



# Parent/Student Handbook

Gorman Learning Charter Network  
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## **Our Mission:**

GLC offers a personalized program of study by focusing on challenging academic standards and forming partnerships between dedicated professionals and families. It emphasizes individualized student learning plans driven by interest, innovation and flexibility.

## **Our Vision:**

GLC prepares students with the 21<sup>st</sup>-century skills necessary for higher education and career readiness.

# Table of Contents

Welcome to Gorman Learning Charter Network	4
Handbook Use and Purpose	4
Covering the Basics: What is a Charter School?	4
Admissions and Enrollment	5
Master Agreement	6
Monthly Assignments and Learning Periods	7
Grading and Report Cards	7
The PLT's Responsibilities	8
The Parent's Responsibilities	8
Monthly Appointment and Daily Work	9
Effective Independent Study, Bullying	10
Curriculum (Books and Materials)	11
Vendor Course Instruction	12
Field Trips	12
Categorical Programs	13
Special Education	13
Assessments	14
Mental Health	16
<b>High School Information (9th-12<sup>th</sup> Grades)</b>	<b>18</b>
High School Counselor, Graduation Requirements	19
Grad Checks and Graduation Ceremony	20
Visual and Performing Arts (VAPA), Career Technical Education (CTE), Vocational Education (Voc. Ed.)	20

Work Permits	21
Community College Dual Enrollment	21
AP and UC, Summer School	22
Exams at the High School Level	22
Other High School Information, Electives	23
Plagiarism Policy	24
Annual Notices	25
Board Policies	52
General Complaints Policy	53

\*NOTE: All hyperlinks in this document are accessible via digital copy of this document. To find webpages referenced in this handbook, please go to [gormanlcn.org](https://gormanlcn.org)

School Calendars- <https://gormanlcn.org/calendars/>

## **Welcome to Gorman Learning Charter Network**

You and your child have joined a community of learners in pursuit of an excellent education for all children. It is a community of parents and professionals who work together with the shared conviction that a child's first and most important teacher is his/her family. We look forward to working, learning and teaching with you.

## **Handbook Use and Purpose**

This Handbook has been created in order to help family members and students get acquainted with Gorman Learning Center ("GLC") and Gorman Learning Center San Bernardino/Santa Clarita ("GLC SB/SC") (collectively, "GLCN" or the "Charter School"). In this Handbook, you will find explanations of school policies and procedures having to do with annual notices, enrollment, curriculum, and instruction, which we hope will serve as a useful reference to you.

*Disclaimer: This Handbook is intended to be a resource for information, not a policy manual. In the case of disparity between this Handbook and the Master Agreement, the Master Agreement is to be considered correct.*

*All of the board policies referenced within this Handbook can be requested at: [info@gormanlc.org](mailto:info@gormanlc.org).*

## **Covering the Basics: What is a Charter School?**

The basic concept of a charter school is more autonomy for more accountability. A charter school is still a public school; the same educational funds that support traditional school districts also support charter schools.

The charter schools came about so innovators in education could create instructional models different from traditional districts. "Charter" refers to the contract that the operators of a school establish with a Sponsor, which may be a district, county office of education, or the state. The charter spells out how the school is expected to perform. The primary form of accountability is the power of the Sponsor to revoke the charter if the school does not perform as it is expected to. Most charters state the school's mission, describe its program, lay out its goals, identify the students it serves, establish methods of assessment, and explain how the school will measure success.

A charter school is accountable not only to the Sponsor, but also to county and state governments, and more intimately, the parents who have chosen to enroll their children in the school.

*The GLCN Charter(s) can be requested at: [info@gormanlc.org](mailto:info@gormanlc.org).*

## **Admissions and Enrollment**

State law requires charter schools to be open to students from the county of the sponsoring district and all contiguous counties.

- GLC is sponsored by Gorman Elementary School District in Los Angeles County, so students who reside in Los Angeles, San Bernardino, Ventura, Orange, and Kern Counties may enroll in GLC.
- GLC SB/SC is sponsored by The Lucerne Valley Unified School District in San Bernardino County, so students who reside in San Bernardino, Los Angeles, Inyo, Kern, Orange, and Riverside Counties may enroll in GLC SB/SC.

GLCN requires no assessment as a condition of enrollment, does not discriminate on the basis of ethnicity, gender, or disability, and charges no tuition. The requirements for enrollment are that parents complete the necessary forms and documentation, that the student fall within the age range established by state law and served by GLCN, and that the student reside in the geographical area that the school is authorized to serve.

### **The enrollment process is as follows:**

- Parent/guardian contacts school personnel and states interest in enrollment. This can happen from an online interest form, or a phone call into the Charter School.
- A Community Liaison will contact you back to begin the necessary paperwork and answer any questions you have about our program.
  - Students who wish to attend GLCN must complete an application form. The application form asks only for student and parent legal names, birthdate, address, district of residence, previous school, and grade of student.

### **The Admission Process is as follows:**

- In addition to the application form, specific documents must be provided by the family to complete each student's enrollment packet. The documents are:
  - ❖ Student enrollment form.
  - ❖ Proof of minimum age requirements. A religious, hospital, or physician's certificate showing date of birth; an entry in a family bible; an adoption record; an affidavit from a parent/guardian; a birth certificate; previously verified school records; or any other documents permitted by law.
  - ❖ Student's Immunization record
  - ❖ Home Language Survey
  - ❖ Completion of Emergency Medical Information Form
  - ❖ Release of records. GLCN shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to

the Charter School before admission or enrollment.

- If the student has an Individualized Education Plan (“IEP”) or 504 Plan, we request that the parent provides a copy to GLCN for review and implementation.
- School staff refer parents to Personalized Learning Teacher (“PLT”).
- If the student is in high school, the student’s transcript is reviewed and a graduation plan is created.
- Parent, PLT, and student review policies and procedures and complete all necessary enrollment documents.
- Parent, PLT, and student review, complete, and sign the Master Agreement and Acknowledgement of Responsibilities.
- Student is withdrawn from current school.
  
- Enrollment is finalized when forms are complete and the parent and student, and PLT and other persons who have direct responsibility for providing assistance to the student sign the Master Agreement.

## **Master Agreement/Acknowledgement of Responsibilities**

The Master Agreement (“MA”) is a document that is completed and signed upon enrollment in the school and at the start of each new semester. It outlines objectives undertaken by the school, the parent, and the student, and how those objectives will be met. Following the MA is an essential element to a successful school year. Violation of the MA is basis for withdrawal from the school, consistent with the Charter School’s Involuntary Removal Process.

The MA comes with an Acknowledgment of Responsibilities, which details what students, parents, and PLTs are expected to do under the MA. It includes a confirmation of understanding of those expectations on the part of students and parents, as well as PLTs.

## **Forms and Documentation**

There are a few forms throughout the year documenting student learning and academic progress that are required to maintain enrollment. PLTs will instruct parents on filling out forms when necessary.

## **Monthly Assignments and Learning Periods**

**The school year is 175 days and has 10 Learning Periods.**

A Learning Period is roughly one (1) month long, twenty (20) school days. Each Learning Period has its own set of assignments and at least one (1) PLT meeting, which is when work is reviewed, learning is assessed, new assignments are given and, if necessary, changes are made to the student's education plan.

Once assignments for the Learning Period have been given, students must complete them by the end of the Learning Period, which is twenty (20) school days or less. Each appointment with the PLT will be within ten (10) school days after the end of the Learning Period.

Students should not wait for their PLT meeting before starting the work for the new Learning Period. They should begin on the first day. Assignments are established and laid out well in advance, but if there is any uncertainty as to what a student should be doing, the PLT is available by phone or email.

If a student fails to complete the assigned work in a Learning Period or to participate in the scheduled PLT meeting, the PLT will submit a Missing Assignment Report ("MAR"). At that point, the student has five school days to make up and submit the missing work or reschedule and attend the missed meeting. After three (3) missed meetings or assignments in one (1) learning period, the Regional Director, shall conduct an evaluation to determine whether it is in the best interests of the student to remain in independent study. A written record of the findings of any evaluation conducted pursuant to this Policy shall be treated as a mandatory interim student record. This record shall be maintained for a period of three (3) years from the date of the evaluation and if the student transfers to another California public school, the record shall be forwarded to that school.

As part of the process of completing assignments, parents and students maintain Academic Learning Logs and a PE Log. Remember, it is very important to update these records daily. Each Learning Log covers one Learning Period. The GLCN Calendar is included in this Handbook to provide a look at the whole school year and the configuration of Learning Periods.

## **Grading and Report Cards**

PLTs compile Report Cards at the end of each semester. Parents should keep all copies of student Report Cards and High School Transcripts.

