



# FUTURES

HIGH SCHOOL

"Future Leaders, Future Builders, Future Scholars"

## *Student Handbook*

*2010-2011*

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### **MISSION STATEMENT**

A dedicated and highly qualified faculty will provide Futures students with an excellent, standards-based education that will prepare them for the rigor of the university and the competition of the workplace in a global environment. Our students will be taught about the history and culture of their home countries, as well as the rich diversity and varied experiences of all who have come to the United States. Futures High School students will take ownership of their education, be responsible in their behavior and virtuous in their character, make healthy choices in respect to their bodies and minds, and take pride in, and participate actively in all aspects of school life.

### **TO OUR STUDENTS**

We are very pleased to have you as a member of the Futures Family. Be assured that we are committed to providing you with a superb education. We will help you grow intellectually and help in the development of your personal character traits in preparing you for responsible citizenship. This handbook is provided to give you information about our school organizations and the school's general rules. It will acquaint you and your parents with school policies. However, no attempt has been made to include all aspects of the school's procedures. Specific guidelines and detailed policies may be found in other publications that will be provided to you. Various situations arise that will be addressed on an individual basis by the site administrator.

### **VALUES TO LIVE BY**

School spirit is an attitude that is felt and demonstrated in and around campus and is carried into the community. The following values help the Futures' family focus on excellence:

1. Responsibility for self and decisions
2. Caring for others and our community
3. Trust and being trustworthy
4. Family support and understanding
5. Respect for oneself and respect for others

### **PARENT INVOLVEMENT**

Parent involvement is highly valued at our school. Parents are expected to join with the school and volunteer time to help at various events. Many types of activities have been identified in which parents may volunteer such as supervision at lunch time, chaperones at school dances, fieldtrips and other activities to help keep the school safe. We will contact you when we will have a specific need for your help.

### **DAILY SCHEDULE**

Regular Day Schedule	8:05 a.m. – 3:15 p.m.
Minimum Day Schedule	8:05 a.m. – 12:45 p.m.
Office Hours	7:30 a.m. – 4:30 p.m.

<b>Regular Day</b>		<b>Minimum Day*</b>	
1 <sup>st</sup> period	8:05 – 9:06	1 <sup>st</sup> period	8:05 – 8:46
2 <sup>nd</sup> period	9:10 – 10:11	2 <sup>nd</sup> period	8:50 – 9:31
3 <sup>rd</sup> period	10:15 – 11:25	3 <sup>rd</sup> period	9:35 – 10:16
4 <sup>th</sup> period	11:29 – 12:30	4 <sup>th</sup> period	10:20 – 11:01
Lunch	12:30 – 1:05	5 <sup>th</sup> period	11:05 – 11:46
5 <sup>th</sup> period	1:09 – 2:10	6 <sup>th</sup> period	11:50 – 12:45
6 <sup>th</sup> period	2:14 – 3:15	Lunch	12:45 – 1:15

\*Minimum Day Schedule – every Friday

### **VISITORS ON CAMPUS**

Parents are always welcome at the school. However, in order to make sure that instruction is not interrupted, parents must make arrangements by calling the office prior to visiting classes. Please give at least 24 hours advance notice for teachers and staff. Appointments are to be scheduled in advance as well. All visitors are required to report to the office and sign the visitor's book when they arrive on campus. A guest badge will then be provided. Student visitors are generally not allowed on campus, but it is always at the discretion of the principal/leadership team for any exceptions. A permission slip needs to be signed by the parent in advance for the student visitor to be allowed on campus.

### **CLOSED CAMPUS**

To ensure the health and safety of all of our students, Futures High School maintains a “closed campus”. This means that once students arrive at our school, they must not leave without permission.

Education Code 44808.5

Futures High School seniors are awarded a senior privilege; the school policy allows seniors who have a valid (excluding provisional) driver’s license and proof of insurance to leave campus during lunch with written permission from parents and school administrator. No passengers are allowed. Leaving campus is a privilege, and senior students must meet certain criteria to be eligible. The student needs to be in good standing – both behavior and academics, and not have excessive tardies and/or absences. Having grades below a C, out of school suspensions, 6 or more absences, and/or excessive tardies will result in revoking of the privilege to leave campus during lunch time. The student must report to the office before leaving to sign out and sign in immediately after coming back. Students leaving campus during the school day without approval will be deemed truant and, in addition to revoking the privilege of leaving campus during lunch, will be subject to disciplinary action.

#### **Procedures:**

The senior has to bring a note from parents stating:

*I, (parent name) give my permission to (student name) to leave campus during lunch on (date) through (date).*

*Parent signature, date and a contact number for verification.*

\*The note can be written in English or Russian.

### **EARLY DISMISSAL**

To be dismissed early, the student must present a note signed by a parent to the attendance clerk located in the main office. In cases of coming in for student pick up, parents need to come into the main office and remain there, as the registrar/attendance clerk will call the teacher to release student(s). If teachers have parents come directly to their classrooms, they will be redirected to the office.

