniform procedures require the complainant to submit a written complaint to the school Director, who will coordinate an investigation and response within 60 days of receipt of the written complaint, unless the complainant agrees in writing to extend the time line.

If the school finds merit in a complaint, it shall provide a remedy to all affected pupils, parents/guardians. A complainant may appeal the school's decision to the California Department of Education (CDE) by filing a written appeal within 15 days after receiving the District's decision. The CDE may directly intervene in the complaint without waiting for action by the district when one of the conditions listed in Section 4650 of Title 5 of the California Code of Regulations exists, including cases in which the district has not taken action within 60 days of the date the complaint was filed with the district. If a district is found to have violated a state or federal law and/or regulation, and the District does not take corrective action to comply, then various civil remedies may be available. Contact for additional information or assistance.

- Please see page 78 of the RCC Student Handbook on the steps to file formal and informal complaints

#### **Pupil Records – EC 49063, EC 49070**

A cumulative record, whether recorded by handwriting, print, tapes, film, microfilm or other means, must be maintained on the history of a pupil's development and educational progress. Gateway College & Career Academy will protect the privacy of such records. Parents/guardians have the right to 1) inspect and review the student's educational record maintained by the school, 2) request that a school correct records which they believe to be inaccurate or misleading, and 3) have some control over the disclosure of information from educational records. School officials with legitimate educational interests may access student records without parental consent as long as the official needs to review the records in order to fulfill his/her professional responsibility. Upon request from officials of another school district in which a student seeks or intends to enroll, the school shall disclose educational records without parental consent.

Parents' request to access their student's educational records must be submitted in a written form to the school Director and the school will have five (5) business days from the day of receipt of the request to provide access to the records. Copies of student records are available to parents for a fee of 10 cents per page.

Following an inspection and review of a pupil's records, the parent or guardian of a pupil or former pupil of a school district may challenge the content of any pupil record. The parent or guardian of a pupil may file a written request with the Executive Director of the school to correct or remove any information in the pupil's written records that the parent or guardian alleges to be any of the following:

- Inaccurate
- An unsubstantiated personal conclusion or inference
- A conclusion or inference outside the observer's area of competence
- Not based on the personal observation of a named person with the time and place of the observation noted
- Misleading
- In violation of the privacy or other rights of the student.

Within 30 days of receipt of a request, the Executive Director or the Executive Director's designee shall meet with the parent or guardian and the certificated employee who recorded the information in question, if any, and if the employee is presently employed by the school district. The Executive Director shall then sustain or deny the allegations.

If the Executive Director sustains any or all of the allegations, the Executive Director shall order the correction or the removal and destruction of the information. However, in accordance with Section 49066, the Executive Director shall not order a pupil's grade to be changed unless the teacher who determined the grade is, to the extent practicable, given an opportunity to state orally, in writing, or both, the reasons for which the grade was given and is, to the extent practicable, included in all discussions relating to the changing of the grade.

If the Executive Director denies any or all of the allegations and refuses to order the correction or the removal of the information, the parent or guardian may, within 30 days of the refusal, appeal the decision in writing to the governing board of the school district.

Within 30 days of receipt of an appeal the governing board shall, in closed session with the parent or guardian and the certificated employee who recorded the information in question, if any, and if the employee is presently employed by the school district, determine whether or not to sustain or deny the allegations.

If the governing board sustains any or all of the allegations, it shall order the Executive Director to immediately correct or remove and destroy the information from the written records of the pupil, and inform the parent or guardian in writing. However, in accordance with Section 49066, the governing board shall not order a pupil's grade to be changed unless the teacher who determined the grade is, to the extent practicable, given an opportunity to state orally, in writing, or both, the reasons for which the grade was given and is, to the extent practicable, included in all discussions relating to the changing of the grade.

The decision of the governing board shall be final.

Records of these administrative proceedings shall be maintained in a confidential manner and shall be destroyed one year after the decision of the governing board, unless the parent or guardian initiates legal proceedings relative to the disputed information within the prescribed period.

