



Sacramento Academic and Vocational Academy

Parent and Student Handbook 2017-2018

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

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Mission Statement

It is the mission of the Sacramento Academic & Vocational Academy (SAVA) to provide high quality curriculum, instructional support, career exploration, and preparation in a non-classroom based environment for 7th-12th grade students in our community. We do this by:

- Emphasizing standards-based curriculum;
- Providing parents and guardians instructional guidance and support;
- Identifying student instructional needs and providing individualized educational plans;
- Assessing student learning style, modality and achievement; and
- Providing access to career opportunities including internships and job shadowing.

It is our belief that all students can learn and achieve if we first ensure that basic needs and support system are in place and then we work to explore multiple pathways to meet the multiple challenges for our student population.

Non-Classroom Based Instruction

SAVA offers non site-based learning opportunities through multiple venues and delivery systems. Independent study combined with small group instructional support is provided at the Sacramento Campus on Power Inn Road, the Firehouse Community Center in North Sacramento, the George Sim Community Center on Logan Street, and the Elk Grove Campus located on Dwight Road. A unique hybrid of computer-based learning, face-to-face instruction and independent study is offered at all SAVA school sites.

The non-classroom based instructional model requires students to meet with their teacher-of-record and supporting teachers for a minimum of three hours per week. Additional assistance is provided, and may be mandated, through structured support in English, Math, other core content areas, English language development, Career Technical Education (CTE), and Service Learning. For students needing additional assistance in a core content area, one-to-one support is provided through educational specialists allowing students to be exposed to targeted assistance in order to improve learning.

Online Curriculum

Designed for students of all abilities, SAVA's online curriculum offers courses through a dynamic, multimedia, web-based learning platform. The program is data rich and provides teachers with up-to-the-minute snapshots of student academic performance and growth. Students can access their coursework at any time, assisted by a team of educators that includes their teacher of record, paraeducators, and content-area specialists. This digital curriculum is Common Core aligned and A-G approved. Students have access to videos where expert on-screen teachers provide instruction, model strategic thinking, and make real-world connections. Interactive tasks and assignments allow students to read, write, explore, create, practice, predict, and more in order to develop analytical and critical-thinking skills. A variety of formative and summative assessments test for mastery and provide immediate, actionable feedback for students and teachers. A full suite of interactive learning tools and scaffolds are also available, including read-aloud and text translation, closed-captioning, video transcripts, enotes, and a glossary of directed vocabulary terms to help all students access content, organize information, and complete assignments

Career Technical Education (CTE)

In order to prepare students for success after high school, Sacramento Academic & Vocational Academy continues to develop and expand career preparation offerings in a variety of areas. In collaboration with our exclusive WIOA partners,

all SAVA students receive career readiness training covering the following topics: twenty-first century skills, soft skills, career research, resume building, job applications and letters of reference. Each SAVA graduate will complete a Senior Capstone course where a final career presentation will be presented to an evaluation committee.

Our goal at SAVA is to create Career Technical Educational programs that will engage every student in high-quality, rigorous, and relevant educational pathways and programs. We seek to develop them in partnership with business and industry as well as local community colleges, promoting creativity, innovation, leadership, community service, and life-long learning. SAVA requires students to complete twenty (20) credits in CTE in order to receive a high school diploma. Current CTE programs offered at SAVA are developed in response to student interest surveys and the potential for career opportunities within certain industries. Our CTE courses are delivered primarily in a classroom setting providing students ample technology and the ability to have group interactions with hands-on experiences.

Many of our CTE classes are now articulated with local community colleges, giving students the opportunity to earn college credit for completing these courses with a grade of B or better. Upon completion of these courses, in addition to earning college credits, students are given priority enrollment opportunities by community colleges.

Service Learning

In addition to career preparation, SAVA prepares students to be positive contributors within the community in which they live, attend school, and work. SAVA requires students to complete a Service Learning project sometime during their academic career. The Service Learning project includes identification of a community need, developing a project to address the need, making academic connections between the project and the student's curriculum, implementation of the project, reflection on project processes, successes, and challenges, and presenting the process both through an essay and presentation that are included in the student's senior portfolio. To assist with completion of the Service Learning requirement, SAVA offers a Service Learning class for juniors and seniors that focus on the project elements and portfolio requirements.

Work Permits

Students ages 14 through 17 are required by law to possess a work permit in order for them to be employed.

The Superintendent or designee shall issue work permits only as allowed by law and only to the extent that outside employment does not significantly interfere with the student's school work. Work permits are issued by the school administrative office; work permits are a privilege of active and enrolled students. If a student withdraws or is dismissed from the program, the work permit will be pulled. In addition, if a student has not completed his/her assignments or is not making adequate progress toward completing assigned credits/courses, SAVA administration will pull the work permit and inform the employer of the situation.

Student Handbook Orientation

All SAVA families and school staff shall be given a copy of this Handbook and shall be responsible for knowing and understanding the contents. In addition, this handbook will be discussed during the student intake process at the enrollment meeting and/or student orientation to ensure that everyone understands the guidelines and expectations of the school. Copies are available at the school administrative offices and shall be given to all new students.

Affirmations and Assurances

We hereby certify that this school is not a conversion of a private school to the status of a public charter school, further, the school:

1. Will meet all statewide standards and conduct the student assessments required, pursuant to Education Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
2. Will be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
3. Will be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
4. Will not charge tuition. [Ref. Education Code Section 47605(d)(1)]
5. The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as provided by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(B)]
6. The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
7. If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
8. Will adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Act.
9. Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)]
10. Will ensure that teachers in the School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
11. Will at all times maintain all necessary and appropriate insurance coverage.
12. Will follow any and all other federal, state, and local laws and regulations that apply to the Charter School including but not limited to:
 - a. SAVA shall comply with the Brown Act.