## **AREAS "OFF LIMITS" DURING THE SCHOOL DAY**

1. Parking lots (students are not to go to their car during school time)
2. Hallways of shared campuses
3. The park in back of school during school hours (unless supervised during lunch)
4. Other unsupervised areas

## **COMMUNICATION**

Clear communication between the school's administration, staff, students and parents/guardians is very important in maintaining a positive school atmosphere. Frequently, students will be given handouts to take home. Occasionally parents will be asked to sign the material and have the student return it to the school. Students and parents are expected to participate in this communication process and students who do not return the paper in a timely manner will be subject to a penalty.

## **SCHOOL ATTENDANCE REQUIRED BY LAW**

The State of California believes that education is essential for children and for our future. State law requires parents/guardians of children ages 6 to 18 to send their children to school, unless otherwise provided by law. Parents who fail to meet this obligation may be subject to prosecution.

Education Code 48200, 48290

## **ATTENDANCE POLICY**

Daily school attendance is critical for students' success. Students are expected to be in school daily. Parents are strongly encouraged to schedule medical appointments during non-school hours. Absence from school will be excused only for:

- health reasons
- family emergencies (provide specific explanation)
- attendance at funeral services for an immediate family member
- appearance in court
- observation of a religious holiday or ceremony

Every absence must be cleared in one of the following ways:

1. If a student is absent, the parent/guardian should report the absence by telephoning to the attendance clerk at **286-1901 by 9:00 on the day of the absence**. If the absence exceeds five days, a doctor's note is required. For extended absences (i.e. illnesses, family emergencies, etc.), parents are asked to call the school as soon as possible.
2. When returning to school after an absence, a student must be readmitted to his/her classes by presenting a written excuse for the absence to the attendance clerk in the office. The note must show:
  - A. Student's full name
  - B. Date(s) of absence
  - C. Reason for absence
  - D. Signature of parent or guardian

\* Please note: regardless of a phone call to the office, an absence note is still required for students to bring in.

**Student attendance at Futures High School is taken very seriously. Students who miss 10 days or more, regardless of excused or unexcused absences, will have a letter sent home from the SARB committee, and a follow up meeting will be held thereafter.**

## **EXCUSED/UNEXCUSED ABSENCES**

**Unexcused Absences:** Students will not receive credit for and will not be allowed to make up any assignments, tests, work, activities, etc., missed during unexcused absences.

**Excused Absences:** Students are permitted to make up work, tests, and other assignments, etc. when absences are excused. Under normal circumstances, it is expected that students will submit previously assigned work upon return to school after an excused absence. All work missed on the day(s) of excused absence(s) must be made up within three school days after returning to school. However, for extended excused absences, the teacher may grant additional time, but not to extend beyond two weeks past the return to school. It is the joint responsibility of student and parent to ensure all make up work is completed following excused absences.

**Out of School Suspensions:** Students are permitted to make up work, tests, and other assignments missed during out of school suspensions only per teacher discretion.

### **TARDIES**

When students arrive more than 30 minutes late to school, they must report to the office to clear the late arrival and secure an *admit to class* form. If the student is less than 30 minutes late, he/she does not need to report to the office. However, she/he will be marked late on the attendance record by the teacher. Excessive/repeated offences will result in progressive disciplinary actions (lunch detention or/and Saturday school).

To get clearance for bus related tardies, students are also required to come into the office before going to class.

Each semester students who are tardy will incur the following consequences by the teacher:

- 1<sup>st</sup> tardy - warning from the teacher
  - 2<sup>nd</sup> tardy - warning, classroom consequences
  - 3<sup>rd</sup> tardy - referral to the office for lunch detention, parent phone call
  - 4<sup>th</sup> tardy - lowered citizenship grade, referral to Site Administration
  - 5<sup>th</sup> tardy - referral to Site Administration, Saturday school
  - 6<sup>th</sup> tardy and subsequent tardies – referral to Administration for increased consequences
- Also, citizenship grades will continue to be lowered with the accumulation of tardies.

### **HALL PASSES**

Students are expected to be in class during all class periods. Hall passes are given for emergencies only. An official school hall pass issued by a staff member must be in the student's possession while in the halls during class time. **When the student is permitted to leave the class to go to the bathroom or to the office, he/she must sign in the class Bathroom Log.**

### **STUDENT'S DRESS AND GROOMING**

High standards of dress promote good citizenship and a positive, wholesome, and safe learning environment. The appearance of the student body reflects upon the climate of the school. Students are expected to meet standards of dress and grooming that are acceptable in a positive learning environment. Extremes in dress or clothing regarded as disruptive or a distraction from the learning environment are not permitted. Clothing will promote physical and psychological safety.

