



# 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

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\*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](http://gormanlcn.org)

## **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 and Gorman Learning Center San Bernardino/Santa Clarita. In this handbook, you will find explanations of school policies and procedures having to do with 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.*

## **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.

## **Admissions and Enrollment**

State law requires charter schools to be open to students from the county of the sponsoring district and all contiguous counties. Gorman Learning Center 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. Gorman Learning Center San Bernardino/Santa Clarita 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.

Gorman Learning Charter Network 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 that the student reside in the geographical area that the school is authorized to serve.

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

- Parent contacts school personnel and states interest in enrollment. This can happen from an online interest form, or a phone call into the school.
- A Community Liaison will contact you back to begin the necessary paperwork and answer any questions you have about our program.
  - In addition to the internal school forms, specific documents must be provided by the family to complete each student's enrollment packet. The documents are:
    - ❖ 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
    - ❖ Proof of Residency- Copy of a current utility bill or property tax bill stating the parent's name and physical address. Date must be current.
    - ❖ If in High School, copy of most recent transcript
    - ❖ Current or any past or closed Individualized Education Plans (IEP) or 504 if applicable
- If the student has an IEP or 504 Plan, parent provides a copy to the school for review.
- School staff refer parent to Personalized Learning Teacher (PLT).

- If the student is in high school, the student’s transcript is reviewed and a grad plan is created.
- Parent, PLT, and student review policies and procedures and complete necessary enrollment documents.
- Parent, PLT, and student review, complete, and sign the Master Agreement and Acknowledgement of Responsibilities.
- Student is withdrawn from current school.

## **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 Master Agreement is an essential element to a successful school year. Violation of the Master Agreement is basis for withdrawal from the school.

The Master Agreement comes with an Acknowledgment of Responsibilities, which details what students, parents, and PLTs are expected to do under the Master Agreement. 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**

A Learning Period is roughly one month long. Each Learning Period has its own set of assignments and at least one 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. The school year is ten Learning Periods long.

Once assignments for the Learning Period have been given, students must complete them by the end of the Learning Period, which is 20 school days or less. Each appointment with the PLT will be within 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. Three Missing Assignment Reports in a school year can result in the withdrawal of the student from Gorman Learning Center or Gorman Learning Center San Bernardino/Santa Clarita.

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 Gorman Learning Charter Network 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 Personalized Learning Teacher 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 20 days, and sustaining open communication, including availability to answer parent questions or requests for assistance within one or two 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 Master Agreement 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 Standards
- To assist in implementation of accommodations 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 Master Agreement. 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 Master Agreement
- 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 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 up to and including withdrawal from Gorman Learning Center or Gorman Learning Center SB/SC. (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 sibling finishes his or her schoolwork before another, there should be activities planned or made available to occupy him or her 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 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 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 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 Vendor Course Instruction, list found at [www.gormanlc.org](http://www.gormanlc.org), where available and appropriate, that will meet each student's needs and correlate to the student's course outline on the Master Agreement.

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 Gorman Learning Charter Network 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. A Vendor Course Instructor 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 Vendors can be initiated by the vendor, parents, or teachers. They need to go to the Vendor Applicants section of [www.gormanlc.org](http://www.gormanlc.org) and follow the stated procedure.

## **Field Trips**

Field trips are offered to Gorman Learning Charter Network (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 on gormanlc.org](http://www.gormanlc.org).

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

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

1. For Gorman-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. Gorman pays for all Gorman 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.
5. If a family needs to cancel for any reason AFTER the published RSVP/cancellation date, they will be responsible to reimburse GLCN for ALL unused ticket expenses (including cancelled student tickets).
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 services as provided by the State and Federal guidelines. We offer online instructional programs, as well as small-group tutoring, in various regions for students who are struggling in Mathematics or English. Students participating in Title I services are expected to be consistent in their involvement and effort to grow academically. 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 School Site Council.

## **Special Education**

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 special needs child. As a Special Ed 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
- Driving up to 25 miles to a service location
- 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 to administer 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 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.

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

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

Smarter Balanced CAASPP (California Assessment of Student Performance and Progress) 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 California Assessment of Student Performance and Progress (CAASPP) 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.