- b. Sacramento Academic and Vocational Academy shall offer at a minimum, the same number of minutes of instruction set forth in subdivision (a) of Education Code Section 47612.5 for the appropriate grade levels.
- c. Sacramento Academic and Vocational Academy shall maintain accurate and current written records that document all pupil attendance and make these records available for audit and inspection.
- d. Sacramento Academic and Vocational Academy shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
- e. Sacramento Academic and Vocational Academy shall comply with any jurisdictional limitations to location of facility.
- f. Sacramento Academic and Vocational Academy shall comply with all laws establishing the minimum and maximum age for public school enrollment.
- g. Sacramento Academic and Vocational Academy shall comply with the Public Records Act.
- h. Sacramento Academic and Vocational Academy shall comply with the Family Educational Rights and Privacy Act.
- i. Sacramento Academic and Vocational Academy shall comply with Education Code Section 51745 *et. seq.* related to independent study, as applicable.

Uniform Complaint Procedures (BP 01-14)

The Governing Board recognizes that Gateway Community Charters (GCC) schools are the local agencies responsible for ensuring compliance with state and federal laws and regulations governing educational programs. The GCC Uniform Complaint Procedure (UCP) is a process designed to resolve complaints regarding state and federal laws governing educational programs. The GCC UCP is posted and available in our school's main office.

Bullying/Harassment Policy (BP 15-15)

SAVA programs shall be free from discrimination, including harassment, intimidation, or bullying based on a student's actual or perceived disability, gender, gender identity, gender expression, nationality, race, ethnicity, color, ancestry, religion, sexual orientation, age, marital or parental status, or association with a person or group with one or more of these actual or perceived characteristics. Sexual harassment includes any unwelcome sexual behavior that interferes with an individual's performance at school or creates an intimidating, hostile or offensive educational environment. SAVA considers harassment, sexual harassment, and discrimination to be major offenses, which may result in disciplinary action, including expulsion of the offending student or termination of the offending employee. Any student who believes that he or she has been harassed or has witnessed harassment or discrimination is encouraged to immediately report such incident to his or her teacher, counselor or Principal.

If you experience bullying at SAVA, you are able to complete an anonymous report through using the following link: <https://report.doc-tracking.com/222724/222722>

Nondiscrimination for Students and Employees (BP 06-14)

GCC programs and activities shall be free from discrimination, including harassment, intimidation and bullying based on a student's actual or perceived disability, gender, gender identity, gender expression, nationality, race, ethnicity, color, ancestry, religion, sexual orientation, age, marital or parental status, or association with a person or group with one or more of these actual or perceived characteristics. This policy applies to all acts related to school activity or school attendance occurring within a school under Gateway Community Charters.

The GCC shall ensure equal opportunities for students in admission and access to educational programs, guidance and counseling programs, athletic programs, testing procedures, and other activities, regardless of a student's actual or perceived disability, gender, gender identity, gender expression, nationality, race, ethnicity, color, ancestry, religion, sexual orientation, age, marital or parental status, or association with a person or group with one or more of these actual or perceived characteristics. Lack of English language skills will not be a barrier to admission and participation in career technical education programs. Eligibility for co-curricular or extracurricular programs shall be determined on the basis of objective competencies. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision.

In some situations, the GCC may have to provide individualized accommodation to a student to protect him/her from discrimination, harassment and bullying based upon gender identity or gender expression. Such an accommodation may include providing a student adequate access to appropriate facilities, such as restrooms. The schools may also provide male and female students with separate sex education classes in order to respect student modesty. In physical education, when objective standards have an adverse effect on students because of their gender, race, ethnic group or disability, other standards shall be used to measure achievement and create comparable educational opportunities. Policies and procedures related to the types of unlawful discrimination, including harassment, intimidation and bullying described above must also be consistent with student free speech rights under the First Amendment and Education Code sections 48907 and 48950. Education Code section 48907 protects students' speech rights, except to the extent student speech is obscene, libelous, or slanderous, or constitutes speech that incites pupils as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or the substantial disruption of the orderly operation of the school. Education Code 48950 states that it does not prohibit discipline for harassment, threats or intimidation unless constitutionally protected. As a general rule, harassment, threats, intimidation and bullying directed at an individual or group are not constitutionally protected, and whether such speech might be entitled to constitutional protection will be determined on a case-by-case basis, with consideration for the specific words used and the circumstances involved. This assessment will also question whether the conduct is prohibited because it is based upon a person's actual or perceived disability, gender, gender identity, gender expression, nationality, race, ethnicity, color, ancestry, religion, sexual orientation, age, marital or parental status, or association with a person or group with one or more of these actual or perceived characteristics.

Prohibited discrimination, harassment, intimidation and bullying includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above that is so severe and pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

The GCC prohibits discrimination, harassment, intimidation and bullying of any student by an employee, student or other person in the district based on actual or perceived disability, gender, gender identity, gender expression, nationality, race, ethnicity, color, ancestry, religion, sexual orientation, age, marital or parental status, or association with a person or group with one or more of these actual or perceived characteristics. GCC staff shall be on the alert for and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities or privileges. If GCC staff witnesses an action of discrimination, harassment, intimidation and bullying, he or she must take immediate steps to intervene when safe to do so.

The GCC prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of discrimination, harassment, intimidation and bullying shall be promptly investigated in a way that respects the privacy of all parties concerned.

Students who harass, intimidate or bully other students on these prohibited bases shall be subject to appropriate counseling and discipline, up to and including expulsion. An employee who permits or engages in such harassment, intimidation and bullying may be subject to disciplinary action, up to and including dismissal.