The following guidelines shall apply to all regular school activities:

1. Pants must not be excessively baggy or sagging and must be worn at or above the hip point and be able to stay up without a belt.
2. Shorts, skirts, and dresses must be modest in length and must reach or extend below the fingertips when the arms and fingers are fully extended at the side.
3. Undergarments must not be showing.

4. Torn, frayed or ripped pants, skirts, or shorts that expose skin or undergarments above the knees are not allowed.
5. Shoes must be worn at all times. House shoes or slippers are not permitted. Flip-flops and strapless sandals are discouraged for safety reasons.
6. Spaghetti strap tops and halter-tops are not allowed, and all tops must cover out to the shoulder point.
7. The wearing of any handkerchiefs, suspenders, shoestrings, shoes, earrings, jackets or devices representing gang symbols, associated with group intimidation, or gang affiliation is strictly prohibited. Wallets with security chains, oversized medallions, and spiked, heavy or extraordinary ornate jewelry are prohibited also. Any pictures/logos/words promoting drug/alcohol or containing language that can be viewed as offensive are prohibited.
8. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that could drip when wet.
9. Hats, caps, hoods and other head coverings shall **not** be worn inside of any classroom or school facility. Hats must be taken off indoors as common courtesy.
10. Students must wear the PE uniform when participating in PE.
11. Sunglasses are not to be worn inside the building unless medically prescribed.
12. Students are expected to maintain proper hygiene at all times.

*Please note: **The administration is the final judge on what is or is not appropriate. Matters of personal appearance which might create a distraction, affecting the learning environment in the classroom, and/or having a negative effect on education will be prohibited.***

#### **CONSEQUENCES FOR DRESS CODE VIOLATION**

- |                           |  |
|---------------------------|--|
| 1 <sup>st</sup> offence - | Warning and removed from class until correction in dress.                    |
| 2 <sup>nd</sup> offence - | Removed from class until correction in dress and parent conference.          |
| 3 <sup>rd</sup> offence - | Removed from class until correction in dress and 4 hours of Saturday school. |

#### **BASIC SCHOOL RULES**

Students will be held accountable for their actions. The basic rules of society will be followed in school: respect for other individuals, their rights and their property. Each teacher will deal with classroom misconduct by taking disciplinary action. Examples of appropriate actions include

- calling parent
- scheduling conferences with the parent or guardian
- imposing detentions
- giving a reasonable written assignment,
- scheduling a conference with other school staff
- social probation (see p. 18-19)

Whenever action taken by the teacher is not successful, or misconduct is habitual or sufficiently severe, the student shall be referred to the site administrator.

## **SUSPENSION AND EXPLUSION**

### **Grounds for Suspension and Expulsion of Students**

A student may not be suspended from school or recommended for expulsion, unless the Superintendent/CEO or designee or the principal of the school in which the student is enrolled determines that the student has committed an act as defined pursuant to any of subdivisions (a) to (q), inclusive. CA Ed Code 48900

However, a student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the School or at any other school or a School sponsored event at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity. E.C. 48900 (r ) (sub sect. 1-4).

### **B. Enumerated Offenses**

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense. E.C. 48900 (a).
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal/Administrator or designee's concurrence. E.C.48900 (b) and E.C. 48915 (a).
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. E.C. 48900 (c).
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant. E.C. 48900 (d).
5. Committed or attempted to commit robbery or extortion. E.C. 48900 (e).
6. Caused or attempted to cause damage to school property or private property. E.C. 48900 (f).
7. Stole or attempted to steal school property or private property. E.C. 48900 (g).
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. E.C. 48900 (h).  
Committed an obscene act or engaged in habitual profanity or vulgarity. E.C. 48900 (i).
9. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 and E.C. 48900 (j).
10. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. E.C. 48900 (k).
11. Knowingly received stolen school property or private property. E.C. 48900 (l).
12. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. E.C. 48900 (m).
13. Committed or attempted to commit a sexual assault as defined in E.C. 48900 (n) and Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.

14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. E.C. 48900 (o).
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900 (p).
16. Engaged in or attempted to engage in hazing of another. E.C. 48900 (q).
17. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person. E.C. 48900 (s).
18. Made terrorist threats against school officials and/or school property.  
E.C. 48900.7
19. Committed sexual harassment. E.C. 48900.2 and E.C. 212.5
20. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. E.C. 48900.3 and E.C. 233
21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel. For further information on bullying, please see the Bullying Policy.
22. A pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent 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 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.

**C. Suspension Procedure: E.C. 48911**

Suspensions shall be initiated according to the following procedures:

1. Conference: E.C. 48911 (b and c).  
Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.  
At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.  
This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.  
No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.
2. Notice to Parents/Guardians: E.C. 48911 (d).  
At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to

school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Placement/Expulsion:

E.C. 48911 (a).