## **Your PLT's Responsibilities**

The PLT is a parent's guide, coach and resource. The PLT is there to hold students accountable for the completion of assignments and achievement of learning results.

The following are the basic duties and functions of the PLT:

- To work with the parent and the student to create a program that meets California State Standards for academic achievement
- To assign each student monthly work, order books and materials, and maintain a record of all assignments for the student's file at the GLCN office
- To assist the parent in providing day-to-day teaching, by meeting with each parent and student at least every twenty (20) days, and sustaining open communication, including availability to answer parent questions or requests for assistance within one (1) or two (2) school days
- To inform students of and to assist in administering regular assessments
- With input from the parent, to choose appropriate curriculum that meets the Standards and correlates with the student's MA, course schedule, as well as to each student's learning needs
- To provide direct assistance and coordinate student's learning to high standards through regular meetings with the parent and student, lesson planning, consultation, and resource options
- With the High School Counselor, to create a graduation learning plan which puts each student on track to earn a high school diploma
- To monitor student progress by identifying learning needs, regularly assigning schoolwork, collecting, evaluating, and submitting completed work for student records, and assessing student mastery of the State Standards.
- To assist in implementation of accommodations and services for students with an IEP or a 504 Plan

## **The Parent's Responsibilities**

As the primary source of instruction and accountability for the student, the parent is assuming responsibility for the daily school work and progress toward completion of assignments. In addition, the PLT depends upon the parent to provide current and accurate information that may affect the student's academics and/or continued enrollment in the school. It is the parent's responsibility:

- To complete and sign required forms in a timely fashion and to notify the PLT of changes in information regarding residency, contact numbers, email addresses and anything that may affect the student
- To attend first student/PLT appointment and subsequent appointments at the time and day noted on the MA. Rescheduling is only to be used rarely and in extreme cases. In such a case, the parent must submit a written explanation as to why the original meeting date was



not kept

- To provide daily instruction to the student and review progress toward completion of assignments throughout the course of each Learning Period, teaching through example the high value of learning and disciplined daily schedules
- To ensure that students participate in testing
- To fulfill responsibilities as outlined in the MA
- To make timely contact with PLT about any questions, needs, comments or concerns
- To discuss options or changes to instructional plans with the PLT, including resource center classes, books, and Vendor Courses
- To prevent avoidable damage and destruction of textbooks and materials provided by the Charter School and to return school property in a timely fashion at the end of the year or upon student withdrawal from the school

## **Monthly Appointments and Daily Work**

Students will be provided with assignments and objectives with clear, measurable goals that will be tied to a specific time period.

These plans will be tailored to each child's needs and reflect goals and objectives that are appropriate for the student's age, learning style, and developmental level.

- Students must complete all assignments by the end of the Learning Period.
- By the time of the scheduled monthly PLT meeting, the parent and student should have all work gathered, organized in a portfolio by course, and clearly labeled with the student's name (in the student's own hand) and earned score.
- For points-based assignments, the parent is responsible to score the work and note the number correct possible (i.e. 5 out of a possible 10 would be "5/10"). PLTs will assist parents who might be unsure how to mark a piece of work.
- Writing submissions should include student name, grade level, prompt code (or copy of the prompt itself), PLT Name, and date, and should have no previous markings. In the case of revisions, the first draft should be attached behind the revised draft.
- All work must be the student's own. Students may not have access to answer keys. Plagiarized work will not be accepted, and plagiarism, or other forms of academic dishonesty, will result in disciplinary action. (See Plagiarism Policy on page 24.)
- PE must consist of planned activity with specific and measurable fitness and skill goals.

## **Effective Independent Study**

Personalized Learning with Independent Study takes a great deal of discipline, both on the part of the parent and the student. Families who have taken on the challenge can tell you that they had to make changes to their daily routine to encourage a consistent school environment. The following tips might be helpful if you are new to this adventure:

- Parents are advised to set up a “schoolwork station” for the student where there are few distractions. It may take some trial and error, as parents and students figure out what kind of environment will work best. Even if there is not enough available space to have a separate room or area for students to do their schoolwork, students should have a place that is neat, free of distracting clutter, and quiet.
- Predictable routines are helpful. Parents should establish consistent school hours and protect that time from changes of plans or outside distractions. This empowers students to become self-guided. They will know that when a certain hour comes, it is time to begin work or end it. Each student’s learning style should be taken into account when parents establish school time.
- It is a good idea not to answer phone calls during “school hours,” to keep the answering machine on low volume and cell phones turned off so that they are not a distraction. Turning on the television, music, or video games, having guests, or making appointments during this time should also be avoided.
- If one (1) sibling finishes their schoolwork before another, there should be activities planned or made available to occupy this child somewhere else, so as not to cause a distraction for a student still working.
- Taking breaks in between subjects to move around for a minute or two helps students retain information. Students often have lower retention when they have been looking at the same material for more than twenty (20) minutes.

## **Bullying**

All students have a right to a safe and healthy school environment. GLCN parents, faculty, staff, community, and students have an obligation to promote mutual respect, tolerance, and acceptance.

GLCN will not tolerate behavior that infringes on the safety of any student. No student or parent shall unlawfully intimidate, harass, or bully another student, parent, staff, or faculty member through words or actions. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; social isolation or manipulation; and all forms of digital harassment via social media posts/comments/direct messages or mobile communication via texts or applications which enable direct communication.

GLCN expects students, parents, staff, and/or faculty to immediately report incidents of bullying to any of the following personnel, as appropriate by situation: PLTs, Directors of Regionalized Services, Resource Center Supervisors, and/or Safety Team Members.

All reports of bullying will be investigated pursuant to the Charter School's Title IX, Harassment, Discrimination, Intimidation and Bullying Policy by appropriate personnel and may result in disciplinary action. Disciplinary action may include ineligibility to attend a resource center and ineligibility to attend school wide events such as field trips, dances, and graduation ceremonies.

## **Curriculum (Books and Materials)**

Given GLC and GLC SB/SC's unique structure and our mission to serve each student's needs while addressing the standards, a "one-size-fits-all" curriculum is not mandated. The best curricular choices are made for each student when parent input and PLT expertise work toward a common goal. Sometimes it is necessary to order a specific text or workbook. Shipping time is dependent on the publisher and time of year. There can be a period of waiting for book order fulfillment.

### **Curriculum choices are shaped by several factors:**

Each PLT has familiarity with and access to products from a variety of publishers and companies, making it possible to bring together a wide range of learning resources and supplies. The PLT will guide the parent in selecting appropriate resources to meet the goals and objectives of the Standards, focus choices of products and materials that serve the primary core curriculum of language arts, math, science, and social studies, and refer the parent to Community Partners list found at [www.gormanlcn.org](http://www.gormanlcn.org), where available and appropriate, that will meet each student's needs and correlate to the student's course outline on the MA.

Traditional and technology-based learning programs are available, allowing for curriculum configurations that accommodate wide differences in student learning styles, abilities, and interests, which traditional school settings may not be as effective at accommodating.

**State law requires** that no sectarian (religious) material be requested, ordered or included in student work samples. Also restricted or prohibited from ordering or use through GLCN schools are some craft supplies, electronics and software, furniture, musical instruments, office supplies, toys, gym and sports equipment, and any items considered dangerous. Consult PLT's for more comprehensive materials guidelines.

## **Vendor Course Instruction (VCI)**

Vendor Course Instruction ("VCI") is the use of extracurricular activities to supplement and enrich core curriculum content. The vendor is referred to as a Community Partner contracts with GLCN to provide services such as tutoring, science labs, and performing arts classes. Each student is allocated an individual budget for VCI services for the school year.

New Community Partners can be initiated by the community partner, parents, or teachers. They need to go to the Vendor Applicants section of <https://gormanlcn.org/vendors/> and follow the stated procedure.

## **Field Trips**

Field trips are offered to GLCN students throughout the school year. We provide monthly school-wide field trips. To find the latest information on field trip dates, locations, and sign-up procedures, visit [GLCN Field Trips](#).

**Please check the field trip website periodically for updates so you and your student(s) do not miss out.**

### **Policies and procedures for field trips:**

1. For GLCN-wide field trips, an e-permission slip must be submitted once per school year for each minor-aged child (students and siblings) wishing to attend.
2. GLCN pays for all GLCN students who attend.
3. Families pay for siblings and parents/legal guardians wishing to attend.
4. Families provide their own transportation to and from each outing and pay for any parking fees.
6. Field trips are limited to students, their minor-aged siblings, and their custodial parent/guardian unless otherwise specified.
7. All field trip inquiries can be e-mailed to [fieldtrip@gormanlc.org](mailto:fieldtrip@gormanlc.org)

## **Categorical Programs**

GLCN offers Title I Targeted Assistance School Program Services as allowed by the State and Federal guidelines. We offer online instructional programs, as well as individual and small-group academic coaching, to all eligible and qualified students who are struggling to meet the state academic standards in Mathematics or English Language Arts. Students participating in Title I Services are expected to be consistent in their engagement in program services and take ownership of their academic growth. Parents of Title I students are invited to be full and active participants in the development of the program and the services that are offered through various parent-oriented workshops and through the charter's advisory council.