If the Executive Director or governing board of the school district sustains the parent's or guardian's request to change the name, gender, or both, of a pupil or former pupil, the school district shall add a new document to the pupil's or former pupil's record that includes all of the following information:

- The date of the request.
- The date the requested records were corrected.
- A list of the records that the parent or guardian of the pupil or former pupil requested to be corrected.
- The type of documentation, if any, provided by the parent or guardian of the pupil or former pupil to demonstrate a legal change to the pupil's or former pupil's name, gender, or both. The parent or guardian of the pupil or former pupil is not required to provide documentation of a legal change to the pupil's or former pupil's name, gender, or both.
- The name of the employee that completed the request.
- The corrected and former names, genders, or both, of the pupil or former pupil.

Notwithstanding paragraph (4), the document generated pursuant to subparagraph (A) regarding a parent's or guardian's request to change a pupil's or former pupil's name, gender, or both, shall be indefinitely maintained in a confidential manner.

If the final decision of the governing board is unfavorable to the parent or guardian, or if the parent or guardian accepts an unfavorable decision by the Executive Director of the school district, the parent or guardian shall be informed and shall have the right to submit a written statement of the parent's or guardian's objections to the information. This statement shall become a part of the pupil's school record until the information objected to is corrected or removed.

**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).

### **Medical Records Sharing – HSC 120440**

This California Health and Safety code requires Gateway College & Career Academy to inform students or parents or guardians if they are planning to provide information from pupils' medical records to an immunization system.

- Medical information may be shared with local health departments and the State Department of Health Services
- The name and address of the State Department of Health Services or of the immunization registry with which the school will share the information
- Information shared with local health departments and the State Department of Health Services will be treated as confidential and will only be used to share with each other, and, upon request, with health care providers, schools, child care facilities, family child care homes, WIC service providers, county welfare departments, foster care agencies, and health care plans
- The providers, agencies, and institutions will, in turn, treat the shared information as confidential, and shall use it only as specified
- The student or parent or guardian has the right to examine any immunization-related information shared in this manner and to correct any errors in it
- The student or the parent or guardian may refuse to allow this information to be shared in the manner described, or to receive immunization reminder notifications at any time, or both
- After refusal, a physician may maintain access to this information for the purposes of patient care or protecting the public health. After refusal, the local health department and the State Department of Health Services may maintain access to this information for the purpose of protecting the public health

Note: Students or parents or guardians may refuse to permit record sharing. Notification may be provided by ordinary mail and must include reasonable means for refusal, such as return form or contact telephone number.

### **Release of Information for Students 18 Years of Age and Older**

When students reach the age of 18, the rights in respect to student educational records transfers to the student. For students 18 years of age and older, no notification will be provided to parents/guardians regarding school, college and disciplinary matters involving the student unless required by law. Notification may be provided with the written permission of the student.

### **Megan's Law – PC 290 et seq.**

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

### **Child Abuse and Neglect Reporting – PC 11164 et seq.**

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

### **Staff/Student Interaction Policy**

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

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

Some activities may seem innocent from a staff member’s perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable 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, sexual misconduct.

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.

#### **Civility on School Grounds – CC 1708.9, EC 32210**

It is unlawful for any person, except a parent/guardian acting toward his/her minor child, to intentionally or to attempt to injure, intimidate, interfere by force, threat of force, physical obstruction, or nonviolent physical obstruction with any person attempting to enter or exit any public or private school grounds. Any person who willfully disturbs any public school or any public school meeting is guilty of a misdemeanor, and shall be punished by a fine of not more than five hundred dollars (\$500).

#### **Duties of Pupils – 5 CCR 300**

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

#### **Jurisdiction – EC 44807**

Teaching staff shall hold pupils to strict account for their conduct on the way to and from school, on the playgrounds, or during recess.

#### **Custody Issues**

Custody disputes must be handled by the courts. The school has no legal jurisdiction to refuse a biological parent access to his/her child and/or school records. The only exception is when signed restraining orders or proper divorce papers, specifically stating visitation limitations, are on file in the school office. Any student release situation which leaves the student’s welfare in question will be handled at the discretion of the site administrator or designee. Should any such situation 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.

#### **Social Security Numbers – EC 49076.7 and 56601**

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

#### **Protection of Undocumented Students**

All students have the right to attend public school and enjoy access to equitable educational and programmatic services regardless of the immigration status of the student or of the student’s family members.