Any student who feels that he/she is being discriminated against, harassed, intimidated or bullied because of actual or

perceived disability, gender, gender identity, gender expression, nationality, race, ethnicity, color, ancestry, religion, sexual orientation, age, marital or parental status, or association with a person or group with one or more of these actual or perceived characteristics, should immediately contact the principal or designee; and if unable to contact the principal or designee, such a student should immediately contact any other member of GCC staff (Student Complaints BP 08-08). In addition to informal resolution of complaints of discrimination, harassment, intimidation and bullying at the site level through a complaint to the site principal or designee, a written complaint can be filed in accordance with GCC Uniform Complaint Procedures. Policies explaining complaint procedures are available at all school sites and at the Gateway Community Charters Central Office.

In the event of a complaint regarding gender equity or sexual harassment, or discrimination, including harassment, intimidation and bullying because of actual or perceived disability, gender, gender identity, gender expression, nationality, race, ethnicity, color, ancestry, religion, sexual orientation, age, marital or parental status, or association with a person or group with one or more of these actual or perceived characteristics, contact one of the following Title IX and nondiscrimination coordinators:

For complaints against employees:

Director of Personnel and Academics
5726 Dudley Blvd. McClellan CA 95652
(916) 286-5129

For student-against-student complaints and complaints regarding discrimination based upon actual or perceived mental or physical disability:

Assistant Superintendent
5726 Dudley Blvd, McClellan CA 95652
(916) 286-5129

FERPA

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. The complete GCC FERPA Policy is posted and available in all (enter your school's name) Main Offices.

Internet Safety

At SAVA, administrators and teacher will ensure or provide age-appropriate training for students who use the Gateway Community Charters Internet. The training provided will be designed to promote Gateway Community Charters commitment to:

- a) The standards and acceptable use of Internet services as set forth in the Gateway Community Charters Internet Safety Policy;
- b) Student safety with regard to
 - a. safety on the Internet;
 - b. appropriate behavior while online, on social networking Web sites, and in chat rooms; and
 - c. cyberbullying awareness and response
 - d. anti-bullying awareness and response (Student Policy BP 15-15)
- c) Compliance with the E-rate requirements of the Children's Internet Protection Act ("CIPA").

Following receipt of this training, the students will acknowledge that he/she received the training, understood it, and will follow the provisions of the Gateway Community Charters "Computer Use Guidelines for GCC Students."

General Computer Usage Rules & Agreements

When using school computers, students are expected to adhere to the following expectations. Violation of these rules will result in revocation of computer use privileges.

1. I will use the computer for school work and to learn
2. When using school computers, I will
 - a. Use good manners
 - b. Use appropriate language
 - c. Never tell anyone my home address or phone number
 - d. Never post my picture on the Internet without permission of my parent(s) and teacher
 - e. Not look at or use anyone else's work without permission
3. I will show respect for all hardware and software that I use.
4. I will not install "pirated software" or knowingly use disks with viruses on any equipment.
5. I will use only appropriate language when writing on the computer.
6. I will limit my use of the internet to only appropriate learning activities and respect the Internet filter's usage restrictions.
7. I will not share personal information about myself or anyone else on the Internet. This includes name, address, phone number, photograph, etc.
8. I understand that anyone can read the messages I send from the computer and that work stored on the computer is not private.
9. I understand that from time to time the computer or Internet connection may not be working when I plan to use it.
10. I will share the computer and the network.
11. I will keep my passwords private.
12. I will not use anything from the computer or Internet or send anything over the Internet that belongs to someone else without their permission.
13. I will not download and share copyrighted music, videos, and other digital media.
14. If I am unsure how to use any or part of the computer system, I will ask for help.
15. I will not use the computers and the internet to gossip about, harass, or intimidate fellow students or staff.
 - a. I will not post on newsgroups or other message posting systems any communication containing profanity, racially disparaging remarks, or lewd and/or obscene language.
 - b. I will not at any time use speech that is not appropriate for an educational setting. Examples of speech that is not appropriate for an educational setting includes, but is not limited to, inflammatory language, profanity, personal attacks, harassment, threats to do personal harm or other criminal activity, and language that is intended to be racially derogatory.
 - c. I will not make threats of any kind against others.
16. I will respect other people's' work and not copy it as my own. I will not access anyone else's computer or accounts.
17. I will conserve our valuable natural resources by limiting my paper use
 - a. I will only print when I am allowed.
 - b. I will only print school work.

Code of Academic Conduct

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

Definitions:

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

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

Cheating: In any work submitted for evaluation (tests or assignments), copying or attempting to copy from another’s work; using or attempting to use unauthorized information, notes, study aids, or other materials; any unauthorized collaboration with others, who may or may not be students, in work to be presented for a grade; altering graded work after it has been returned, then submitting the work to be re-graded; tampering with the academic work of other students.

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

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

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

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

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

Academic Dishonesty

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

For Student’s First Offense:

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

Second Offense:

- Teacher will notify the administration and will provide a written description of incident and submit any related supporting evidence
- Teacher will notify the student’s parent/guardian by telephone
- Teacher will issue a “zero” for the assignment that was associated with the violation

- Teacher may issue a “class” suspension based upon the nature of the incident
- Administration will notify the student’s teachers, coaches, counselors, and parent/guardian; and the student will be dropped from school leadership positions and organizations (i.e. sports, ASB, etc.)
- Administration will document the incident and place it in the student’s file
- Administration will consider the possibility of issuing the student a “F” in the affected course
- Administration will restrict student from participating in school activities
- Administration may issue a 1-5 day out-of-school suspension

Third Offense:

- Teacher will notify the administration and will provide a written description of incident and submit any related supporting evidence
- Teacher will notify the student’s parent/guardian by telephone
- Teacher will issue a “zero” for the assignment that was associated with the violation
- Teacher may issue a class suspension based upon the nature of the incident
- Administration will notify the student’s teachers, coaches, counselors, and parent/guardian; and the student will be dropped from school leadership positions, academic organizations, clubs or teams
- Administration will document the incident and place it in the student’s file
- Administration will issue the student a mandatory “F” in the affected course
- Administration will restrict student from participating in school activities
- Administration may issue a 1-5 day out-of-school suspension
- Administration may recommend removal from the program

Student Discipline Guidelines

Suspensions

Students may be suspended for violation of school rules. A suspension can last from 1 to 5 days. During suspension, a student may not participate in regular school classes or activities, including graduation, but may be assigned to an alternative program.