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Placement/Expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

**D. Authority to Expel: E.C. 48915**

A student may be expelled either by the Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

**E. Expulsion Procedures: E.C. 48918**

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

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the 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 pupil. The notice shall include:

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

**F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses E.C. 48918.5**

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be

provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

**G. Students With Disabilities: E.C. 48915.5**

A pupil identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act (“IDEIA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. The Charter School will follow the IDEIA, Section 504, and all applicable federal and state laws when imposing any form of discipline on a pupil 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 pupils.

**H. Zero Tolerance Policy: E.C. 48915**

The Charter School must recommend expulsion for the following behaviors, even though the student may have no prior discipline history.

1. Possession, selling or otherwise furnishing a firearm, except in instances where the student obtained prior written permission to possess the firearm.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance.
4. Committing or attempting to commit a sexual assault.
5. Possession of an explosive.

In addition to the Superintendent/CEO’s recommendation for expulsion in all of the above areas, local law enforcement agencies will be notified and the student will be responsible to the adult or juvenile justice system for their actions.

**I. Record of Hearing: E.C. 48918 (g)**

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.

**J. Presentation of Evidence E.C. 48918 (h)**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

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

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

**K. Written Notice to Expel E.C. 48918 (j)**

The Principal or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the GCC Central Administration Office.

This notice shall include the following:

- a) The student's name
- b) The specific expellable offense committed by the student

The Board's decision to expel shall be final.

**L. Disciplinary Records E.C. 48918 (k)**

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to the GCC Central Administration Office upon request.

**M. Expelled Pupils/Alternative Education E.C. 48915.1**

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

**N. Rehabilitation Plans E.C. 48916.1**

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

**O. Readmission E.C. 48916**

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Principal and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission.

### **SEXUAL HARASSMENT POLICY**

Sexual harassment of or by any student or member of Gateway Community Charters (GCC) and/or its charter school staff shall not be tolerated. The GCC Board of Directors considers sexual harassment to be a major offense, which may result in disciplinary action, including dismissal or expulsion, of the offending student or staff member, or other appropriate sanction.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when it interferes with an individual's performance at

school and/or creates an intimidating, hostile or offensive educational environment. The conduct described above is also sexual harassment when submission to it is made either explicitly or implicitly a term or condition of an individual's access to education.

Sexual harassment regulated by this policy pertains to behavior of a sexual nature while students are under the jurisdiction of the GCC and/or its charter schools.

Students may receive age-appropriate training and/or instruction on the prohibition of sexual harassment at the School. Copies of this policy shall be available at the GCC Offices as well as at each School's Administrative Office.

Any student who believes that he or she has been harassed or has witnessed sexual harassment is encouraged to immediately report such incident to his or her teacher, counselor or Principal. Alternatively students may contact the Gateway Community Charters Assistant Superintendent or Superintendent/CEO. The Principal, Assistant Superintendent, Superintendent/CEO or their designee will promptly investigate all such incidents in a confidential manner.

### **ANTI-BULLYING POLICY**

The Gateway Community Charters (GCC) Board of Directors prohibits acts of harassment or bullying. The board has determined that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. Harassment or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its student in a safe environment. Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior.

Harassment occurs when a pupil has intentionally engaged in harassment, threats, or intimidation, directed against school, school personnel or pupils, that is sufficiently severe or pervasive 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. Pupil's grade 4 to 12 may be suspended or expelled for any such action.

Bullying is any gesture of written, verbal, graphic, or physical act by a pupil or group of pupils directed at a pupil or school personnel committed by any means, including but not limited to an electronic act. 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. Acts of bullying include:

- Committed sexual harassment as defined in Education Code Section 212.5. The conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.
- Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Education Code Section 233. Hate violence includes any injury or threat to a person or damage to property based upon perception of a person's race,

ethnicity, religion, ancestry, nationality, disability, gender, sexual orientation, or association with a person or person with one or more of these actual or perceived characteristics. Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive 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.

The Gateway Community Charters Board of Directors expects students to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors.

The Gateway Community Charters Board of Directors believes that standards for student behavior must be set cooperatively through interaction among students, parents and guardians, staff, and community members of the GCC, producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for GCC, charter school and community property on the part of students, staff, and community members.

The Gateway Community Charters Board of Directors believes that the best discipline is self-imposed, and that it is the responsibility of staff to use disciplinary situations as opportunities for helping students learn to assume responsibility and the consequences of their behavior. Staff members who interact with students shall apply best practices designed to *prevent* discipline problems and encourage students' abilities to develop self-discipline.

Since bystander support of harassment or bullying can support these behaviors, the GCC discourages and provides consequences for both active and passive support for acts of harassment or bullying. The staff should encourage students to support students who walk away from these acts when they see them, constructively attempt to stop them, or report them to the designated authority.