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

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

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

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

The Executive Director or designee shall ensure all teachers, school administrators, and other staff are trained on how to implement this policy and shall ensure that notification with required translation be distributed to families to fully inform them of their rights in the School. The Executive Director shall forward a copy of this policy to the office of the U.S. Representative for California's 13th congressional district, as well as the office of each of California’s representatives in the United States Senate.

## **Student Success**

### **Common Core State Standards and Smarter Balanced Assessments**

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 which will be given in Spring 2022 (between March 18 and June 6).

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.

### **Federal Student Aid or California Dream Act – CE 51225.8**

Under state law, school districts are to ensure that students prior to entering 12th grade are entitled to information on how to properly complete and submit the Free Application for Federal Student Aid (homee) or the California Dream Act Application at least once. This information should be available in a timely manner as financial aid is awarded in order of submission according to deadlines, on a first-come, first served basis. All family and student personal information will be protected according to state and federal privacy laws and regulations. At Gateway, during fall and spring, students' are invited to attend a Financial Aid Workshop. At this workshop an RCC Financial Aid Advisor will provide step by step instructions on how to complete this application. Parents/Guardians are invited to attend the session as well. Gateway's Grad Counselor also facilitates information sessions with parents and students.

### **Cal Grant Program – EC 69432.9**

A Cal Grant is money for college that does not have to be paid back. To qualify, a student must meet the eligibility and financial requirements as well as any minimum grade point average (GPA) requirements. Cal Grants can be used at any University of California, California State University or California Community College. Some independent and career colleges or technical schools in California also take Cal Grants. In order to assist students to apply for financial aid, all students in grade 12 are automatically considered a Cal Grant applicant and each grade 12 student's GPA will be submitted to the California Student Aid Commission (CSAC) electronically by a school or school district official. A student, or the parent/guardian of a student under 18 years of age, may complete a form to indicate that he/she does not wish for the school to electronically send CASC the student's GPA. Until a student turns 18 years of age, only the parent/guardian may opt out the student. Once a student turns 18 years of age, only the student may opt himself/herself out, and can opt in if the parent/guardian had previously decided to opt out the student. All grade 12 students' GPA's will be sent to CSAC by October 1, 2018.

### **California High School Proficiency Exam – 5 CCR 11523**

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

### **Career Counseling & Course Selection – EC 221.5(d)**

Commencing grade 7, school personnel shall assist pupils with course selection or career counseling, exploring the possibility of careers, or courses leading to careers based on the interest and ability of the pupil and not on the pupil's gender. Parents or legal guardians are notified so that they may participate in such counseling sessions and decisions.

### **Career Technical Education – EC 51229**

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

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

### **Minimum & Pupil-free Staff Development Days – EC 48980(c)**

There are six (6) scheduled pupil-free staff development days in the 21/22 school year. Please see the attached school calendar for those dates.

## **MEDICAL AND SAFETY**

### **Suicide Prevention Policies – EC 215**

- **Gateway College & Career Academy Youth Suicide Prevention Policy**

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

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

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

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

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

- **Overall Strategic Plan for Suicide Prevention**

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

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

**Resources:**

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

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

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



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

## Suicide Prevention Training and Education

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

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

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

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

**Resources:**

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

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



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

### **Employee Qualifications and Scope of Services**

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

### **Specialized Staff Training (Assessment)**

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

### **Parents, Guardians, and Caregivers Participation and Education**

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

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

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

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

### **Student Participation and Education**

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

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

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

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

### **Intervention, Assessment, and Referral**

#### **Staff**

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

Prevention Liaison team. If a Suicide Prevention Liaison is unavailable, the administrator on duty will be notified.

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

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

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

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

### **Parents, Guardians, and Caregivers**

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

### **Students**

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

### **Parental Notification and Involvement**

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

- After a referral is made for a student, school staff shall verify with the student (non-minor) parent/guardian/caregiver that follow-up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student
- If parents/guardians/caregivers (student if non-minor) refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the suicide point of contact (or other appropriate school staff member) will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow-up care for the student is still

not provided, school staff should consider contacting Child Protective Services (CPS) to report neglect of the youth. (Riverside County CPS Hotline **1-800-442-4918**)