A student who accumulates a number of suspension days may be referred to a review meeting to discuss alternatives.

Expulsions

Expulsion will be recommended only for very serious offenses, such as possession of a weapon or dangerous object, causing physical injury to another person, furnishing and sale of a controlled substance, robbery, extortion, sexual assault, battery, or accumulating too many days of suspension. If expulsion is recommended, the student will have an administrative hearing or an alternative. Our GCC Board makes the final decision to expel a student. (BP 04- 13)

For more information about the suspension/expulsion policy, please refer to GCC Board Policy 5-17 Suspension and Expulsion, which is available in the main office of each SAVA site.

Tobacco & Tobacco Related Products

SAVA Charter School is a tobacco-free zone. Possession of tobacco related products such as cigarettes, lighters and papers may result in suspension. E-cigarettes and “Hookah Pens” may be treated not only as tobacco products but as controlled substance paraphernalia, and may result in a five day suspension or the student may be removed from the program.

Student Dress and Grooming Code

Students shall give due attention to personal neatness, cleanliness and appropriateness of dress. Students who do not maintain appropriate dress and/or grooming may be sent home by staff. Repeated acts of defiance will result in suspension from school.

- 1) Education code 48900 prohibits bandanas of any color and “do rags” as well as gang related attire. Tagging type markings are not permitted on clothing, backpacks, or school supplies.
- 2) Pants are to be worn at the waist. No sagging.
- 3) Underwear is not to be visible – including bra straps and men’s undershirts.
- 4) Students are not permitted to wear clothing that is mutilated or immodest.
- 5) Tops or dresses that are sheer, backless, low cut, bare midriff, spaghetti straps, strapless, one shoulder, half shirts, or halter-tops are not allowed. Straps on the shoulders must be at least one inch wide.
- 6) Skirts must be at least to the end of the student’s fingertips.
- 7) Shorts must be worn at an appropriate length.
- 8) No head coverings may be worn on campus during school hours except under provision of EC 38183.5
- 9) Shoes are to be worn at all times, per state law.
- 10) No hoods may be worn on school grounds.
- 11) Clothing, jewelry, and visible tattoos shall be free of writing, pictures, or any other insignia which are crude, vulgar, profane or sexually suggestive or which advocate racial, ethnic or religious prejudice or the use of drugs or alcohol. No accessories with spikes may be worn.
- 12) No sunglasses in the classroom.

Medications

The following policy (GCC BP 11-08) regarding the administration of medications is applicable when the staff of **Gateway Community Charters Schools/Sacramento Academic & Vocational Academy** is responsible for the administration of, or assisting in the administration of, medication to students attending school during regular school hours, including before- or after-school programs, field trips, extracurricular and co-curricular activities, and camps or other activities that typically involve at least one overnight stay away from home, because administration of the medication is absolutely necessary during school hours and the student cannot self-administer or another family member cannot administer the medication at school.

Requirements for Administration or Assistance: Before the GCC Schools allow a student to carry and self-administer prescription medication or have authorized School personnel administer medications or otherwise assist a student in administering his or her medication, the School must complete: **Parent/Physician Authorization for the Administration of Medication at School Form.**

New statements by the parent/guardian and the authorized health care provider shall be required annually and whenever there is a change in the student’s authorized health care provider, or a change in the medication, dosage, method by which the medication is required to be taken or date(s), or time(s) the medication is required to be taken. If there is not a current written statement by the student’s parent or guardian and authorized health care provider, the GCC School may not administer or assist in administration of medication. The GCC School will provide each parent with a reminder at the beginning of each school year that they are required to provide the proper written statements.

Parent(s)/guardian(s) of students requiring administration of medication or assistance with administration of medication shall personally deliver (or, if age appropriate, have the student deliver) the medication for administration to the Principal or designee.

The GCC School shall provide a response to the parent/guardian within 10 business days of receiving the request for

administration and the physician statement regarding which School employees, if any, will administer medication to the student, and what the employees of the GCC School will do to administer the medication to the student or otherwise assist the student in the administration of the medication. Parent(s)/guardian(s) of students who have previously provided consent for the GCC School to administer medication or assist a student with the administration of medication may terminate consent by providing the GCC School with a signed written withdrawal of consent on a form obtained from the school office.

A nurse who is employed by the GCC School and certified in accordance with Education Code section 44877 will administer or assist in administering the medication to students. If not available, a designated GCC School employee who is legally able to and has consented to administer or assist in administering the medication to students will administer the medication or otherwise assist the students.

Medication for administration to students shall be maintained in the office of the GCC School nurse or school designee in a locked cabinet. It shall be clearly marked for easy identification. If the medication requires refrigeration, the medication shall be stored in a refrigerator in a locked office, which may only be accessed by the GCC School nurse and other authorized personnel. If stored medication is unused, discontinued or outdated, the medication shall be returned to the student's parent/guardian where possible. If not possible, the GCC School shall dispose of the medication by the end of the school year in accordance with applicable law.

