



# Family Handbook

## 2018-2019

Caliber: ChangeMakers Academy

School Address: 500 Oregon Street, Vallejo, CA 94590

Mailing Address: PO Box 5282 Richmond, CA 94805

(707) 400-4494 office      [www.calibercma.org](http://www.calibercma.org)

*Dear Caliber: ChangeMakers Academy Families,*

*We are honored and humbled that you have chosen to send your child to Caliber: ChangeMakers Academy (“Caliber Schools,” or CMA). We take the responsibility of educating your student very seriously. We look forward to a year of learning, exploration, and partnership.*

*Caliber Schools are special in many ways. We intend to build a strong community of students, staff, and families. We have four major pillars:*

- 1) Emotionally Intelligent (HEART): A Caliber graduate is prepared to navigate a variety of social circumstances and life situations through the use of the 5 emotional intelligence strategies: Self-Management, Self-Awareness, Social Awareness, Relationship Skills, and Responsible Decision Making.*
- 2) Academically College Ready (SMART): A Caliber graduate is prepared to graduate from a 4 year college without remediation.*
- 3) Critical Thinker (THINK): A Caliber graduate is prepared to solve problems in many ways by analyzing, synthesizing, and evaluating information.*
- 4) ChangeMaker (ACT): A Caliber graduate is prepared to effectively advocate for self and others in order to create institutional change and a more just society.*

*We are passionately working to prepare every student for a four-year university. Personalized English language arts and math instruction allow for all students to receive support at their present level, while they push to exceed grade level standards. Through daily computer science, writing, reading, math, and project based learning students will engage in rich and challenging curriculum that reinforces core skills. We want our students to develop the academic mindsets, perseverance, and behaviors coupled with strong social skills, and a repertoire of learning strategies in order for them to obtain high academic performance.*

*As we begin this journey together we have compiled a handbook to share how school life works, student, staff, and family expectations, and basic school policies. Please read through the handbook to become familiar with our procedures and policies. They are in place to assist in accomplishing our ultimate goal of providing a warm, positive, safe, and rigorous learning environment. Thank you for your cooperation in making the Caliber Schools a wonderful environment for all our children to learn.*

*Sincerely,*



*Rachael Weingarten, Co-School Leader*



*Nenji Yilpet, Co-School Leader*

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# *The Mission of Our School*

## **THE MISSION**

Caliber’s Mission is to achieve educational equity by shifting the experiences, expectations and outcomes for students in historically underserved communities. Our strengths-based educational program validates, affirms, respects and supports students, families and staff members to reach their full potential.

## **THE VISION**

At Caliber: ChangeMakers Academy we believe all of our students will become academically college ready, grow in their emotional intelligence, become critical thinkers, and agents of change.

<b>Emotionally Intelligent</b>	<b>Academically College Ready</b>	<b>Critical Thinker</b>	<b>ChangeMaker</b>
<b>HEART</b>	<b>SMART</b>	<b>THINK</b>	<b>ACT</b>
			
A Caliber graduate is prepared to navigate a variety of social circumstances and life situations which will be reflected in their Self-Management, Self Awareness, Social Awareness, Relationship Skills, & Responsible Decision Making	A Caliber graduate is prepared to graduate from a 4 year college without remediation.	A Caliber graduate is prepared to solve problems in many ways by analyzing, synthesizing, and evaluating information.	A Caliber graduate is prepared to effectively advocate for self and others in order to create institutional change and a more just society.

## **OUR CORE VALUES**

- Everyone is committed to a culture of **feedback, development** and **continuous improvement**.
- We **validate and affirm** the identities, strengths and passions of each person.
- It is everyone’s **collective responsibility** to work in service of and alongside our school communities.
- Situations and people are approached with **empathy and kindness**.

## *Core Components of Caliber Schools*

1. **High Expectations.** We believe all children can succeed in college and in life. Students are set up for success when our staff functions with a deep belief in both the endless (massive) potential of all students and their own ability to tap and foster that potential. Students will rise to the challenge when staff assumes the best, fosters independence, empowerment, and drives toward incredibly high expectations.
2. **Data Driven Personalized Instruction.** Our teachers will plan lessons and units based on feedback from small group instruction, formative assessments, summative assessments, student artifacts, and anecdotal notes. Each student will have a PLP. We will teach core content in part through “blended learning” that uses adaptive educational software.