## **Special Education/Students with Disabilities**

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. GLCN provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act (“IDEA”), Education Code requirements, and applicable policies and procedures of the El Dorado County SELPA. These services are available for special education students enrolled at GLCN. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. GLCN collaborates with parents, the student, the PLT, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, GLCN is responsible for identifying, locating, and evaluating children enrolled at GLCN with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. GLCN shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may have a disability, please contact Janyse Skalla at [jskalla@gormanlc.org](mailto:jskalla@gormanlc.org) to request a Student Success Team (SST) meeting. The team will discuss with you all available supports for your child provided by the Gorman Learning Charter Network.

Parents of students receiving Special Education services should discuss with their PLTs and service providers effective strategies for fulfilling the accommodations laid out in the student’s Individualized Education Plan (“IEP”). The personalized learning model allows for a much greater degree of flexibility for meeting students’ needs and requires parents, PLTs and providers to share responsibility for ensuring that each Special Education student’s IEP is followed.

As your student’s primary instructor, you need to challenge your student at his or her own pace.

The GLCN Special Education Department is your partner in providing the most appropriate learning experience to your child with special needs. As a Special Education parent, you will work with your PLT and your child's service providers to select the right curriculum and give effective instruction. You will participate, at least annually, in constructive IEP team meetings to set meaningful and attainable goals for your child. You will have access to dedicated professionals and a regular schedule of designated supports.

**Some parent responsibilities include:**

- Participation in IEP meetings
- Arriving on time and participating in all scheduled appointments
- Completing and signing necessary forms throughout the student’s participation in the Special Education program.
- Communicating any questions or concerns to the Special Education department

**Assessments**

Every public school is required by the State of California to administer state assessments, which the State uses to ensure that schools are performing effectively. In addition to state requirements, the school must implement assessments in order to obtain and hold accreditation from Western Association of Schools and Colleges (“WASC”). By participating in these, as well as our own in-house assessments, students help the school put together an accurate and meaningful picture of how well the school is doing.

In addition, state tests and school assessments are designed specifically to address the state’s academic standards, so test results should be used to inform instruction and ensure continued progress toward mastery of the standards.

GLCN shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress [“CAASPP”].) Notwithstanding any other provision of law, a parent’s or guardian’s written request to GLCN officials to excuse their child from any or all parts of the state assessments shall be granted.

**The following assessments are given over the course of the year:**

**Smarter Balanced CAASPP Testing (Grades 3-8 & 11)**

Smarter Balanced California Assessment of Student Performance and Progress (“CAASPP”) is the system of academic tests in English–Language Arts and Math. The Smarter Balanced tests are based on the Common Core State Standards adopted by California in August 2010. These tests are given during the spring semester and consist of Summative Assessments and Performance Tasks. For more information please visit <https://www.cde.ca.gov/ta/tg/ca/>

**California Science Test (Grades 5<sup>th</sup>, 8<sup>th</sup>, and High School)**

Since the adoption of the Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve (“CA NGSS”), the California Department of Education has been developing a new science assessment, the California Science Test (“CAST”), which is based on the California Science Standards. The statewide CAASPP assessment system includes the CAST, which schools are required to administer in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve).

**The Physical Fitness Test (“PFT”) (Grades 5, 7, & 9)**

The Physical Fitness Test (“PFT”) is required of all 5<sup>th</sup>, 7<sup>th</sup> and 9<sup>th</sup> grade students in California. Students will be tested in the spring of each school year, between February 1 and May 31.

**Benchmark Testing (All Grades)**

These assessments, administered at the beginning, middle and end of the school year, are the school’s in-house measure of student progress toward subject-area mastery. They enable PLTs and parents to detect any gaps in learning or academic struggles and provide feedback and resources to help meet those needs.

### **Chapter Tests, Midterms, Finals**

Part of subject-area curriculum is periodic assessment of student mastery of the material, in particular curriculum units and over semesters. Mandatory assessments for High School level courses are required for all “a-g” courses.

### **English Language Proficiency Assessments for California (“ELPAC”)**

The ELPAC is the successor to the California English Language Development Test (“CELDT”). The CELDT was the previous required state test for English language proficiency that was given to students with a primary language other than English.

State and federal law require that local educational agencies administer a state test of English language proficiency (“ELP”) to eligible students in kindergarten through grade twelve. The California Department of Education (“CDE”) transitioned from the CELDT to the ELPAC as the state ELP assessment during the 2017-2018 school year. The ELPAC is aligned with the 2012 California English Language Development Standards. It consists of two separate ELP assessments: one for the initial identification of students as English Learners (“ELs”), and a second for the annual summative assessment to measure a student’s progress in learning English and to identify the student's English language proficiency level.

## **Mental Health Services**

GLCN recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at GLCN and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The mental health of your student is very important to us and as always, we are ready to work with you to coordinate on any issue that may involve the social-emotional needs of your student. Below are local resources that may be available to you and your student should the need arise. Please keep us informed as appropriate so that we can assist you in caring for and providing services to your student.

### Available through GLCN:

- There are school counselors and student support staff available to students. School counselors are available to provide social emotional support as needed to help students succeed academically.
  - Dana Blood at [dblood@gormanlc.org](mailto:dblood@gormanlc.org)
  - Kody Miller at [kmiller1@gormanlc.org](mailto:kmiller1@gormanlc.org)

### Available in the Community:

- County Mental Health is available:  
<https://www.dhcs.ca.gov/individuals/Pages/MHPContaktList.aspx>
  - Inyo County (800) 841-5011
  - Kern County (800) 991-5272
  - Los Angeles County (800) 854-7771
  - Orange County (800) 723-8641
  - Riverside County (800) 706-7500
  - San Bernardino County (888) 743-1478
  - Ventura County (866) 998-2243
- The following links contain great resources
  - <http://www.nationalparenthelpline.org/>
  - <http://parentsanonymous.org/>
  - <https://www.semel.ucla.edu/peers>
  - <http://dcfs.co.la.ca.us/>
  - <http://hss.sbcounty.gov/dcss/>

### Available Nationally:

- National Suicide Prevention Lifeline: 24-hour toll-free suicide prevention service available to anyone in a suicidal crisis. If you need help, please call and you will be



routed to the closest possible crisis center in your area. Call for yourself, or someone you care about. The call is free and confidential.

- 1(800) 273-TALK (8225)
- 1(888) 628-9454 (Spanish Line)
- [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. Available at 1-866-488-7386 or visit <https://www.thetrevorproject.org/>.
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at <https://www.bbbs.org> or by calling (813) 720-8778.
- Please log into ParentSquare and check the “Files” section for more resources in your area OR check out the Parent/Student Portal at [www.gormanlcn.org](http://www.gormanlcn.org)

Also, most private health care plans (eg: Kaiser, Blue Cross, Health Net, etc.) and Medi-Cal offer mental health care and/or cover mental health services as a covered benefit. Check with your provider for more information.

Please let your student’s PLT or any of the administrative staff know if we can be of further assistance to you or your student.

# ***Gorman High School Information***

## **Contents:**

High School Counselor  
Graduation Requirements  
    Grad Checks  
    Graduation Ceremony  
    VAPA  
    Vocational Ed/CTE  
    Work Permits  
College Co-Enrollment  
    AP/Honors Courses  
    Summer School  
Exams at the High School level  
Other High School Information

## **High School Counselor**

GLCN High School Counselors are there to serve as a resource and a guide for parents and high school students. Parents should set up an appointment with the Counselor to talk about a student's 4-year graduation plan to receive a High School Diploma. A graduation plan is a living document and changes from year to year. More information about Gorman High School is available on the GLCN website.

Access to your high school counselors and their websites can be found here:  
<https://gormanlcn.org/counseling-services/>

## **Graduation Requirements**

GLCN's high school graduation requirements consist of 220 credits (category-specific). A table of requirements by category can be found on the website, as well as in this Handbook. Adhering to these requirements at the high school level is an important part of ensuring a student's timely graduation and successful transition from high school to college or career.