GCC School personnel with knowledge of the medical needs of students shall maintain the student's' confidentiality. Any discussions with parents/guardians and/or authorized health care providers shall take place in an area that ensures student confidentiality. All medication records or other documentation relating to a student's medication needs shall be maintained in a location where access is restricted to the GCC School Principal, the GCC School nurse or other designated GCC School employees.

The GCC School shall maintain a medication record for each student that is allowed to carry and self-administer medication and for each student to whom medication is administered or other assistance is provided in the administration of medication.

The medication record shall contain the following:

1. The authorized health care provider's written statement;
2. The written statement of the parent/guardian;
3. A medication log (see below);
4. Any other written documentation related to the administration of the medication to the student or otherwise assisting the pupil in the administration of the medication.

The medication log shall contain the following information:

1. Student's name;
2. Name of the medication the student is required to take;
3. Dose of medication;
4. Method by which the pupil is required to take the medication;
5. Time the medication is to be taken during the regular school day;
6. Date(s) on which the student is required to take the medication;
7. Authorized health care provider's name and contact information; and
8. A space for daily recording of medication administration to the student or otherwise assisting the student, such as date, time, amount, and signature of the individual administering the medication or otherwise assisting in administration of the medication.

If a material or significant deviation from the authorized health care provider's written statement is discovered, notification as quickly as possible shall be made as follows:

1. If discovery is made by a licensed health care professional, notification of the deviation shall be in accordance with applicable standards of professional practice;
2. If discovery is made by an individual other than a licensed health care professional, notification shall be given to the GCC School Principal or designee, the student's parent/guardian, any GCC School employees that are

licensed health care professionals and the student's authorized health care provider.

Specialized Physical Health Care Services for Individuals with Exceptional Needs

The following individuals may assist students with exceptional needs who require specialized physical health care services during the regular school day:

- Qualified persons who possess an appropriate credential.
- Qualified designated GCC school personnel trained in the administration of specialized physical health care.

Services must:

- Be routine for the pupil;
- Pose little potential for harm for the pupil;
- Be performed with predictable outcomes, as defined in the Individualized Education Program of the pupil;
- Not require a nursing assessment, interpretation, or decision making by the designated school personnel.

Persons providing specialized physical health care services for students with exceptional needs shall demonstrate competence in basic cardiopulmonary resuscitation and shall be knowledgeable of the emergency medical resources available in the community in which the services are performed. Specialized health care or other services for students with exceptional needs that require medically related training shall be provided pursuant to the procedures identified in this policy generally. Specialized physical health care services include catheterization, gastric tube feeding, suctioning or other services that require medically related training.

Emergencies

First Aid and CPR

Teachers who are certified in first aid and CPR may be re-certified every year in either first aid or CPR. Every GCC School has a First Aid Kit containing appropriate supplies. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

Resuscitation Orders.

GCC School employees may be trained to respond to emergency situations without discrimination. If any student needs resuscitation, trained staff shall make every effort to resuscitate him/her. The GCC School does not accept or follow any parental or medical "do not resuscitate" orders. GCC School staff should not be placed in the position of determining whether such orders should be followed. The GCC School Principal, or his/her designee, shall ensure that all parents/guardians are informed of this policy.

Emergency Contact Information

For the protection of a student's health and welfare, the GCC School shall require the parent/guardian(s) of all students to keep current with the School emergency information including the home address and telephone number, business address and telephone number of the parent/guardian(s), and the name, address and telephone number of a relative or friend who is authorized to care for the student in any emergency situation if the parent/guardian cannot be reached.

Emergency Aid to Students with Anaphylactic Reaction

The GCC School may provide emergency epinephrine auto-injectors to trained GCC School personnel and those trained personnel may use those epinephrine auto-injectors to provide emergency medical aid to persons suffering from an anaphylactic reaction. Parents of students who have food or bee sting allergies shall be encouraged to supply their students with epinephrine injectors.

The GCC School Principal shall create a plan addressing the following issues: 1) Designation of the individual(s) who may provide the training for administration of emergency epinephrine auto-injectors; Documentation as to where the medication is stored and how the medication will be made readily available in case of an emergency.

Parent/Guardian/Family Responsibilities

Every parent, guardian and family member of the school community shares in the responsibility for maintaining a safe and productive environment at SAVA. You share in this responsibility when you:

- Get your students to school on time for their scheduled appointment. Punctuality and good attendance are family responsibilities. Make certain your children arrive at school on time and ready to learn;
- Accept the rights and authority of the school to maintain standards of behavior for all students;
- Understand our school rules. Review the SAVA student behavior guidelines with your family;
- Provide study materials for your child's needs. If you are uncertain what materials may be necessary, contact your child's teacher;
- Provide a suitable time and place for study at home. Parents have a great influence on the study habits of their children;
- Keep track of your child's scholastic achievement and progress. Review each progress report and /or report card with your child. Children learn more when their parents or guardians are involved in monitoring their progress. Participate regularly in your child's educational program;
- Maintain consistent communication with your children's teachers, school administrators and other school staff members.

Parent/Guardian Rights

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

School Administrator/Teacher/Support Staff Responsibilities

The teacher and administrators of SAVA demonstrate professional behavior in their attitudes and in their communication with students and parents. In addition to academic progress and excellence, it is SAVA's goal to:

- Communicate regularly and in a timely manner with students and their families about their child's academic progress, behavior and attendance;
- Establish an environment in which students can meet their grade level academic standards;
- Involve students in an ongoing process of self-evaluation;
- Communicate our school's expectations;
- Communicate our course of study and grading policy;
- Enforce school rules fairly and consistently;
- Treat all parent/guardians and students with dignity and respect;
- Provide quality customer service;
- Communicate with all families effectively.