# ***Gorman High School Information***

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## **High School Counselor**

Gorman Learning Charter Network 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.

Anything High School can be found at [GLCN High School Information](#) or [GLCN High School Counselors](#)

## **Graduation Requirements**

Gorman Learning Charter Network'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.

Requirements can be found [www.gormanlcn.org](http://www.gormanlcn.org)>Parent>HighSchool

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 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 California University (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 University of California or even the California State University 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. To understand more about a-g, see Gorman's [A-G Guide](#) found on our website.

- 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 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 completes 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.

## **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 Ed.**

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 high school website under **GLCN High School Information** 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 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 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 AP Exam, and increase chances for UC 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 UC 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 "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 courses for credit over summer. Monthly assignment reports, monthly work logs, 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 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, PSAT, and 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/MNSQT 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 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 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 for approval of enrollment. Transcripts can be requested at [GLCN High School Information](#)

*Course Load:* High School students may take up to 40 credits, with High School Counselor Approval, in one semester. The norm is six or seven during one semester and a maximum of two 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 Gorman Learning Charter Network, 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>• 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</li> <li>• A school official will process student’s suspension from school as warranted</li> <li>• <input type="checkbox"/> Parent(s) will be notified of the plagiarism and of suspension. A parent conference will be held before student is considered off suspension</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</li> <li>• A school official will process student’s withdrawal from school as warranted</li> <li>• Student will receive a FAILING GRADE for this course for the semester</li> <li>• Parent(s) will be notified of the plagiarism, of withdrawal, and that student will receive an “F” for the semester. A parent conference will be held</li> </ul>
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## **Homeless Education**

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.

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) 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 McKinney-Vento Act defines LEAs as public school districts, direct-funded and locally funded charter schools, and county offices of education. The McKinney-Vento Act also authorizes the funding for the Federal Education for Homeless Children and Youths Program.

## **Foster Youth Education Rights**

1. RIGHT TO REMAIN IN YOUR SCHOOL OF ORIGIN
  - You have the right to stay in the same school after you move to a new foster care placement. Your “school of origin” can be:
    1. The school you attended when you first entered foster care,
    2. The school you most recently attended, or
    3. Any school you attended in the last 15 months that you feel connected to.
  - Your school district must work with you, your education rights holder, your caregiver, and your social worker/probation officer to develop a plan to transport you to your school of origin.

- If you are transitioning from elementary school to middle school or from middle school to high school, you have the right to transition to the same school as your classmates.
- If there is any disagreement about which school you will attend, you have the right to stay in your school of origin until the disagreement is resolved.

## 2. RIGHT TO IMMEDIATE ENROLLMENT IN SCHOOL

- You have the right to immediately enroll in your regular home school after you move placements.
- You cannot be forced to attend a continuation school or other alternative education program, such as independent study, even if you are behind in credits or have discipline problems at school.
- You have a right to immediately enroll in school and begin attending classes, even if you do not have the paperwork you would normally need for enrollment (such as birth certificate, transcript, or IEP) or you did not check-out from your previous school.
- Your previous school must send your education records to your new school after you enroll.
- You have the right to participate in any activities available at your new school, such as sports teams, tutoring, or after-school clubs, even if you miss a tryout or sign-up deadline.

## 3. RIGHT TO PARTIAL CREDITS FOR HIGH SCHOOL STUDENTS

- If you change schools during the school year, you have a right to partial credits in all classes that you are passing when you leave your old school, even if you do not complete the entire class.
- After you change schools, your new school must accept the partial credits issued by your old school.
- After you change schools, you have the right to be enrolled in the same or similar classes you were enrolled in at your last school.
- You cannot be forced to retake a class or part of a class that you have already completed with a passing grade, if it would make you off-track for high school graduation.
- You have the right to take or retake any class that you need to go to a California State University or University of California.
- Your grade cannot be lowered because you were absent from school for a court hearing, placement change, or a court-related activity.

#### 4. GRADUATION RIGHTS

- You have the right to stay in high school for a fifth year to complete your school district graduation requirements, even if you are over 18.
- If you are behind on your credits, and you transferred schools after 10th grade, you may be eligible to graduate under AB 167/216 by completing only the state graduation requirements (130 credits in specific classes) instead of your school district's requirements.
- If you are eligible, the decision of whether to graduate under AB 167/216 is made by your education rights holder.