The Gateway Community Charters Board of Directors requires its school administrators to develop and implement procedures that ensure *both* the appropriate consequences *and* remedial responses to a student or staff member who commits one or more acts of harassment or bullying. The following factors may be considered by school administrators in the development of the procedures for determining appropriate consequences and remedial measures for each act of harassment or bullying.

### ***Factors for Determining Consequences***

- Age, development, and maturity levels of the parties involved
- Degree of harm
- Surrounding circumstances
- Nature and severity of the behavior(s)
- Incidences of past or continuing pattern(s) of behavior
- Relationship between the parties involved
- Context in which the alleged incident(s) occurred

### ***Factors for Determining Remedial Measures***

#### *Personal*

- Life skill competencies
- Experiential deficiencies
- Social relationships
- Strengths
- Talents
- Traits
- Interests
- Hobbies
- Extra-curricular activities
- Classroom participation
- Academic performance

### *Environmental*

- School culture
- School climate
- Student-staff relationships and staff behavior toward the student
- General staff management of classrooms or other educational environments
- Staff ability to prevent and de-escalate difficult or inflammatory situations
- Social-emotional and behavioral supports
- Social relationships
- Community activities
- Neighborhood culture
- Family situation

### ***Examples of Possible Consequences***

- Admonishment
- Temporary removal from the classroom
- Loss of privileges
- Classroom or administrative detention
- Referral to disciplinarian
- In-school suspension during the school week or the weekend, for students
- Out-of-school suspension
- Legal action
- Expulsion or termination

### ***Examples of Remedial Measures***

#### *Personal*

- Framing the aggressive behavior as a failed attempt to solve a real problem or reach a goal. The adult assists the misbehaving student to find a better way to solve the problem or meet the goal.
- Restitution and restoration
- Transformative conferencing/restorative justice
- Peer support group
- Corrective instruction or other relevant learning or service experience
- Supportive discipline to increase accountability for the bullying offense
- Supportive interventions, including participation of an Intervention team, peer mediation etc.
- Behavioral assessment or evaluation, including, but not limited to, a referral to a Student Study Team (SST), as appropriate
- Behavioral management plan, with benchmarks that are closely monitored

- Involvement of school disciplinarian
- Student counseling
- Parent conferences
- Student treatment
- Student therapy

*Environmental (Classroom, school site building)*

- Set a time, place, and person to help the bully reflect on the offending behavior, maintaining an emotionally-neutral and strength-based approach
- School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying
- School culture change
- School climate improvement
- Adoption of research-based, systemic bullying prevention programs
- Modifications of schedules
- Adjustments in hallway traffic
- Modifications in student routes or patterns traveling to and from school
- Targeted use of monitors (e.g. hallway, cafeteria)
- General professional development programs for certificated and non-certificated staff
- Professional development plans for involved staff
- Disciplinary action for school staff who contributed to the problem
- Parent conferences
- Referral to family counseling
- Involvement of parent-teacher organizations
- Involvement of community-based organizations
- Development of a general bullying response plan
- Peer support groups
- Law enforcement involvement

The Gateway Community Charters Board of Directors requires the principal and/or the principal's designee at each school to be responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the principal or principal's designee. All other members of the school community, including students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy. Reports may be made anonymously, but formal disciplinary action *may not* be based solely on the basis of an anonymous report.

The Gateway Community Charters Board of Directors requires the principal and/or the principal's designee to be responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the principal and/or the principal's designee shall conduct a prompt, thorough, and complete investigation of each alleged incident. The investigation is to be completed within three to five school days after a report or complaint is made.

The Gateway Community Charters Board of Directors prohibits reprisal or retaliation against any person who reports an act of harassment or bullying. The consequences, up to and including expulsion, and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the GCC board or designee after consideration of the nature, severity, and circumstances of the act. Retaliation shall be considered a violation of the following offense under the Suspension and Expulsion policy: "Harassed, threatened, or intimidated a pupil who is a

complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.”

The Gateway Community Charters Board of Directors prohibits any person from falsely accusing another as a means of harassment or bullying. The consequences and appropriate remedial action for a *person* found to have falsely accused another as a means of harassment or bullying may range from positive behavioral interventions up to and including suspension or expulsion. Consequences and appropriate remedial action for a school *employee* found to have falsely accused another as a means of harassment or bullying shall be disciplined in accordance with GCC employee policies, procedures and agreements.

The Gateway Community Charters Board of Directors requires school sites to include or reference this policy in handbooks or through other manners annually to all school staff, students, and parents. The school administrator shall develop an annual process for discussing the GCC policy on harassment and bullying with students and staff.