GCC Core Values

SAVA teachers, staff and administration implement and model the GCC core values at each site and provide opportunities for meaningful discussion and reflection. The core values are below and spell out the acronym "SERVICE."

STUDENT FOCUSED
EXCELLENCE
RESPONSIBILITY
VALUING PEOPLE
INTEGRITY
COLLABORATION
EMPOWERMENT

SAVA students serve the community by completing the Service Learning graduation requirement. They use the core values at school, home and in the community. SAVA recognizes "students of the month" based on these core values.

Capturing Kids' Hearts

"If you have a child's heart, you have his head." - Flip Flippen

Truly remarkable outcomes are possible in a classroom where trust, respect, and caring relationships flourish. Creating such an environment is a tremendous challenge. Capturing Kids' Hearts (CKH) provides tools for administrators, faculty and staff to build positive, productive, trusting relationships among themselves and with their students. These processes can transform the classroom and campus environment, paving the way for high performance. All SAVA staff is trained in CKH and have been taught skills that help:

- Develop safe, trusting, self-managing classrooms
- Improve classroom attendance by building students' motivation and helping them take responsibility for their actions and performance
- Decrease delinquent behaviors such as disruptive outbursts, violent acts, drug use and other risky behavior
- Utilize the EXCEL Model (Engage, Xplore, Communicate, Empower, Launch) and reinforce the role of emotional intelligence in teaching
- Develop students' empathy for diverse cultures and background

SAVA students will be introduced to CKH practices through building a social contract that creates a self-managing school environment. Students will shake hands with SAVA staff and other students every time they are on campus to promote professional etiquette. Each student will leave campus with a positive, motivational "Launch" from their teacher.

Enrollment Procedures

Returning Students:

1. Complete and return a registration packet as well as submit any transcripts from summer school or other completed work.
2. Schedule an enrollment appointment or attend any scheduled orientation to complete and sign your Master Agreement. Remember that a parent or guardian is required to attend the enrollment appointment. (unless the student is 18 years or older)
3. Complete necessary pre-assessments and/or assignments.

New Students:

1. Pick up an enrollment packet and fill out completely.
2. Obtain copies of your immunizations, birth certificate, transcript(s), withdrawal form from most current

- school,, and, if applicable, CELDT scores and/or the student's IEP or 504 and bring them to appointment.
3. Schedule an enrollment appointment or attend any scheduled orientation. Remember, parent/guardian and student must attend the intake/enrollment meeting together (only students 18 years or older may attend on their own).

Instructor Requests:

A parent/guardian may request a particular instructor at the time of enrollment. We will try to accommodate instructor requests, if possible. Teacher assignments are generally for the entire school year – changes are made only for extenuating circumstances.

Assessments

All students are required to attend, participate, and complete state mandated and school required assessments. Lack of transportation is not an excuse. Parents or guardians are responsible for providing transportation to the testing site. Failing to show up and complete tests can be grounds for dismissal.

- ✓ School assessments are required in Math and Language Arts three times per year, minimally.
- ✓ English Language Learners will take a CELDT test within the first 30 days of attendance.
- ✓ The Smarter Balanced Assessment, or CAASPP, is given in the spring for 7th, 8th and 11th grade students and is usually administered over 2 to 3 weeks. This includes an additional science test for 8th and 10th graders.
- ✓ The Physical Fitness test is given to grades 7 and 9 in the spring of each year.

Attendance

Student performance is the basis for both credit earned and attendance and indicates that the student is in compliance with the terms of the signed Master Agreement. Attendance and instructional credit are based upon the combination of completed and evaluated work and the signed Weekly Attendance Form. The Weekly Attendance Form together with the assigned work must be turned in at the scheduled appointment. Parent/guardians and students share the responsibility to have the attendance and work products submitted. Students may not receive credit for late assignments which may endanger their placement in the charter school.

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

Student Absence Intervention Procedure

- 1st missed appointment: Teacher calls student and/or each contact number on enrollment forms or emergency cards until a contact is made and the absence is explained. Teacher logs communication on student folder
- 2nd missed appointment: Counselor or administrator calls student, and/or each contact number on enrollment forms or emergency cards until a contact is made and the absence is explained. If unable to make personal contact, the student information is submitted to the attendance registrar or clerk and follow-up calls continue until contact is made and warning of potential withdrawal is communicated. Teacher/clerk logs communication on student folder.
- If missed appointments are consecutive weeks, an evaluation will occur to determine if student should remain in the program.
- 3rd missed appointment: Administrator calls student, and/or each contact number on enrollment forms or emergency cards until a contact is made and the absence is explained. If unable to make personal contact, the

student information is submitted to the attendance registrar or clerk and follow-up calls continue until contact is made. Teacher/clerk logs communication on student folder. An evaluation will occur to determine if student should remain in the program.

- Final Step: If the final attempt fails the student folder is processed for closeout by the teacher of record.
- Once a student is withdrawn from SAVA for violating the above attendance requirements, he or she cannot re-enroll at any SAVA campus until the following academic semester.

On-Campus Attendance Requirements

1. Students enrolled in alternative programs shall meet minimum requirements as defined by the school and State law.
2. Students meet with their teacher of record and other supporting teachers a minimum of three hours per week. Additional time may be required as needed to provide additional instructional support in core content courses, English language acquisition, career technical education, and service learning.

Academic Guidelines

Credits

High School Credit (Grades 9-12) – A student may earn up to a full five credits of a semester high school course based on mastery of all course requirements. A student may earn an approximate 2.0 credits per week ONLY if successfully completing 90% of assigned work at 70% or greater mastery. Credits are a function of the amount of work and the breadth of study, not number of days, grades or assignments. Students typically earn 20 to 40 credits during a semester from their teacher of record. A complete list and description of courses offered at SAVA is available upon request.