There are three different graduation requirement paths:

1. The *General Graduation Requirements* are the minimum requirements needed to earn a high school diploma. Meeting these requirements allows a student to go straight to a community college, possibly some 4-year private colleges, or join the workforce.
2. The *College Prep Requirements* are those that are typically required by most private and out-of-state 4-year colleges and universities. Students need to research the college of their choice to determine which high school courses will be required for college admission so that they take the right courses during high school.
3. The *A-G Requirements* are those required by the University of California ("UC") system for freshmen admission. Most California State Universities ("CSU") also require the a-g requirements. A-G Requirements are intended for students who plan to apply to a UC or CSU system, right out of high school. Some other 4-year institutions may require these courses as well, but to research the student's college of choice is recommended to be sure. Any student may take an A-G course, and when possible, it is encouraged.
  - a. A-G Courses may be taken at a local resource center, through independent study at home, through concurrent enrollment, or through an online course.

b. **Additional A-G requirements:**

- 15 A-G Courses by graduation
- 11 A-G Courses by end of grade 11
- Passing/acceptable grade: C or better
- ACT Plus Writing *or* SAT with Essay (Taken no later than December of senior year)
- Minimum grade point average (“GPA”) required for admission: 3.0 for CA residents

## **Grad Check**

A “grad check” is a review of a student’s transcript so far, to determine whether the student is on track to meet all graduation requirements. PLTs or a parent can request that the high school counselor complete a grad check for their student at any time.

## **Graduation Ceremony**

Graduation ceremonies are held each year. The high school counselor will notify graduates of the details during the spring semester. When the counselor verifies that all requirements have been met, diplomas will be mailed. They usually arrive in the mail during the month of August. Graduation ceremonies are a privilege not a right.

## **VAPA**

The Visual and Performing Arts (“VAPA”) requirement can be met in many ways, including classes at a resource center, online courses, college courses, or private lessons.

## **Vocational Education**

Vocational Education (“Voc. Ed.”) describes any subject that is career or job-oriented and includes a school-to-career course.

## **CTE**

CTE stands for Career Technical Education. CTE courses are being added each year. Students choose a career path and take courses from a resource center, with an online course provider, at a Community College, or using GLCN’s Virtual Resource Center (“VRC”). Upon completion of a CTE pathway, students may be eligible to earn a technical skills certification in that industry.

## **Work Permits**

Requests for Work Permits can be found here: <http://www.dir.ca.gov/dlse/dlseformB1-1.pdf> and Entertainment Work Permits can be found here: <http://www.dir.ca.gov/dlse/DLSE-CL.htm>.

Work permit requests can also be found on the counselors website: <https://gormanlcn.org/counseling-services/> by emailing your Counselor, or by asking your PLT. The work permit request must first be filled out by the parent and by the employer. Then the request is given to the Counselor who processes the work permit and mails the original to the employer.

## **College Co-Enrollment**

Dual or Concurrent enrollment is an option that enables students to earn college and high school credit simultaneously. Students must have completed grade ten (10)\* and be equipped to handle the rigors of college level course material and the college environment. Students must obtain a Concurrent or Dual Enrollment form from the college website and obtain their High School Counselor's signature and an official transcript to enroll. A college placement test may be required prior to enrollment. Students are required to inform their PLT of the specific college course titles, section numbers, and number of units in which they enroll.

To purchase college-required books, the student should take a printout of classes to the approved and participating college bookstore and obtain the title, ISBN numbers, publisher names, and costs, including tax, of each required item and email the book information to the PLT, who will submit the book information to the warehouse to obtain a Purchase Order. The Purchase Order will be faxed to the college bookstore. The PLT will inform the student when the books are ready to be picked up at the college bookstore. Only approved books not to exceed the student's college-book semester budget will be on the Purchase Order. After the class is over, all non-consumable books must be returned to the PLT for restocking in the warehouse.

GLCN cannot reimburse the parent or student for purchases of books, fees, or tuition. The student is responsible for requesting an official transcript be sent to the local counselor at the end of each semester in order for the college units to be transcribed as high school credit on his or her transcript. The counseling office will calculate the credits earned once an official transcript is received from the college.

**\*In special circumstances, students that have not completed grade ten (10) may be permitted to enroll. See your college course catalog for specific information.**

## **AP/Honors Courses (Weighted GPA)**

**AP Courses:** These courses weight the student's GPA, prepare them for the Advanced Placement ("AP") Exams, and increase chances for college admission as a freshman. Students who pass an AP Exam may be eligible to skip a college course (See the Collegeboard website).

**Honors Courses:** These courses weight the student's GPA, prepares them for rigorous college courses, and increase chances for college admission as a freshman

**Community College Courses:** Taking Community College Courses during high school is called dual or concurrent enrollment. If the college course is UC transferable, these courses weight the student's GPA.

### **CLEP Exam**

If a student is accelerated and desires to get college credit by a "test out" method, the student should pursue College Level Examination Program ("CLEP") testing for high school students. This is a great way to get a head start on college credit; it may save time and money, and it looks great to the University of California system. These exams are not easy; they are set at the college level. For more information on "CLEP" testing go to [www.collegeboard.com](http://www.collegeboard.com).

### **Summer School**

GLCN offers summer school on a case-by-case basis, depending on need and PLT availability. High school core courses, VAPA and Foreign Language cannot be taken during summer school. A student may request that his or her PLT assign work for a maximum of two (2) courses for credit over summer. Monthly assignment reports, and work samples are collected at the end of summer for credit and issued by the PLT on a report card to the Counseling Office. A maximum of ten (10) units can be earned over summer, unless the calculation considers a course taken at a community college. Students and parents should consult with their PLTs to determine whether a summer school program would be beneficial. Courses that can be taken at Gorman during summer school include PE, Health, Technology, Electives & Voc. Ed. Core courses may be taken at a local community college for credits.

### **Exams at the High School Level**

Testing at the high school level can be complex and confusing, but there are main areas that all students need to be aware of. Most testing is date sensitive; therefore, it is important to pay attention to registration and testing dates. Information on AP, Preliminary SAT ("PSAT"), and Scholastic Assessment Test ("SAT"), can be found at [www.collegeboard.org](http://www.collegeboard.org)

*AP Exams:* Are given at GLCN when students are taking AP courses and would like to take the exam. These tests are date sensitive and need to be registered for in advance. Parents and students are responsible for the fees associated with AP testing. (Visit [www.collegeboard.com](http://www.collegeboard.com) for online registration).

*PSAT 8/9, PSAT 10, and PSAT/NMSQT:* The PSAT is a chance to prepare for the SAT, and to get an idea of strengths and weaknesses. The PSAT/National Merit Scholarship Qualifying Test

("NMSQT") is taken in grade 11, and is the exam needed to determine whether or not a student qualifies for the National Merit Scholarship. For information go to [www.collegeboard.org](http://www.collegeboard.org)

*SAT and ACT Exams:* These are required for admission to the UC system, the CSU system, and most 4-year institutions. They are not required for community college admission. To register for the SAT, go to [www.collegeboard.org](http://www.collegeboard.org). To register for the American College Test ("ACT"), go to [www.act.org](http://www.act.org). These should be taken in grade 11 and 12, but no later than fall of grade 12.

*High School Equivalency Options:*

Adult School

CHSPE (California High School Proficiency Exam)

G.E.D. (General Equivalency Degree)

The California High School Proficiency Exam ("CHSPE") is for students who want to opt out of completing high school. To take this exam, students must be at least sixteen (16) or have completed the full year of tenth grade. See [www.chspe.net](http://www.chspe.net) for specifics. Upon passing the CHSPE, the student may stay enrolled or may withdraw from school, in which case the Counseling Office will require a copy of the Certificate of Equivalency and a letter from the parent stating that the student has successfully passed the CHSPE and is opting out of completing high school. Parents and students should research and confirm acceptance of CHSPE with students' future goals.

## **Other High School Information**

*Military:* Any student planning on entering the Armed Services must take the required number of units of college credit while enrolled with GLC or GLC SB/SC. Students should consult their recruiters for specific guidelines.

*Independent Study:* Even at the High School level, a primary caregiver or mentor must still be available to work with the student daily.

*Transcripts:* 9<sup>th</sup> through 12<sup>th</sup> grade students enrolling in GLC or GLC SB/SC must submit a current transcript from their last high school of attendance to the Counseling Office. Transcripts can be requested at <https://gormanlcn.org/counseling-services/>

*Course Load:* High School students may take up to forty (40) credits, in one (1) semester. The norm is six (6) or seven (7) courses during one semester and a maximum of two (2) courses during the summer school session. (See *Summer School*, for limitations).