#### 5. COLLEGE RIGHTS

- You have the right to have the application fee waived when you apply to a community college in California.
- You have the right to receive the maximum amount of federal student aid and you may be eligible for up to \$5,000 per year from the Chafee scholarship.

#### 6. SCHOOL DISCIPLINE RIGHTS

- You cannot be suspended for more than 5 school days in a row or for more than 20 days in a school year.
- You have a right to be told why you are being suspended and the right to provide your version of events and evidence before you are suspended, unless there is an emergency. If the behavior for which you are being suspended could subject you to criminal charges, you should consult with your education rights holder or attorney before providing an oral or written statement to the school or police.
- Your attorney and social worker must be invited to a meeting before your suspension can be extended beyond 5 days and a suspension can only be extended if you are being considered for expulsion.
- You have a right to a formal hearing, and to be represented by an attorney at that hearing, before you are expelled.
- If you are facing a possible expulsion, your attorney and social worker must be notified. If you are in special education, your attorney and social worker must be invited to a meeting to decide whether your behavior was related to your disability.

#### 7. RIGHT TO YOUR SCHOOL RECORDS

- You have the right to access your school records if you are 16 years or older or have finished 10th grade.
- Your social worker/probation officer and education rights holder can access your school records as well.

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

GLCN will meet all applicable state and federal legal requirements as it pertains to assessing and servicing Title III, EL students.

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.

## **Parent Notification and Involvement**

GLCN will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from 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 under Title III, Section 3302(a) that requires LEAs receiving Title III funds the following items:

- 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 – Annual Notice**

Gorman Learning Center and Gorman Learning Center SB/SC (“GLC”, “GLC SB/SC” or the “Charter School”) has the primary responsibility to ensure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying; complaints alleging violation of state or federal laws governing educational programs, including the charging of unlawful pupil fees, non-compliance with the Local Control Funding Formula, and non-compliance with reasonable accommodations for lactating pupils.

GLC or GLC SB/SC shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure (“UCP”) adopted by our Governing Board. Unlawful discrimination, harassment, intimidation, or bullying complaints may be based on actual or perceived characteristics of age, ancestry, color, ethnic group identification, 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 a person’s association with a person or group with one or more of these actual or perceived characteristics, in any GLC or GLC SB/SC program or activity that receives or benefits from state financial assistance.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in:

- Foster and Homeless Youth Services
- Consolidated Categorical Aid Programs
- Migrant Education
- Career Technical and Technical Education and Training Programs
- Regional Occupational Centers and Special Education Programs
- Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII)

- Bilingual Education
- Economic Impact Aid
- Tobacco-Use Prevention Education
- Requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable
- Reasonable Accommodations to a Lactating Pupil

A complaint of noncompliance with laws relating to pupil fees may be filed pursuant to the local UCP. 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.
- A pupil fee complaint shall not be filed later than one (1) year from the date the alleged violation occurred.

Complaints of noncompliance with laws relating to pupil fees are filed with the Executive Director of a school. A complaint regarding pupil fees may be filed anonymously if the complaint provides evidence or information to support an allegation of noncompliance with laws relating to pupil fees. Complaints other than complaints relating to pupil fees must be filed in writing with the following compliance officer:

Naja Braddock  
 Human Resources Coordinator  
 1826 Orange Tree Lane  
 Redlands, CA 92374  
 909-307-6312

Complaints alleging discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged 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, unless the time for filing is extended by the Executive Director or his or her designee in writing.

Complaints will be investigated and a written Decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant. 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 procedures.

The complainant has a right to appeal GLC's or GLC SB/SC's Decision to the California Department of Education ("CDE") by filing a written appeal within fifteen (15) days of receiving the Decision. The appeal must include a copy of the complaint filed with the School and a copy of GLC's Decision.

Civil law remedies may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. 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.

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**

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**

The school will hold regularly scheduled parent meetings throughout the academic year. Parents 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, a School-Parent Compact 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.