Transferability

Sacramento Academic and Vocational Academy has been granted accreditation by the Western Association of Schools and Colleges.

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

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

Promotion and Retention

7th and 8th Grade

Seventh and Eighth Grade students are evaluated for promotion by the teacher of record. The basis for promotion will be teacher assessments and evaluations based on grade level standards. Promotions for grades seven and eight will be based on passing four specific core classes and two elective classes during the year. Also, any student new to SAVA in the second semester of the year must provide evidence of passing grades from a previous school during the first semester, or first two trimesters, remain concurrently enrolled for a minimum of eight weeks leading up to the conclusion of the school year while demonstrating appropriate academic achievement at SAVA to be eligible for promotion.

9th through 12th Grade

Enrollment and promotion in grades nine through twelve is based upon criteria including age, credits earned, and length of time enrolled in a high school program. Students will be placed in a grade level by the Enrollment Specialist in consultation with Parent and/or School Principal based upon the following criteria:

12th grade- 150 credits, and/or age 17 or older by December 1 of academic year, and/or fourth or greater year in high

school based upon entry date as a freshman

11th grade – 100-149 credits and/or age 16 by December 1 of academic, and/or third year in high school based upon entry date as a freshman

10th grade- 50-99 credits and/or age 15 by December 1 of academic year, and/or second year in high school based upon entry date as a freshman

9th grade- less than 50 credits and/or age 14 by December 1 of academic year, and/or first year enrolled in high school

English Language Learners

Any student whose home language is other than English may be assessed using the CELDT test in the first 30 days of enrollment. Only students whose cumulative file shows that they have either reached Fluent English Proficient or have taken the CELDT in the current school year will be excused from this assessment. A non-classroom based instructional model using independent study may not be the best placement for an English language learner. Should the parent and student choose this placement, we will do our very best to optimize the language learning possible in this setting. Any student who is deemed to be in an English Language Learner may be required to attend a weekly English Language Instruction class. Other possible supports might include extra English classes, extra English Lab time, listening to books on CD, etc.

Differential Standards for Students with Exceptional Needs

Individuals with diagnosed disabilities are individuals with exceptional needs who have been identified as eligible for programs providing differential standards.

When the severity of the disabling condition (s) is/are such that the individual cannot meet the performance standards required for the general school population, an individualized education program or a section 504 Accommodation Plan, based on a developmentally appropriate assessment, will be prepared.

High School Graduation Requirements

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

Subject Area	Credits
English Language Arts	40
Math*	30
Physical Science	10
Life Science	10
World History	10
U.S. History	10
Government	5
Economics	5
Fine Arts or Foreign Language	10
Physical Education	20
Career and Technical Education (CTE)	20
Service Learning	5
Senior Capstone**	5
Electives	20
TOTAL GRADUATION CREDITS	200

*Students must pass Algebra 1 or Integrated Math I in order to graduate.

**As part of the Senior Capstone requirement, students are required to develop and submit a portfolio which includes a personal statement, a career exploration/preparation essay, multiple job applications, multiple letters of application and interest, letters of recommendation a Service Learning essay, and a live presentation of the portfolio to a graduation committee.

Special Conditions Regarding Graduation Requirements.

1. No more than 40 credits may be earned in any semester from any combination of courses or Work Experience without prior written permission by the principal or designee.
 - a. A senior may petition Superintendent/designee for a maximum of 50 credits to complete graduation requirements.
2. The Superintendent or designee regularly will make available a list of specific courses approved by the GCC, which meet graduation requirements and a list of specific courses that may be taken for elective credit.
3. GCC Board Policy BP 14-17 Homeless and Foster Youth Graduation Requirements may be utilized in appropriate circumstances, allowing foster youth under certain extenuating circumstances to have an amended credit requirement.

Participation in Graduation Activities

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

Progress Toward Graduation

Normal progress toward graduation is defined as maintaining a minimum Grade Point Average of 1.5 and accumulating a minimum of:

- 50 credits by the beginning of the sophomore year
- 100 credits by the beginning of the junior year
- 150 credits by the beginning of the senior year

Students shall complete a minimum of 20 credits per semester. The school counselors may prepare an intervention plan for students who do not achieve the number of required credits for adequate progress.

9th Grade Math Placement Policy

SAVA offers the following math placements for 9th graders:

- Pre-Algebra
- Integrated Math I
- Integrated Math II

Placement Criteria

SAVA takes a systematic approach to ensure that all incoming 9th graders receive a placement that is appropriate to their needs. The following criteria may be used to determine appropriate placement:

- Renaissance Learning STAR Math
- Grades from 8th grade math course
- Previous class placement (grade level, lower than grade level, or advanced classes)
- CAASPP Test Data
- Other assessments, as appropriate

Timeline

Students take the Renaissance Math test upon enrollment. Enrollment specialists review the score and student transcripts and records and place students in a math course. The enrollment specialist will communicate placement to the student and parent at the time of enrollment.

Plan of Recourse

If parents feel that a placement is not appropriate for their student, they may ask for a placement review and meet with the counselor, administrator, and/or curriculum coach to review all data. If a different placement is found to be better suited to the needs of the child, the student's placement will be changed.

Student Learner Outcomes

SAVA students will demonstrate **GRIT**.