*UC Scout:* Provides online, a-g approved courses to middle and high school students. California public school teachers and students can access Basic at no charge (Not affiliated with GLCN, but with the UC system.) Students register through UC Online. <https://www.ucscout.org/>

## Plagiarism Policy

Plagiarism is regarded as a very serious offense. Copying or paraphrasing material/text from the work of another student, from published sources (i.e.: Cliff Notes, Monarch Notes, books, magazines, newspapers, answer keys, etc.) and/or from the internet without proper documentation constitutes academic theft.

### **The Definition of Plagiarism:**

“The unauthorized use of someone else’s material, which is then presented as being the result of the plagiarist’s own primary research, creative impulse or insight. Plagiarism technically encompasses the borrowing of ideas of others, as well as their exact words...” Laurie Henry, The Fiction Dictionary, p. 219

VIOLATION	PROCEDURE	RESULTING PENALTY
First offense	Teacher reports the plagiarism on a Missing Assignment Report. It will be included in student file and monthly documentation.	<ul style="list-style-type: none"><li>• The student will earn a ZERO for the work in question</li><li>• The student will have the ability to re-submit the work for credit.</li><li>• A conference will be held with counselor</li><li>• Parent(s) will be notified of the plagiarism</li></ul>
Second Offense	Teacher reports the plagiarism on a Missing Assignment Report. It will be included in student file and monthly documentation.	<ul style="list-style-type: none"><li>• The student will earn a ZERO for the work in question. No opportunity for re-submission will be provided.</li><li>• Another conference will be held with counselor</li><li>• Parent(s) will be notified of the plagiarism and a parent conference will be held.</li></ul>
Third Offense	Teacher reports the plagiarism on a Missing Assignment Report. It will be included in student file and monthly documentation.	<ul style="list-style-type: none"><li>• The student will earn a ZERO for the work in question. No opportunity for re-submission will be provided.</li><li>• Student will receive a FAILING GRADE for this course for the semester</li><li>• Parent(s) will be notified of the plagiarism and that student will receive an “F” for the semester. A parent conference will be held.</li></ul>

## ANNUAL NOTICES



## **Education of Homeless Children and Youth**

Information, support, and resources for homeless children and youths and their right to enroll, attend, participate fully, and succeed in school are available through all public schools. Upon enrollment contact the school's Homeless Education Liaison ("School Liaison").

The McKinney-Vento Homeless Assistance Act (McKinney-Vento Act) (42 U.S.C. § 11431-11435) is federal legislation that ensures the educational rights and protections of children and youths experiencing homelessness. It requires all Local Educational Agencies ("LEAs"), including the Charter School, to ensure that homeless students have access to the same free, appropriate public education, including public preschools, as provided to other children and youths.

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

**School Liaison:** The Executive Director or designee designates the following staff person as the School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

Tamara Campbell  
Director of Educational Services  
1826 Orange Tree Lane Redlands, CA 92374  
Email: tcampbell@gormanlc.org

The Charter School Liaison shall ensure that (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies.
2. Homeless students enroll in and have a full and equal opportunity to succeed at the Charter School.

3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the Charter School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the Charter School's charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Charter School personnel providing services receive professional development and other support.
9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: <https://www.cde.ca.gov/sp/hs/>

**High School Graduation Requirements:** Homeless students who transfer to the Charter School any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the student's educational rights holder, and the School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify students who are exempted from the Charter School's additional graduation requirements and the student's educational rights holder of how many of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Inform the student of the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.
2. Inform the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Provide information to the student about transfer opportunities available through

- the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

**Acceptance of Course Work:** The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

For any homeless student who enrolls at the Charter School, a copy of the Charter School's complete policy shall be provided at the time of enrollment. A copy of the complete Policy can be requested at: [info@gormanlc.org](mailto:info@gormanlc.org)

## **Education of Foster and Mobile Youth**

**Definitions:** For the purposes of this annual notice the terms are defined as follows:

1. "Foster youth" refers to any child who has been removed from their home pursuant Welfare and Institutions Code section 309 and/or is the subject of a petition filed under Welfare and Institutions Code section 300 or 602. This includes children who are the subject of cases in dependency court and juvenile justice court.
2. "Former juvenile court school pupils" refers to a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to the Charter School.
3. "Child of a military family" refers to a student who resides in the household of an active duty military member.
4. "Currently Migratory Child" refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency ("LEA"), either within California or from another state, in order that the child or a member of the child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. "Currently

Migratory Child” includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.

5. “Pupil participating in a newcomer program” means a pupil who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant pupils that has as a primary objective the development of English language proficiency.

Within this notice, foster youth, former juvenile court school pupils, a child of a military family, a currently migratory child, and a pupil participating in the newcomer program will be collectively referred to as “Foster and Mobile Youth.” Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a “parent.”

**Foster and Mobile Youth Liaison:** The Executive Director or designee designates the following staff person as the Liaison for Foster and Mobile Youth:

Tamara Campbell  
Director of Educational Services  
1826 Orange Tree Lane Redlands, CA 92374  
Email: [tcampbell@gormanlc.org](mailto:tcampbell@gormanlc.org)

The Foster and Mobile Youth Liaison’s responsibilities include but are not limited to the following:

1. Ensuring and facilitating the proper educational placement, enrollment in school, and checkout from school of foster children.
2. Assisting foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.

**School Stability:** The Charter School will work with foster youth and their parent to ensure that each pupil is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all pupils, including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster youth’s education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is their best interest. The Charter School will immediately enroll a foster youth, currently migratory child or child of a military family seeking re-enrollment in the Charter School as the student’s school of origin (subject to the Charter School’s capacity and pursuant to the procedures stated in the Charter School’s charter and Board policy). If a dispute arises regarding a foster youth’s request to remain in the Charter School as the school of origin, the foster youth has the right to remain in the Charter School pending the resolution of the dispute. The Charter School will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to the Charter School (subject to the Charter School’s capacity and pursuant to the procedures stated in the Charter School’s charter and Board policy) regardless of the student’s ability to meet normal enrollment documentation or uniform

requirements (e.g. producing medical records or academic records from a previous school).

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the child's status as a foster youth, currently migratory child or child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

**Graduation Requirements:** Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and pupils participating in a newcomer program who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption. In the case of a pupil participating in a newcomer program, enrollment in grade 11 or 12 may be used to determine whether the student is in their third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the parent, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify students who are exempted from the Charter School's additional graduation requirements and the student's parent how any of the requirements that are waived will affect the pupil's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the court's jurisdiction terminates or the student no longer meets the definition of a child of military family, a currently migratory child or a pupil participating in a newcomer program.

The Charter School shall not require or request that a student transfer schools in order to qualify

the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Inform the student of the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.
2. Inform the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Provide information to the student about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

**Acceptance of Course Work:** The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a Foster and Mobile Youth.

The Charter School will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

**Student Records:** When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new local educational agency ("LEA"), the Charter School shall provide these student records within two (2) business days. The Charter School shall compile the complete educational record of the pupil, including but not limited to a determination of seat time, full or partial credits earned, current classes and

grades, immunization and other records, and, if applicable, a copy of the pupil's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

The Charter School shall not lower a foster youth's grades as a result of the student's absence due to a verified court appearance, related court ordered activity, or a change in the placement of the student made by a county or placing agency. If a foster youth is absent from school due to a decision to change the placement of the student made by a county or placing agency, the grades and credits of the pupil will be calculated as of the date the student left the Charter School.

In accordance with the Charter School's educational records and student information policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parental consent.

**Discipline Determinations:** If the Charter School intends to extend the suspension of any foster/youth pending a recommendation for expulsion, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

If the Charter School intends to suspend for more than ten (10) consecutive school days or expel a student with a disability who is also a foster youth due to an act for which the recommendation for expulsion is discretionary, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the Manifestation Determination Review meeting.

**Complaints of Noncompliance:** A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

**Availability of Complete Policy:** For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School's complete foster youth policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at: [info@gormanlc.org](mailto:info@gormanlc.org)

## **English Learners/Immigrant & Migrant Students**

GLCN is committed to the success of its English Learners ("EL") and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. GLCN will meet all applicable state and federal legal requirements as it pertains to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. GLCN will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.