### **ELECTRONIC DEVICES**

Cell phones and other electronic entertainment devices are NOT to be visible or audible or turned on during class time or passing periods. It is the student’s responsibility to be sure these devices are **TURNED OFF COMPLETELY**, not on vibrate ***during instructional time***. Students may use their cell phones during lunch time in accordance to the *GCC Technology Usage Agreement*. Violations of the *Technology Usage Agreement* will result in immediate confiscation and students will be subject to progressive disciplinary actions:

- 1<sup>st</sup> offence - Warning, device is confiscated and can be picked up from the Site Manager’s office at the end of the school day.
- 2<sup>nd</sup> offence - Device is confiscated and released to parent/guardian only.
- 3<sup>rd</sup> offence - Device is confiscated, released to parent/guardian only, and further disciplinary actions will be used to remedy the infractions.

### **SCHOOL COMPUTER USE POLICY**

Students will have access to a high speed connection to the Internet at school. When they use the computers at school, they have a responsibility to use them according to the *GCC Technology Usage Agreement*. This means that the computer should not be used to access or create materials that don’t belong at school. This includes, but is not limited to, images and messages that are sexually explicit, violent or seek to demean or harass others. The privilege of computer use at school depends on the student’s ability to use the equipment correctly. Students may lose that privilege if they do not act responsibly. There is no charge for using the Internet services. However, only those students who have turned in the *GCC usage agreement* will be allowed to access the Internet.

***Students found to be damaging computer equipment and/or tampering with the school/district software will have strict consequences as well as being responsible for cost of repairing and or replacing these damaged items.***

### **SOCIAL PROBATION**

Participation in all extracurricular activities at the comprehensive high school is a privilege, not a right. Social probation prohibits a student from attending or participating in any non-mandatory school function, activity, or event. These activities include, but are not limited to, participation on athletic teams including practices, events, proms, movie nights, drama and/or musical productions, club memberships, graduation ceremony, special events, recognition programs, or school sponsored activities of any type.

Social probation may be used at any time school officials deem it an appropriate behavioral sanction or that it would be effective in changing undesirable behavior. It definitely will be used in the following situations:

- Fights
- Controlled substance violation
- Vandalism to school/personal property
- Breaking of behavior contract
- Excessive tardies and absences

### **PROGRESS REPORTS/REPORT CARDS**

Futures High School issues Deficiency Notices for students with unsatisfactory academic or citizenship progress in the middle of each semester. Official Report Cards are mailed to all students at the end of each semester.

Teachers may contact parents at any time during the semester when a student's academic performance is less than satisfactory. Additional contact may be made when the counselor or teacher believes that a parent-student conference is needed. Parents are encouraged to contact individual teachers for a report on student academic progress.

### **COUNSELING OFFICE**

At Futures High School the Counseling Office offers support to students in their academic, career, personal, and social needs. This framework aligns with the National School Counseling Model for high schools. The Counseling Office works in collaboration with the staff, administration, teachers, parents, and students, and fosters academic, personal and emotional growth. A counselor is available during school hours and can be reached at 286-1905 or at [Lyudmila.Krasnoperov@Twinriversusd.org](mailto:Lyudmila.Krasnoperov@Twinriversusd.org). If students want to meet with the counselor to discuss academic, personal, social, or career needs, they can request an appointment through a Counselor Meeting Request form that is available at the Main Office. An appointment is required, *except* in cases of emergency. Parents are encouraged to inquire about their student's progress, or discuss any other concerns that they have by scheduling an appointment with the counselor.

### **SCHEDULE CHANGE POLICY**

Each student is placed in classes to best meet his/her needs. Schedule changes will only be performed during the first three days of school. Students are allowed **ONE** schedule change request per semester. If requesting a schedule change, the Schedule Change Request form needs to be received by the counselor by **August 18<sup>th</sup>** for Fall semester and **January 6<sup>th</sup>** for Spring semester at the end of the school day. The following are valid reasons to request a schedule change:

- student took the course in summer school (*transcript needs to be included with the Schedule Change Request form*)
- student failed a required course and wants to repeat it
- an incomplete class schedule (fewer than six classes; only seniors with 180 credits may take five classes)
- scheduling error (i.e. 9<sup>th</sup> grader enrolled in 12<sup>th</sup> grade class, etc.)

Students will **not** be granted schedule change for the following reasons:

- teacher preference
- period choice (i.e. "I want Chemistry second period")
- friends in certain period

**\*\*\* Please Note:** Schedule changes will be granted based on class availability.

## JUNIOR COLLEGE CONCURRENT ENROLLMENT

Local junior colleges offer concurrent enrollment opportunity that provides unique and sustainable way to deliver rigorous curriculum to High School students in 11<sup>th</sup> and 12<sup>th</sup> grades. Qualified students can earn college credit prior to high school graduation. After reviewing the course based on the board approved school eligibility criteria, the recommendation is submitted to the school registrar for course input. Students who partake in this opportunity are eligible to receive weighted GPA (honors) credit for the courses that meet the following criteria. Courses must:

- ☒ be academic
- ☒ fit into the A-G subject area pattern
- ☒ be transferable to UC/CSU
- ☒ not be available through Futures H.S. regular program

Student who plan to petition for weighted GPA MUST PRE-APPROVE the course/s with the school counselor before registering!