Growth

- SAVA students will demonstrate growth by:
 - making progress toward and beyond grade-level competencies in all core subjects
 - utilizing school resources in order to achieve academic success
 - viewing obstacles as opportunities to persevere and succeed
 - building positive, caring relationships with peers, school staff and community members

Responsibility

- SAVA students will demonstrate responsibility by:
 - taking part in meaningful service within their community
 - exploring career pathways through CTE courses
 - making sound decisions about physical, emotional and mental health

Independence

- SAVA students will demonstrate independence by:
 - being self-directed and accountable for their learning
 - developing foundational skills for transition to college, career, and real world experiences
 - working independently and collaboratively to apply knowledge and skills

Twenty-First Century Skills

- SAVA students will demonstrate Twenty-First Century Skills by:
 - demonstrating creativity in exchanging and presenting ideas through a wide variety of technologies
 - listening actively, sharing ideas, and conveying thoughts to communicate effectively
 - demonstrating critical thinking skills necessary for college and career opportunities

Opt-Out of Photographs, Video, Name, Information

There are many positive accomplishments and activities that our students are involved in each school year. The news media, SAVA, and the Gateway Community Charters staff occasionally photograph or film these events for the purpose of sharing information about our programs and highlighting positive activities in our schools. These images may be used in the SAVA or GCC newsletter, handbook, Facebook page, website, promotional materials, or the news media.

If you do **not** want your child's name or picture/likeness used, please fill out this form and return to the front desk or send it to 5330 Power Inn Rd. Sacramento, CA 95820. If it is acceptable with you that the minor under your charge appears in the above media then you do not have to do anything.

- I request that my child's photo and name not be used in any school, GCC or media publications or presentations.
- I understand that this request may prevent my child from participating in some activities.
- I agree to also notify my child's teachers and confirm with the school that the student is on the "opt out" list.
- I will instruct my child to avoid photo and media situations or tell the teacher should their photograph be taken.

Print Student Name

Grade

Print Parent/Guardian Name

Parent/Guardian Signature

Date

This page is intentionally left blank.



Acknowledgement of Receipt of Parent/Student Handbook Student/Parent/Guardian Expectations

Student Expectations

Attendance

- Attend every scheduled meeting with your teacher.
- Always arrive on time.
- Stay at school, working, for your assigned hours.
- Attendance is based on work completed and submitted. There are no excused absences.
- If you cannot attend your meeting with your teacher, you must contact the teacher BEFORE your appointment time.
- Lack of transportation is not an acceptable reason for failing to attend school and be on time.
- Do not schedule other appointments on the day of your teacher meeting.

Assignments

- Adhere to the Academic Honesty Guidelines/SAVA Code of Academic Conduct.
- Grades/credits are earned based on completion and mastery of assignments.
- All assignments are due in the lab for grading one hour prior to the start of the student's scheduled appointment.
- Late work may not be accepted.
- Normally students earn 5 credits in a semester per subject. At a normal pace, students will earn between 25-35 credits in a full semester. Any academic credits over 40 must have administrative approval.
- Students enrolled for a portion of the semester will only be eligible to earn a portion of the credits.

Lab

- Specific sessions and hours will be assigned by your teacher.
- The lab is available to work quietly on assignments, obtain assistance from lab staff, and to have work corrected.
- Ask for and accept guidance and instruction from lab staff.
- Time in lab is based on mastering concepts and satisfactory completion of work.
- Abide by Computer Use Rules.

Assessments

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

Behavior

- Follow directions of all school personnel at all times.
- Behave and dress appropriately while at school.
- Follow the academic code of conduct.
- Treat teachers, staff, other students, and school materials with respect.
- Demonstrate honesty and integrity in regards to all assignments and communications.
- Violence, vandalism, and the possession or use of drugs, alcohol, and weapons are strictly prohibited.

Parent/Guardian Expectations and Involvement

The major objective of Independent Study is to provide a voluntary educational alternative for my son/daughter or minor. Parents/Guardians will:

- Make sure that student attends all scheduled meetings with teachers and all mandatory assessments on time.
- Arrange safe and reliable transportation to and from school. Note that Regional Transit Passes are available at the front desk.
- Supervise students at home, making sure that all assignments listed on the assignment sheet are completed thoroughly and correctly.
- Keep staff/teacher aware of phone number or address changes.
- Promptly return calls from the teacher and/or school.
- Contact the teacher with any questions or concerns about assignments and student progress.
- Follow through with courses of action agreed upon with school personnel with regards to the student's academic and/or behavioral progress.
- In the case of a prolonged or serious illness or injury, contact the teacher and/or vice principal to discuss alternative arrangements for assignments and attendance.
- Behave and dress appropriately while at school.
- Teachers, staff, students, and other parents are to be treated with appropriate kindness and respect.
- Maintain campus and school materials with respect. Parents are liable for damage and loss of materials and campus resources.
- Honesty and integrity are expected of parents in regards to all assignments and communications.
- Parents have the right to appeal any decision about student placement, school program, or transfer by first contacting the supervising teacher and/or vice principal, then contacting the principal, and if not satisfied, then contacting Gateway Community Charters.
- Parents/guardians are strongly encouraged to attend the first meeting with their student to learn about assignment and lab expectations directly from the supervising teacher. After that, parents/guardians should take an active role in the student's education, discussing work, and checking for thoroughness and completeness. At any time, parents may call or request a meeting with the teacher to discuss student progress. Progress reports may also be requested after a student has been enrolled for more than six weeks.

I hereby acknowledge that I have received the SAVA 2017-2018 Parent/Student Handbook. I will review the information it contains and adhere to the expectations. Failure to follow these expectations may result in: being asked to leave campus, parent contact and/or conference, increased lab requirement, behavior/academic contract, revocation of work permit, meetings with school administrators, and/or termination of the Independent Study Agreement and withdrawal from Sacramento Academic & Vocational Academy.

Student Signature

Date

Parent/Guardian Signature

Date