3. **Continual focus on Social, Emotional and Life Skills.** Our students will develop and grow in their emotional intelligence through explicit Social Emotional Learning (“SEL”) instruction. SEL refers to a set of skills that individuals need to succeed in schooling, the workplace, relationships, and citizenship.
4. **Exceptional Teaching and Instructional Leadership.** Our school leader will be an instructional leader responsible for improving the quality of our instruction. We will recruit and develop great teachers, who will work together as part of a collaborative professional community and benefit from opportunities for career advancement.
5. **Rigorous and Relevant Curriculum.** Students will be offered a challenging, Common Core-aligned curriculum. Computer programming will be our “second language.” We will have an intense focus on literacy. Students will work in teams using a project-based learning (“PBL”) approach for science and social studies. The school day is longer so we support developing the “whole child.”
6. **A Focus on Student Voice.** Our students will take ownership of their learning. Caliber students will meet in small groups weekly during guided reading to have “book talks.” Additionally students will set their own goals, and meet individually or in a small group with a staff member to check in about how they are progressing to meeting those goals. Additionally, students will have a range of choice in their elective classes for each of the three trimesters
7. **Caliber Students are “Change Makers”.** We want our students to be empowered to change the direction of their own lives, and then to seek to have impact on their families, communities and the world. Our social studies, Social and Emotional Learning and English curricula will leverage primary sources that give Caliber students a social justice lens on the world.

## WHAT IS A CHARTER SCHOOL?

Charter schools are public schools. They are tuition-free and open to any student who wishes to attend. Charter schools allow parents, organizations, or community groups to restore, reinvent, and re-energize our public school system.

Parents/guardians who want their child to attend a Caliber school must submit an application. Our online enrollment site is [www.caliber.schoolmint.net](http://www.caliber.schoolmint.net). For more information on our application process or to review a copy of Caliber’s Lottery and Enrollment Procedures and Policies, contact your school’s Operations Manager or visit the Caliber Schools website at [www.caliberschools.org](http://www.caliberschools.org).

# *Basic School Information*

## **OFFICE STAFF**

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## **SCHOOL SCHEDULE**

### **Hours of Operation (All Grades) 2018-2019**

#### **Morning Drop Off Times: Monday-Friday**

- **Tk and Kindergarten:** 7:30 (considered tardy at 8:00am)
- **1<sup>st</sup>-5<sup>th</sup> Grade:** 7:40 (considered tardy at 8:00am)
- **6<sup>th</sup>-8<sup>th</sup>:** 7:50 (considered tardy at 8:00am)

\*\*\*If you have more than one child in arrival time, we ask that you pick the earlier time to drop your children off

#### **Dismissal Times (Monday-Thursday)**

##### **Pick-Up from Classroom:**

- TK, K, 1st Grade: 3:05 \*\*\*\*Must be picked up from their classrooms

##### **Valet and Pick-Up Times:**

- 2nd-5<sup>th</sup> Grade: 3:10
- 6<sup>th</sup> -8<sup>th</sup>: 3:15

#### **Dismissal Times (Friday)**

##### **Pick-Up from Classroom:**

- TK, K, 1st Grade: 1:00 \*\*\*\*Must be picked up from their classrooms

##### **Valet and Pick-Up Times:**

- 2nd-5<sup>th</sup> Grade: 1:05
- 6<sup>th</sup> -8<sup>th</sup> Grade: 1:05

\*\*\*For dismissal we ask that the older sibling gets the younger and you come at the oldest child dismissal

time.

**NOTE:** ChangeMakers Academy is not responsible for students who are dropped off before the identified time at which school gates are opened. Parents/guardians are expected to wait with their children until the school gates are opened, as the children will be unsupervised until this time.