To receive weighted GPA, students must bring an official college transcript to the school counselor upon completion of the course. The counselor reviews the course based on the above mentioned criteria, and, if approved, submits it to the school registrar for grade input.

### HOMEWORK

Homework is a necessary and an important part of the learning process. Students must continue their studies outside the classroom. Students always have homework: reading, taking and/or organizing notes, writing essays or journals, or preparing for the next day (such as reviewing recent classroom material). In order to get work done properly, and on time, it is essential that every student has a regular time and place to study and read at home. Parents can request homework for their children who are going to be absent from school for more than three days by contacting the school office at 286-1901. **Homework requests for three days or more preferred a week in advance.** This allows office staff to work with teachers to get student work and credit it accordingly.

Homework will be ready for parent pick-up at the main office on the second day following the request. It is the **student's responsibility** to find out what was missed during an absence and to complete the work on time. Missed work may be made up with one day extension for each day missed (number of days absent equals the number of days allowed for makeup).

### HONOR ROLL

An honor roll listing will be posted and an awards assembly held at the end of each semester. Students earning the following points will receive these certificates:

Honor Roll                3.0- 3.49 GPA

Principal's List        3.5 -4.0 GP A

To determine the total points, a number value is assigned to each quarter grade:

- A        4 points
- B        3 points
- C        2 points
- D        1 point

\*Specific courses, known as Honor and Advance Placement courses, will rank at 1.0 (with a minimum grade of a "D") higher than regular classes.

Students will also be recognized for perfect attendance, citizenship, academic achievement and 100% effort.

## **TESTING**

Students will be administered several different Standardized tests throughout the year. It is important that students do their very best as test scores are often used for placement in special programs. Individual test scores are mailed to parents. The school counselor can provide further information about each particular test. Testing includes but is not limited to CELDT, STAR and CAHSEE (California Exit Exam) tests. Parents will be notified of testing dates before each testing cycle.

## **LOST AND FOUND**

Lost and found items may be reclaimed in the office. Clothes not claimed by the last day of school will be donated to charity.

## **PE LOCKERS**

The students will be issued PE locker in the gym area in accordance to the PE Locker Usage Agreement. After the student signs and returns the agreement to his/her PE teacher, he/she will be given an access to a locker. Students are responsible for obtaining and keeping their own locks. Student's belongings are to be stored during PE only. To prevent theft, the students need to keep their valuables locked when unattended. The school does not take responsibility for the theft of improperly stored items.

## **CAFETERIA**

Breakfast and lunch are served in the cafeteria each day. Students are expected to conduct themselves in an orderly manner when eating in the cafeteria. Students are expected to take care of their own trash. All food must be consumed in the cafeteria or designated areas.

## **FREE/REDUCED MEAL PROGRAM**

In the school application packet, students will find a *Free/Reduced Meal Program* application. This application is to be brought back to school promptly and the district office will determine eligibility and notify parents and students of acceptance to this program. Parents should be as accurate as possible.

## **MEDICATION AT SCHOOL**

*When it is necessary for a student to take medication, please administer the medication before or after school hours if at all possible.* If under exceptional circumstances a student is required to take oral medication during school hours and the parent cannot be at school to administer medications, only the office designee will administer the medication in compliance with the following regulations.

1. Written orders (the required form is available in the school office) from the student's physician must be on file in the school stating:
  - a. Student's name
  - b. Name of medication
  - c. Dosage
  - d. Purpose of the medication
  - e. Time of day medication is to be given
  - f. Anticipated number of days it needs to be administrated
  - g. Possible side effects
2. The medication must be brought to school in a container appropriately labeled by the pharmacy or physician.
3. An individual record will be kept of such prescription medication administered by school personnel.
4. Medication will be stored in a clean, locked cabinet or container. Any exceptions (asthma inhalers, etc.) to this provision must be specifically stated by the physician on the written form.

Unless these requirements can be met, medications will not be administered at school. School personnel will not administer non-prescription (over-the-counter) medication to any student unless it is in a prescription container and allows for following the same rules that would apply to other prescription medications. Please do not ask school personnel to give your child any non-prescription (over-the-counter) medication as they are not allowed to do so. Possession of any non-prescription medication is prohibited on the school grounds.

### **SAFETY DRILLS**

Fire and safety drills are held periodically to teach the students the proper way to leave the building or to find alternate exit routes in an emergency. Fire drill instructions are posted in each classroom. Students are to quietly and quickly follow all directions given by teachers or other school or fire department personnel. Periodic practice fire drills and lockdown procedures will be conducted to ensure that students and faculty understand the proper procedures.