### **Action Plan for In-School Suicide Attempts**

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

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

### **Action Plan for Out-of-School Suicide Attempts**

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

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

## **Supporting Students after a Mental Health Crisis**

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

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

## **Re-Entry to School After a Suicide Attempt**

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

The following steps shall be implemented upon re-entry:

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

## **Resource:**

- The School Reentry for a Student Who Has Attempted Suicide or Made Serious Suicidal Threats is a guide that will assist in school re-entry for students after an attempted suicide. See the Mental Health Recovery Services Resource Web page at [http://www.mhrsonline.org/resources/suicide%5Cattempted\\_suicide\\_resources\\_for\\_schools-9/](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](http://www.reportingonsuicide.org)). Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors
- Utilize and respond to social media outlets
- Identify what platforms students are using to respond to suicide death
- Identify/train staff and students to monitor social media outlets
- Include long-term suicide postvention responses

- Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
- Support siblings, close friends, teachers, and/or students of deceased
- Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

## Resources

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

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

## **Mental Health** – EC 49428

Requires a school, district, or charter school to provide information regarding initiating mental health services access in school or the community, or both, twice per school year by notifications, website, electronic or hardcopy, social media, orientation packets, enrollment packets, or any of these means.

In order to initiate access to available pupil mental health services, you may contact your Gateway Counselor at 951-222-8934 or the following mental health provider: RCC's Student Health and Psychological Services at 951-222-8151. Our school district will notify parents at least twice per year. This is one time through our Annual Notifications, we will also notify you again a second time each school year, during mental health awareness month in May.

## **California Healthy Youth Act** – EC 51930-51939

Under EC 51934, charter schools are required to offer sexual education as of 2019-20 school year. The curriculum has been expanded to include information on human trafficking and how social media, mobile devices, and websites are used to groom and promote sexual activities as a warning to students in grades 7 to 12.

Requires the school district at the beginning of each school year, or at the time of the student's enrollment, if different, to notify the parent or guardian of each pupil about instruction in comprehensive sexual health education and HIV prevention education and research on pupil health behaviors and risks planned for the coming year. If arrangements for this instruction are made after the beginning of the school year, notice shall be made by mail or another commonly used method of notification, no fewer than 14 days before the instruction is delivered. Provides that a parent or guardian has the right to excuse their child from participation in all or part

of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent (“opt out”) process.

**Controlled Substances: Opioids – EC 49476**

A school district or charter school each academic year must provide documentation to students who participate in athletics a specified factsheet regarding prescription opioids. (See counselor for Prescription Opioids Information Sheet).

School authorities must provide facts regarding the risks and side effects of opioid use each school year to athletes. Parents and student athletes must sign acknowledgement of receipt of the document annually.

**Confidential Medical Services – EC 46010.1**

Gateway College & Career Academy school authorities may excuse any pupil in grades 7-12 from the school for the purpose of obtaining confidential medical services without the consent of the pupil's parent or guardian.

**Emergency Treatment for Anaphylaxis – EC 49414**

Anaphylaxis is a severe and potentially life-threatening allergic reaction that can occur after encountering an allergic trigger, such as food, medicine, an insect bite, latex or exercise. Symptoms include narrowing of the airways, rashes or hives, nausea or vomiting, a weak pulse and dizziness. It is estimated that approximately 25% of the anaphylactic reactions occur during school hours to students who had not previously been diagnosed with a food or other allergy. Without immediate administration of epinephrine followed by calling emergency medical services, death can occur. Being able to recognize and treat it quickly can save lives. Recent changes to EC 49414 now require school districts to provide epinephrine auto-injectors to school nurses and trained personnel and authorizes them to use epinephrine auto-injectors for any student who may be experiencing anaphylaxis, regardless of known history.

**Immunizations – HSC 120325, 120335, 120338, 120365, 120370, and 120375**

Students must be immunized against certain communicable diseases. Students are prohibited from attending school unless immunization requirements are met for age and grade. The school shall cooperate with local health officials in measures necessary for the prevention and control of communicable diseases in school age children. The school may use any funds, property, or personnel and may permit any person licensed as a physician or registered nurse to administer an immunizing agent to any student whose parents have consented in writing.

Students are not required to have immunizations if they attend a home-based private school or an independent study program and do not receive classroom-based instruction. However, parents must continue to provide immunizations records for these students to their schools. The immunization requirements do not prohibit students from accessing special education and related services required by their individualized education programs.