Reclassification procedures utilize multiple criteria in determining whether to classify a student as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the student’s general education teacher (“PLT”) and any other certificated staff with direct responsibility for teaching or placement decisions of the student to evaluate the student’s curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents’ opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the student’s performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age that demonstrate to others that the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

GLCN will notify all parents/guardians of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from the publisher. The ELPAC shall be used to fulfill the requirements under Every Student Succeeds Act (“ESSA”) for annual English proficiency testing. GLCN shall notify parents/guardians the following:

- The reasons for identifying their child as being ELs and for placing their child in a language instruction educational program for EL students;
- The child's level of English proficiency as measured by the ELPAC;
- The method of instruction that will be used in the program, including a description of alternative programs;
- How the program will meet the educational strengths and needs of the child;
- How the program will help the child learn English and meet academic achievement standards for grade promotion and graduation;
- The program exit requirement, including the expected rate of transition from the program to an English-language mainstream classroom and the expected rate of graduation from secondary school;
- How the program will meet the objectives of an individualized education program for a child with a disability; and
- The parents' rights in writing, including (A) the right to have their child immediately removed from a language instruction educational program on their request; and (B) the options that parents have in declining enrollment of their child in such a program or in choosing another program or method of instruction, if available; and (C) written guidance assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered.

There are many programs and services to help our students who do not speak, read, write or understand English well as a result of English not being their home language. The overall goal of the various programs is to improve the English language skills of English Learner students, Immigrant students, and Migrant students and provide information to their parents about services available and participation in English Learner Advisory Committee (“ELAC”).

## **Uniform Complaint Procedure (“UCP”)**

GLCN is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. GLCN shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure (“UCP”) adopted by our Governing Board for the following types of complaints:

1. Complaints under unlawful discrimination, harassment, intimidation, or bullying complaints against any protected group, , on the basis of the actual or perceived characteristics of age, ancestry, color, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, physical disability, mental disability, medical condition, marital status, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, in any GLCN program or activity.
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
  - Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families
  - Consolidated Categorical Aid Programs
  - Migrant Education
  - Career Technical and Technical Education
  - Career Technical and Technical Training
  - Regional Occupational Centers and Programs
  - Every Student Succeeds Act
  - Accommodations for Pregnant, Parenting or Lactating Students
  - Child Care and Development Programs
  - School Safety Plans
3. Complaints alleging noncompliance with laws relating to pupil fees. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
- A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

Complaints of noncompliance with laws relating to pupil fees may be filed with the Executive Director of the school. A

4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula (“LCFF”) or Local Control and Accountability Plans (“LCAP”) under Education Code sections 47606.5 and 47607.3, as applicable. If Charter School adopts a School Plan for Student Achievement (“SPSA”) in addition to its LCAP, complaints of noncompliance with the requirements of the SPSA under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under the UCP.
5. Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations (“C.F.R.”) sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations (“C.C.R.”) sections 15580 - 15584.
6. Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Complaints other than complaints relating to pupil fees must be filed in writing with the following Compliance Officer:

Kisha McDonald  
 Director of Human Resources  
 1826 Orange Tree Lane  
 Redlands, CA 92374  
 909-307-6312

Only complaints regarding pupil fees or LCAP compliance may be filed anonymously and only if the anonymous complainant provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees or LCAP.

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged unlawful discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. All other complaints under the UCP

shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which Charter School's Board of Directors approved the LCAP or the annual update was adopted by Charter School.

The compliance officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and in accordance with the Charter School's UCP Policy. The Compliance Officer shall provide the complainant with a final written investigation report ("Decision") within sixty (60) calendar days from Charter School's receipt of the complaint. This sixty (60) calendar day time period may be extended by written agreement of the complainant.

The complainant has a right to appeal GLCN's Decision to the California Department of Education ("CDE") by filing a written appeal within thirty (30) calendar days of the date of the Charter School's written Decision, except if Charter School has used its UCP to address a complaint that is not subject to the UCP requirements. The appeal must include a copy of the complaint filed with the School, a copy of GLCN's Decision, and the complainant must specify and explain the basis for the appeal of the Decision including at least one of the following:

1. Charter School failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, Charter School's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in Charter School's Decision are not supported by substantial evidence.
4. The legal conclusion in Charter School's Decision is inconsistent with the law.
5. In a case in which Charter School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

A complainant who appeals Charter School's Decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision.

If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have

agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

If Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of the complainant's right to file a complaint in accordance with 5 CCR § 4622.

A copy of the Uniform Complaint Policy and Procedures shall be available free of charge in the Main Office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Executive Director.

## **Parent Involvement Policy**

GLCN aims to provide all students in our school significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act ("ESEA"). GLCN staff recognizes a partnership with families is essential to meet this goal. Our School Parent Involvement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success. When a school works together with families to support learning, children are inclined to succeed not just in school, but also throughout life. The participation of parents and families is critical not only in the beginning of the educational process, but throughout a child's entire academic career.

Title I, Part A federal funds help to meet the educational needs of students in California schools.

Funds are used to support effective, evidence-based educational strategies that close the achievement gap and enable the students to meet the state's challenging academic standards. To accomplish this objective, Title I promotes the formation of new partnerships to help address more completely the full range of student needs that impact learning.

The parental involvement provisions in Title I, Part A stress shared accountability between schools and parents for high student achievement, including supplemental educational services for eligible children, local development of parental involvement plans, and building parents' capacity for using effective practices to improve their children's academic achievement.

Title I, Part A provides for substantive parental involvement at every level of the program, such as in the development and implementation of the LEA Plan/Single Plan for Student Achievement/Local Control Accountability Plan and participation in the School Site Council.

## **Provisions**

GLCN will hold regularly scheduled parent meetings throughout the academic year. Parents/guardians will be kept informed regarding the progress of students in the core academic program, as well as opportunities for involvement. Parents will be asked for continuous and ongoing feedback about their students' experiences, successes, and needs.

An annual school wide meeting, to which all parents are invited and encouraged to attend, will be held, in different geographical locations, to enable as much parent participation as possible. Written notice will be emailed to all parents and will include the rights of parents to be actively involved in supporting their child's academic achievement. Parents will receive specific information about Title I program participation, Title I requirements, and program implementation. Through these meetings, parents will be involved in the planning, review and improvement of programs, including the parent involvement policy and school plan. The school will make available to parents the School Parent Involvement Policy and School-Parent Compact for their review. Input from parents will be solicited through PLT meetings, the school website, and other written communications with parents.

School staff will provide timely information about curriculum, local and state assessment results, the proficiency levels students are expected to meet, and the status of the school's Academic Performance on California School Dashboard. Parents will be informed on an ongoing basis about student support programs, activities, and school events. They will provide suggestions for, and receive information and training on, education-related topics to assist them with their children.

The school will build capacity for strong parent involvement through parent training, resources designed to assist parents in day-to-day instructional support, and events geared toward parents.

The school will provide, and include parents in the regular revision of, an Acknowledgement of Responsibilities as part of the school's Master Agreement. The compact will explain how parents, students, and school staff share the responsibility for improved student academic achievement. The compact is signed by the parent, student, and teacher and describes how the school staff is responsible for providing a high-quality instructional program that enables all students to meet state content standards.

The school will educate its teachers, instructional support personnel, and other staff, using parent involvement workshops, conferences, web-based learning, and on-site staff development, in how to reach out to, communicate with, and engage parents in partnerships, and how to apply parent contributions to the educational program.

A copy of the Charter School's complete Policy is available upon request at: [info@gormanlc.org](mailto:info@gormanlc.org).

## **Animal Dissections**

Students at the Charter School may perform animal dissections as part of the science curriculum. Any student who provides their teacher with a written statement, signed by their parent/guardian, specifying the student’s moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof, may be excused from such activities if the teacher believes that an adequate alternative education project is possible. The alternative education project shall require a comparable time and effort investment by the student. It shall not, as a means of penalizing the student, be more arduous than the original education project. The student shall not be discriminated against based upon their moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof.

## **Availability of Health Insurance**

Children—regardless of immigration status (foster youth, pregnant women, and legally present individuals, including those with deferred action for childhood arrivals [“DACA”] status) may be eligible for no- or low-cost Medi-Cal insurance. Medi-Cal covers immunizations, checkups, specialists, vision and dental services, and more for children and youth at no- or low-cost. Medi-Cal enrollment is available year-round.

Covered California is where legal residents of California can compare quality health plans and choose the one that works best for them. Based on income and family size, many Californians may qualify for financial assistance. Enroll during Open Enrollment or any time you experience a life-changing event, like losing your job or having a baby. You have sixty (60) days from the event to complete enrollment. Information regarding the availability of insurance is provided with enrollment forms and available at:

[http://hbex.coveredca.com/toolkit/PDFs/ALL\\_IN\\_Flyer\\_EnrollGetCareRenew\\_CC.pdf](http://hbex.coveredca.com/toolkit/PDFs/ALL_IN_Flyer_EnrollGetCareRenew_CC.pdf)

The Charter School shall not discriminate against a student who does not have health care coverage or use any information relating to a student’s health care coverage or interest in learning about health care coverage in any manner that would bring harm to the student or the student’s family.