### **TEXTBOOKS, FINES AND RECORDS**

Every student is responsible for the textbooks issued to him/her. In the event a book is lost or damaged, charges will be assessed, and the student will be billed in accordance with district guidelines. Replacement books, grades, report cards and transcripts will be withheld until payment for lost or damaged textbooks, library books, instructional fees and other debts have been paid. When necessary, arrangements for a payment schedule can be accommodated through the Principal. Students who fail to pay their debts to the school will not be issued transcripts, report cards, and/or diplomas.

### **WITHDRAWAL FROM SCHOOL**

If it becomes necessary to withdraw a student from school, a person from the school office should be notified as soon as possible. Any lost books, materials fee, etc. must be paid for and teachers must complete a checkout form for each student.

The student withdrawing must attend a full class day on his/her last day. Students are required to turn in materials to each class, and each teacher needs to fill in his/her portion and initial the form. This withdrawal form must be brought back to the registrar at the end of the day.

### **TOBACCO-FREE ZONE**

Futures High School believes that the use of alcohol, tobacco or other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful and has serious social and legal consequences. Therefore, all school facilities are tobacco, alcohol and drug free sites. The use of any tobacco, alcohol or drug paraphernalia is prohibited within any school property, facility, or vehicle.

**Non-compliance with these rules will result in immediate suspension of the student and further disciplinary actions.**

**Semester 1: August 16 – December 17**  
**Semester 2: January 4 – June 3**

**HOLIDAYS/NO SCHOOL FOR STUDENTS**

September 6	Labor Day
October 22	<i>Teacher In-Service Day (no school for students)</i>
November 11	Veteran's Day
November 22-26	Thanksgiving Break
December 17	End of 1 <sup>st</sup> semester
December 20-January 3	Winter Break
January 17	Martin Luther King Day
February 21-25	Presidents' Week
April 11- April 15	STAR Testing Week
April 18-April 22	Spring Break
April 25	<i>Teacher In-Service Day (no school for students)</i>
May 30	Memorial Day
June 3 <sup>rd</sup>	End of 2 <sup>nd</sup> semester

# **Gateway Community Charters Futures High School 2010-2011 Home/School Compact**

Our school philosophy as a quality public charter school is that families, students, and school staff should work in partnership to help each student reach his/her potential.

## **Futures High School agrees to:**

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards. Support will be provided to assist students as needed.
- Offer parents opportunities to meet with teachers and counselors. Teachers will be available during Fall and Spring Open House and during 10<sup>th</sup> grade review conferences with the counselor. Parents also may set up individual appointments with staff.
- Provide parents with frequent reports on their child's progress. Deficiency notes are provided to parents in the middle of each semester, and report cards are sent by mail at the end of each semester. Parents may also request progress reports from teachers at any time.
- Provide parents reasonable access to staff. Parents and students will be given a course syllabus for each class which contains all contact information for each teacher.
- Involve parents in the joint development of any school-wide program plan in an organized, ongoing, and timely way.
- Provide information to parents of participating students in an understandable and uniform format, and, to the extent practicable, in the language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

## **We, as parents, will support our child's learning by:**

- Monitoring attendance.
- Making sure that the homework is completed.
- Monitoring amount of outside of school activities (i.e. television, internet, video games, etc.) my child participates in.
- Participating in shared decision making with school staff and other families for the benefit of students.
- Staying informed about my child's education and communication with the school by promptly reading all notices from the school either received by my child or by mail.
- Making every attempt to attend school functions including Open Houses, sporting events, parent workshops, awards nights, and other evening performances.
- Supporting the school's discipline and uniform dress code.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.

**We, as students, will share the responsibility to improve our academic achievement and achieve California's high standards by:**

- Believing that I can learn and will learn.
- Doing my homework every day and asking for help when I need it.
- Reading at least 30 minutes every day outside of school time.
- Giving to my parents, or the adult who is responsible for my welfare, all notices and information received by me from my school every day.
- Being responsible to be on time to class, well-rested, and ready to learn with essential tools.
- Not using electronics that are not approved by the teacher in the classroom.
- Not using profanity on the school grounds.
- Abiding to the rules and procedures set forth in the Student Handbook.

We make a commitment to work together to carry out this agreement.

\_\_\_\_\_  
**Administrator signature**

\_\_\_\_\_  
**Parent signature**

\_\_\_\_\_  
**Student signature**

Signed on this \_\_\_\_\_ day of \_\_\_\_\_, 2010.

**STUDENT HANDBOOK ACKNOWLEDGEMENT**

**Student:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

My child and I have received and read the Futures High School 2010-2011 Student Handbook. I understand that the handbook contains information that my child and I may need during the school year and that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Handbook.

**Signature of student:** \_\_\_\_\_

**Printed name of parent/guardian:** \_\_\_\_\_

**Signature of parent/guardian:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**COMPLETE AND RETURN TO THE HOMEROOM TEACHER BY FRIDAY, AUGUST 20<sup>TH</sup>.**