A student not fully immunized may be temporarily excluded from a school or other institution when that child has been exposed to a specified disease and whose documentary proof of immunization status does not show proof of immunization against one of the communicable diseases described above.

By January 1, 2021, the department shall develop and make available for use by licensed physicians and surgeons an electronic, standardized, statewide medical exemption certification for that shall be transmitted directly to the department’s California Immunization Registry (CAIR). The form shall be printed, signed, and

submitted directly to the school the child will attend. Commencing January 1, 2021, the standardized form shall be the only documentation of a medical exemption that the governing authority may accept. (SB 276).

### **Medication Regimen – EC 49423**

The parent or legal guardian of any pupil taking medication on a regular basis must inform the school Director and RCC Student Health Services of the medication being taken, the current dosage, and the name of the supervising physician. With the consent of the parent or legal guardian, the school nurse may communicate with the physician and may counsel with the school personnel regarding the possible effects of the medication on the pupil.

### **Administration of Prescribed Medication for Pupils – EC 49423 and 49423.1**

Any pupil who is required to take, during the regular school day, medication prescribed by a physician or surgeon, may be assisted by the school nurse or other designated school personnel 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 physician 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 school district assist the pupil with prescribed medication as set forth in the physician statement.

### **Administration of Epilepsy Medication – EC 49414.7**

If a pupil with epilepsy has been prescribed an emergency antiseizure medication by his or her health care provider, the pupil's parent or guardian may request the pupil's school to have one or more of its employees receive training in the administration of an emergency antiseizure medication in the event that the pupil suffers a seizure when a nurse is not available.

### **Administration of Medicinal Cannabis – SB 223**

Medicinal cannabis may be administered at school by parent according to district adopted policy, which must include: no disruption of educational environment or exposure of cannabis to other students, parent administration only – no staff members to administer cannabis, removal of any remaining cannabis and packaging from school site, parent method to sign in and out for administration and medical recommendation to be kept on file according to confidential health records. The use of smoke or vape forms of cannabis is expressly forbidden on school campus. The school board may amend or rescind the policy.

### **Health Care Coverage – EC 49452.9**

Your child and family may be eligible for free or low-cost health coverage. For information about health care coverage options and enrollment assistance, go to [www.CoveredCA.com](http://www.CoveredCA.com)

### **Disaster Preparedness Educational Materials – EC 32282.5**

The California Department of Education is required to electronically distribute disaster preparedness educational materials to school districts and county offices of education in, at least, the three most dominant primary languages spoken by English learners in California.

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

### **Electronic Listening or Recording Device – EC 51512**

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

**School Accountability Report Card – EC 35256 and 35258**

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

**School Safety Plan – EC 32280 et seq.**

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

**School Visiting Procedures – EC 51101(a)(12)**

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

**Gateway College & Career Academy  
2021-2022 Academic Calendar**

Jun-21						
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			

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

Feb-22						
S	M	T	W	TH	F	S
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13	14	15	16	17	18	19
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27	28					

Jul-21						
S	M	T	W	TH	F	S
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Nov-21						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Mar-22						
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20	21	22	23	24	25	26
27	28	29	30	31		

Aug-21						
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22	23	24	25	26	27	28
29	30	31				

Dec-21						
S	M	T	W	TH	F	S
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Apr-22						
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Sep-21						
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Jan-22						
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23	24	25	26	27	28	29
30	31					

May-22						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**Summer 2021**  
June 21 - July 29

**Classes Not In Session:** 8/2-8/20,  
11/12, 11/22-11/26, 4/11-4/15,

**Fall 2021**  
August 23 - December 16

**Legal Holidays:** 7/5, 9/6, 11/11, 11/25,  
12/24, 12/31, 1/17, 2/18, 2/21, 3/31,  
5/30

**Winter 2022**  
January 3 - February 10

**Staff Development Days**  
Gateway Classes Not In Session:  
11/12, 12/17, 01/03, 02/11, 04/22, 05/20,

**RCC Graduation**  
June 10

**Spring 2022**  
February 14 - June 10

**GCCA Graduation**  
June 11

**176 days of instruction**

Jun-22						
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		

Approved by the RGTCECHS Board of Directors on:

Wednesday, July 21, 2021