**The school calendar can be found online at [www.calibercma.org](http://www.calibercma.org)**

## *Getting To & From School*

- More than 700 students are expected to get to and from Caliber: ChangeMakers Academy every day. There is limited parking in the immediate vicinity of the school, which is set in the middle of a residential community. Your adherence to these procedures will ensure the safety of our children and minimize delays and/or inconvenience to you and others. If someone other than yourself will be picking up your child(ren), please inform them of the procedures and ensure that he/she is on your student's emergency contact information.
- The speed limit while students are out is 5 mph.
- To accommodate a steady flow of traffic, vehicles are not allowed to park in the drop-off zone. Parents and guardians are welcome to park further away on adjacent streets and walk to the designated drop-off zone to pick-up and drop-off students.
- Double Parking is not allowed. Pick-up/drop-off/waiting is to be done in a legal safe location.
- Parents of TK and Kindergarten students are asked to arrive between 7:30 and 7:45 am so that you can park and then walk your child to class. Please drop off and pick up students at their classrooms.
- Please do not park in the school driveway, handicapped parking spaces
- To ensure a smooth flow/continued movement of pick-up/drop-off of students:
  1. Arrive 5-10 minutes early – park and walk to the school to take/pick-up your child.
  2. Consider arriving 5 minutes later to avoid the rush of cars at dismissal time.
- All students are released to a parent/caregiver or to the afterschool program at the end of the school day. If you would like your child to walk home please complete the form in the office so that your child can be released at dismissal.
- Please do not allow your child to jaywalk. It is dangerous and illegal.
- Be considerate of our neighbors by not blocking their driveways or having disrespectful confrontations.
- Please refrain from honking your horn to get the attention of another driver or your child. It is disruptive to the neighbors.
- Please inform individuals that periodically assist you in the drop-off/pick-up of your child(ren) of the Caliber Schools "Getting To and From School" procedures. These individuals must be listed on the Student/Parent Emergency Form. The

office must be notified of any individual not included on that form.

- Please treat our neighbors as you would want to be treated if you lived in close proximity to a school. Finally, keep in mind that your child is watching your example closely and will be learning to drive in the not-too-distant future. Using your seatbelt, respecting the right-of-way, and observing the posted speed limit and traffic signs will ensure that your child will become a responsible driver.

**Important Safety Seat Reminder:** California State Law requires that children who are under 8 years of age be properly secured in a child restraint system in the back seat.

# *Student Information*

## *Release Policy*

Caliber Schools wants to ensure that our students get home safely to their families. This policy describes the rules and regulations for releasing students from our schools.

### **A. Emergency Forms**

At the beginning of the school year, parent/guardians shall complete and submit an Emergency Form to be kept on file at the school. Parents/guardians will be asked to include the names of individuals to be contacted in case of an emergency if attempts to contact the parent/guardian fail. Any person listed as an Emergency Contact will also be considered to be authorized by the child's parent/guardian to regularly pick them up from school unless the parent/guardian indicates otherwise.

### **B. Authorizing Someone to Pick Up a Child**

Parents/guardians may authorize Caliber Schools to release their child to other people by completing the attached "Authorization to Pick Up" section of the "Emergency Contact Card". Parents/guardians are asked to include the *name*, *phone number* and *relationship to the child* for each person they wish to allow their child to be released to. This section of the "Authorization to Pick Up" may be updated by the parent/guardian at any time by visiting the school front office. Caliber staff may ask the authorized individuals for identification when they pick the child up from school.

Caliber Schools recognizes that there will be situations in which a person not listed on the Emergency Form will need to pick the student up from school. In these rare instances, the parent/guardian should call the school to inform school staff that they authorize school staff to release the student to another person that day. If a person that is not listed on the Emergency Form comes to pick the student up and the school has not already been contacted by the parent/guardian, the school will need to speak to the parent/guardian by phone prior to releasing the student. In addition, whenever feasible, parents/guardians should provide the authorized person with a signed note indicating their desire to have the person pick the child up on the day in question.

### **C. Emergency Dismissal**

In case of an emergency dismissal, parents/guardians must wait for instructions from School Leaders before coming to campus to pick up their child. School Leaders will provide parents/guardians with updated information on the dismissal process using the automated calling system. Parents/guardians should expect that the dismissal location and procedures will be different than on a regular day. Parents/guardians should be prepared to present photo identification when picking up a child after an emergency on campus.

## *Late Pick-Up*

It is Caliber School's goal to dismiss our students safely, efficiently, and responsibly. We need the support and partnership of our families to attain this goal.

Parent/guardians are responsible for ensuring that their children are picked up on time every day. Even if the parent/guardian has designated another authorized individual to pick up his/her child on that day, it is still the responsibility of the child's parent/guardian to make sure his/her child is picked up on time.

We understand that there are occasional family emergencies that will cause a child to be picked-up late from school, but cannot tolerate students being left on campus late consistently. Failing to pick up your child on time is costly to the school and disrespectful to the school staff; it may also constitute child neglect.

If a parent/guardian has a family situation that makes it difficult to arrive on time to pick up his/her children on time, the parent/guardian should reach out to a School Leader to discuss possible solutions.