## **Availability of Prospectus**

Upon request, the Charter School will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, the Charter School may charge for the prospectus in an amount not to exceed the cost of duplication.

## **Cal Grant Program Notice**

The Charter School is required by state law to submit the Grade Point Average (“GPA”) of all high school seniors by Oct. 1 of each year, unless the student over age 18 years of age or parent/guardian for those under 18 years of age opt-out. Students currently in eleventh (11th) grade will be deemed a Cal Grant applicant, unless the student (or parent/guardian, if the student is under 18 years of age) has opted out by or before February 1.

## **California Healthy Kids Survey**

The Charter School will administer the California Healthy Kids Survey (“CHKS”) to students at grades five, seven, nine, and eleven whose parents or guardians provide written permission. The CHKS is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency that enables the Charter School to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence.

## **Concussion/Head Injuries**

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. Because the Charter School has elected to offer an athletic program, we must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until the athlete is evaluated by, and receives written clearance from, a licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete’s parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

## **Diabetes**

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. .

Here is the information sheet on diabetes:

### Description

Type 2 diabetes is the most common form of diabetes in adults.

- Until a few years ago, type 2 diabetes was rare in children, but it is becoming more common, especially for overweight teens.
- According to the U.S. Centers for Disease Control and Prevention (CDC), one in three American children born after 2000 will develop type 2 diabetes in his or her lifetime.

Type 2 diabetes affects the way the body is able to use sugar (glucose) for energy.

- The body turns the carbohydrates in food into glucose, the basic fuel for the body’s cells.
- The pancreas makes insulin, a hormone that moves glucose from the blood to the cells.
- In type 2 diabetes, the body’s cells resist the effects of insulin, and blood glucose levels rise.



- Over time, glucose reaches dangerously high levels in the blood, which is called hyperglycemia.
- Hyperglycemia can lead to health problems like heart disease, blindness, and kidney failure.

### Risk Factors Associated with Type 2 Diabetes

It is recommended that students displaying or possibly experiencing the risk factors and warning signs associated with type 2 diabetes be screened (tested) for the disease.

#### Risk Factors

Researchers do not completely understand why some people develop type 2 diabetes and others do not; however, the following risk factors are associated with an increased risk of type 2 diabetes in children:

- Being overweight. The single greatest risk factor for type 2 diabetes in children is excess weight. In the U.S., almost one out of every five children is overweight. The chances are more than double that an overweight child will develop diabetes.
- Family history of diabetes. Many affected children and youth have at least one parent with diabetes or have a significant family history of the disease.
- Inactivity. Being inactive further reduces the body's ability to respond to insulin.
- Specific racial/ethnic groups. Native Americans, African Americans, Hispanics/Latinos, or Asian/Pacific Islanders are more prone than other ethnic groups to develop type 2 diabetes.
- Puberty. Young people in puberty are more likely to develop type 2 diabetes than younger children, probably because of normal rises in hormone levels that can cause insulin resistance during this stage of rapid growth and physical development.

### Warning Signs and Symptoms Associated with Type 2 Diabetes

Warning signs and symptoms of type 2 diabetes in children develop slowly, and initially there may be no symptoms. However, not everyone with insulin resistance or type 2 diabetes develops these warning signs, and not everyone who has these symptoms necessarily has type 2 diabetes.

- Increased hunger, even after eating
- Unexplained weight loss
- Increased thirst, dry mouth, and frequent urination
- Feeling very tired
- Blurred vision
- Slow healing of sores or cuts

- Dark velvety or ridged patches of skin, especially on the back of the neck or under the arms
- Irregular periods, no periods, and/or excess facial and body hair growth in girls
- High blood pressure or abnormal blood fats levels

### Type 2 Diabetes Prevention Methods and Treatments

Healthy lifestyle choices can help prevent and treat type 2 diabetes. Even with a family history of diabetes, eating healthy foods in the correct amounts and exercising regularly can help children achieve or maintain a normal weight and normal blood glucose levels.

- Eat healthy foods. Make wise food choices. Eat foods low in fat and calories.
- Get more physical activity. Increase physical activity to at least 60 minutes every day.
- Take medication. If diet and exercise are not enough to control the disease, it may be necessary to treat type 2 diabetes with medication.

The first step in treating type 2 diabetes is to visit a doctor. A doctor can determine if a child is overweight based on the child's age, weight, and height. A doctor can also request tests of a child's blood glucose to see if the child has diabetes or pre-diabetes (a condition which may lead to type 2 diabetes).

### Types of Diabetes Screening Tests That Are Available

- Glycated hemoglobin (A1C) test. A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- Random (non-fasting) blood sugar test. A blood sample is taken at a random time. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes. This test must be confirmed with a fasting blood glucose test.
- Fasting blood sugar test. A blood sample is taken after an overnight fast. A fasting blood sugar level less than 100 mg/dL is normal. A level of 100 to 125 mg/dL is considered pre-diabetes. A level of 126 mg/dL or higher on two separate tests indicates diabetes.
- Oral glucose tolerance test. A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type 2 diabetes in children is a preventable/treatable disease and the guidance provided in this information sheet is intended to raise awareness about this disease.

## **Free and Reduced-Price Meals**

Pursuant to California Law, the Charter School will provide each student who meets federal eligibility criteria for free and reduced-price meals with at least one free or reduced-price, nutritionally adequate meal per each school day on which the eligible student is scheduled for two or more hours of educational activities at a school site, resource center, meeting space or other satellite facility operated by the Charter School.

Eligibility is determined through the Household Data Collection form. This form is included in the registration packet for new students and is sent out through Parent Square for continuing students.

## **Human Trafficking Prevention**

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. Charter School believes it is a priority to inform our students about (1) prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social medial and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment can be requested at: [info@gormanlc.org](mailto:info@gormanlc.org)

## **Immunizations**

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must have a minimum number of immunizations (shots) before they can attend school. Immunization records will be required for all incoming students who receive classroom-based instruction. Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. To ensure a safe learning environment for all students, the Charter School follows and abides by the health standards set forth by the state of California. Students will not receive classroom-based instruction until all required records have been received. The immunization status of all students will be reviewed periodically. Those students who do not meet the State guidelines may be excluded from classroom-based instruction until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the Charter School.

These required immunizations include:

<b>Child's Grade</b>	<b>List of shots required to attend school</b>
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<p><b>Entering Kindergarten</b></p>	<p>Diphtheria, Pertussis, and Tetanus (DTaP) - Five (5) doses          Polio - Four (4) doses          Measles, Mumps, and Rubella (MMR) - Two (2) doses          Hepatitis B (Hep B) - Three (3) doses          Varicella (chickenpox) – Two (2) doses</p> <p><b>NOTE:</b> Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.</p>
<p><b>Entering 7<sup>th</sup> Grade</b></p>	<p>Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose          Varicella (chickenpox) - Two (2) doses</p> <p><b>NOTE:</b> In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet all requirements for children 7-17 years old (i.e., polio, MMR, varicella and primary series for diphtheria, tetanus, and pertussis), <b><u>in addition to</u></b> the 7th grade requirements for Tdap and varicella (varicella requirement for seventh grade advancement expires after June 30, 2025). At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.</p>

## **Involuntary Removal Process**

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action (“Involuntary Removal Notice”). The written notice shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student’s basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the Charter School’s expulsion procedures. If the student’s parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final

decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School’s suspension and expulsion policy.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder and shall include a copy of the Charter School’s expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the Student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the Student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student’s last known district of residence within thirty (30) days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

## **Nondiscrimination Statement**

The Charter School does not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

The Charter School adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 (“ADA”), and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”).

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. Charter School shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School’s charter and relevant policies.

The Charter School does not request nor require student records prior to a student’s enrollment.

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1)

when a parent, guardian, or student over of the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

The Charter School is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination in Employment Act of 1967; The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability). Charter School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. Charter School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures (“UCP”) Compliance Officer:

Kisha McDonald  
Director of Human Resources  
1826 Orange Tree Lane  
Redlands, CA 92374  
909-307-6312

## **Oral Health Assessment**

Students enrolled in kindergarten in a public school or while enrolled in first grade if the student was not previously enrolled in kindergarten in a public school are required to have an oral health assessment completed by a dental professional. Please contact the main office if you have questions about this requirement.

## **Physical Examinations and Right to Refuse**

All students are to have completed a health screening examination on or before the 90th day after the student’s entrance into first grade or such students must have obtained a waiver pursuant to Health and Safety Code Sections 124040 and 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to students enrolled in kindergarten. If your child’s medical status changes, please provide the teacher with a physician’s written verification of the medical issue, especially if it impacts in any way your child’s ability to perform schoolwork.

A parent/guardian having control or charge of any child enrolled in the Charter School may file annually with the Executive Director of the school in which the child is enrolled a written and

signed statement stating that the parent/guardian will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

## **Pregnant and Parenting Students**

The Charter School recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. The Charter School will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and re-enrollment in courses. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in the Charter School if it is necessary in order for the student to be able to complete any graduation requirements, unless the Charter School determines that the student is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures ("UCP") of the Charter School. The complaint may be filed in writing with the compliance officer:

Kisha McDonald  
Director of Human Resources  
1826 Orange Tree Lane  
Redlands, CA 92374  
909-307-6312

A copy of the UCP is available upon request at: [info@gormanlc.org](mailto:info@gormanlc.org). For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Executive Director.

Section 504

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by the Charter School. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Executive Director. A copy of the Charter School's Section 504 policies and procedures is available upon request at: [info@gormanlc.org](mailto:info@gormanlc.org).

### Sexual Health Education

The Charter School offers comprehensive sexual health education to its students in grades 7-12. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. The Charter School does not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
  - The date of the instruction
  - The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure student's health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to students in grades 7-12. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks, if the Charter School has received a written request from the student's parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.



## Student Records, including Records Challenges and Directory Information

The Family Educational Rights and Privacy Act (“FERPA”) affords parents and students who are 18 years of age or older (“eligible students”) certain rights with respect to the student’s education records. These rights are:

1. The right to inspect and review the student’s education records within 5 business days after the day the Charter School receives a request for access. Parents or eligible students should submit to the Charter School Executive Director or designee a written request that identifies the records they wish to inspect. The Charter School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

Parents or eligible students who wish to ask the Charter School to amend a record should write the Charter School’s Executive Director or designee, clearly identify the part of the record they want changed and specify why it should be changed. If the Charter School decides not to amend the record as requested by the parent or eligible student, the Charter School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. If the Charter School decides to amend the record as requested by the parent or eligible student, the Executive Director must order the correction or the removal and destruction of the information and inform the parent or eligible student of the amendment in writing.

3. The right to provide written consent before the Charter School discloses personally identifiable information (“PII”) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to Charter School officials with legitimate educational interests. A Charter School official is a person employed by the Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Charter School’s Board of Directors. A Charter School official also may include a volunteer or contractor outside of the Charter School who performs an institutional service or function for which the Charter School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another Charter School official in performing their tasks. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

Upon request, the Charter School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled, if the disclosure is for purposes of the student's enrollment or transfer.

Note that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

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

5. The right to request that the Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

FERPA permits the disclosure of PII from student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to Charter School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the Charter School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A Charter School may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student to the following parties:

1. Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, the Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at his/her last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;

5. Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the student’s educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by Charter School for student and parents, and any individualized education program (“IEP”) or Section 504 plan that may have been developed or maintained by Charter School; and/or
12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by Charter School with respect to that alleged crime or offense. Charter School discloses the final results of the disciplinary proceeding regardless of whether Charter School concluded a violation was committed.

“Directory Information” is information that is generally not considered harmful or an invasion of privacy if released. Charter School may disclose the personally identifiable information that it has designated as directory information without a parent’s prior written consent. The Charter School has designated the following information as directory information:

1. Student’s name
2. Student’s address
3. Parent’s/guardian’s address
4. Telephone listing
5. Student’s electronic mail address
6. Parent’s/guardian’s electronic mail address
7. Photograph
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Participation in officially recognized activities and sports
12. Weight and height of members of athletic teams
13. Degrees, honors, and awards received
14. The most recent educational agency or institution attended

15. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

If you do not want the Charter School to disclose directory information from your child's education records without your prior written consent, you must notify the Charter School in writing at the time of enrollment or re-enrollment. Please notify the Executive Director at: [dburchett@gormanlc.org](mailto:dburchett@gormanlc.org). A copy of the complete Policy is available upon request at: [info@gormanlc.org](mailto:info@gormanlc.org).

#### Sudden Cardiac Arrest Prevention and Automated External Defibrillators

The Charter School is invested in the health of its athletes, especially their heart health. Sudden cardiac arrest ("SCA") is when the heart stops beating, suddenly and unexpectedly. Those wishing to participate in athletics at Charter School, must review the information sheet on sudden cardiac arrest via the link below: <https://www.cdc.gov/dhdspl/docs/cardiac-arrest-infographic.pdf>.

#### Teacher Qualification Information

All parents or guardians may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals.

## **BOARD POLICIES**

Board policies may be requested at: [info@gormanlc.org](mailto:info@gormanlc.org)

## **General Complaints Policy**

GLCN has adopted this General Complaint Policy to address concerns about the Charter School generally and/or regarding specific Charter School employees. For complaints regarding unlawful discrimination, harassment, intimidation or bullying, unlawful pupil fees, or other specific perceived violations of state or federal laws, please refer to the Charter School's Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy and/or the Charter School's Uniform Complaint Policy and Procedures available here: <https://gormanlcn.org/title-ix/> For all other complaints, this Policy, the General Complaint Form, and accompanying procedures will be appropriate.

### **STEP 1: INFORMAL COMPLAINT PROCESS AND CONTACTS**

GLCN is determined to resolve issues as quickly as possible and at an informal level. We request all complaints are to be initiated at the earliest level. The initial step should begin with the immediate supervisor of the department, school site, or program. If those attempts fail to find resolution, GLCN has put processes into motion to assist with resolution through a formal level.

If reasonably feasible, third-party complaints shall be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the Charter School employee directly.

Complaints concerning personnel (certificated staff or non-certificated staff) are to be addressed to their immediate supervisor.

Complaints concerning educational programs are to be directed to the appropriate department, director or person in charge of said program.

Complaints concerning school administrators (directors, coordinators, etc.) are to be directed to the appropriate supervisor.

(See Step 2: Formal Complaint Process)

If you need further assistance as to the process to pursue an informal process, please call Human Resources at (909) 307-6312.

### **STEP 2: FORMAL COMPLAINT PROCESS**

If the above steps have been taken to file a complaint through the informal process and in the event an informal resolution cannot be achieved or is not appropriate, the following steps will be followed:

1. The complainants begins the process by filing a written complaint using a General

Complaint Form (sample below) with the office of the Executive Director as soon as possible after the events that give rise to the complainant's concerns. The written complaint shall set forth in detail the factual basis for the complaint;

2. The Executive Director (or designee) shall use their best efforts to ascertain the facts relating to the complaint. When applicable, the Executive Director (or designee) shall confer with the parties identified in the complaint or persons with knowledge of the particulars of the complaint to ascertain said facts; and
3. In the event that the Executive Director (or designee) finds that a complaint is valid, the Executive Director (or designee) shall take appropriate action to resolve the concern. In the event the complaint is against an employee of the Charter School, the Executive Director (or designee) may take disciplinary action against the employee. As appropriate, the Executive Director (or designee) may counsel or reprimand employees as to their conduct without initiating formal disciplinary measures. The Executive Director's (or designee's) decision relating to the complaint shall be final.
4. If the complaint is about the Executive Director, the complainant may file their complaint by using a General Complaint Form (sample below) and sending it to the Chair of the Board, who will then conduct a fact-finding investigation or authorize a third-party investigator on behalf of the Charter School. The Chair or investigator will report the findings to the Board, in closed session for review and further action, if necessary.
5. The Executive Director or Chair shall draft a written response to the complainant indicating that the matter has been investigated and sufficiently addressed. If appropriate, the response may include general details about the manner of the resolution, but at all times employee and student privacy rights shall be maintained. No response may include any details about adverse action taken against a student or employee.

## **GENERAL ASSURANCES**

1. Confidentiality: All complainants shall be notified that information obtained from the complainants, and thereafter gathered during the investigation, shall be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be guaranteed.
2. Non-Retaliation: All complainants shall be advised that complainants shall be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: The Board, Executive Director, or designee will investigate complaints appropriately under the circumstances, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

**GORMAN LEARNING CHARTER NETWORK**

**GENERAL COMPLAINT FORM**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_

Date of Alleged Incident(s):

\_\_\_\_\_

Name of Person(s) this complaint is about (if known and applicable):

\_\_\_\_\_

List any witnesses that were present:

\_\_\_\_\_

Where did the incident(s) occur?

\_\_\_\_\_

Please describe the circumstances, events, or conduct that are the basis of your complaint by providing as much factual detail as possible (*e.g.* specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, *etc.*) (Attach additional pages, if needed):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I hereby authorize GLCN to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. Employees providing false information in this regard could result in disciplinary action up to and including termination.

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

Signature of Complainant

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Print Name \_\_\_\_\_

To be completed by School:

Received by: \_\_\_\_\_

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