This policy explains our policy and process for addressing late student pick-ups:

**Late Pick-Up:** A child who has not been picked up after the end of dismissal at 3:25 will be considered a late pick-up unless he/she is part of an afterschool program or is staying late at the request of a school staff member.

**Notifying the School:** Staying late at work, running into car problems, or getting stuck in traffic are not excuses for picking up a student late. Parents/guardians are expected to make arrangements for their children to be picked up on time every day. That said, we do understand that there may be unpredictable situations that could cause a parent/guardian to pick up a student late on a given day. In these cases, we ask that a child’s parent/guardian contact the school by phone to let the staff know that their child will be picked up late that day.

**Extremely Late Pick-Up:** If a child is still on campus more than an hour after the end of dismissal and staff members have not been in contact with a child’s parent/guardian, Caliber staff must assume that the family has suffered an emergency. Staff will contact the local police and call the individuals listed on the child’s emergency contact card to find out what happened. Staff may release the child to an authorized individual or the authorities.

**Recurring Late Pick-Ups**

Caliber will follow a tiered series of interventions/consequences for families who persistently pick up their children late:

<b>Recurring Late Pick-Up (3 times)</b>	-Parent/guardian must attend a meeting with the school leader to review late pick-up incidents and create a verbal agreement and plan to prevent late pick-ups in the future. The school leader may refer the family to local counseling or truancy resources.
<b>Habitual Late Pick-Up (6 times)</b>	- A letter will be sent home to the child’s parent/guardian specifying the date, time, and location of a meeting with a school leader. - Parent/guardian must attend meeting with a school leader and sign an agreement to pick up their child on time.
<b>Chronic Late Pick Up (More than 6 times)</b>	- Referral to Child Protective Services, at the discretion of the school leader.

# Attendance Policy

**Students are expected to be at school each school day.** Good daily attendance is necessary in order for your child to maximize opportunities for academic, social, and emotional growth.

## Late, Tardy, Unexcused Absences

**Late:** A student arriving during the first 30 minutes of school is considered late. That student will be marked late on that day's attendance. Once a student accumulates 10 late arrivals they will be required to attend a mandatory family workshop and/or meet with a School Leader to discuss ways to ensure they arrive to school promptly each day.

**Tardy:** A student arriving to class 30+ minutes after the start of school is considered tardy. That student will be marked tardy on that day's attendance. When a student is tardy, he or she is missing significant parts of the school day.

**Unexcused absences:** Proper notification and/or documentation is required for a student's absence from school to be considered excused and to be marked as excused on the child's attendance record. Some kinds of absences may not be considered excused, even with proper documentation. These include but are not limited to the following: non-documented appointments, sick days with no parent notification of the school, oversleeping, car problems, extra-curricular activities not approved by the School Leader.

The chart below explains the type of notification and/or documentation required to "excuse" a child's absence for different reasons.

Reason	Documentation Needed	Other Info.
Personal Illness	Parents' notification required. A Doctor's office signed note for 3 or more consecutive sick days.	When a student has had more than 10 absent days in the school year due to illness a Doctor's office signed note is required for any additional sick days.
Quarantine	As directed by Department of Health	
Health related appointments/treatments (medical, dental, optometric, or chiropractic)	Doctor's office signed note	
Attending funeral services of immediate family	one (1) day if the service held in California; three (3) days if the service is held out of state	"Immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any relative living in the student's immediate household.
Extra-curricular activities	Approved participation by Charter	Approved at the discretion of the

	School required	School Leader
Personal/Family Emergencies (School Leader's discretion)	Parents' notification required	Approved at the discretion of the School Leader
Religious Holiday/Ceremony/Retreat	Parents' notification required.	The student shall be excused for this purpose on no more than four (4) school days per month
Any absence accompanied by prior approval from the School Leader	Note from School Leader required	
Court Appearances	Notice from court required	
Attendance at the Student's Naturalization Ceremony to become a U.S. Citizen	Parents' notification required.	

The complete Classroom Based Attendance Policy is located within the Caliber School's Student Services Policy Manual which is available at the school office and online.

## ***Independent Study***

Please reference the Independent Study Policy in the Caliber Schools Policy Manual

# *Clothing and Materials*

## **UNIFORM POLICY**

Students must wear their Caliber: ChangeMakers Academy uniform every day. Every family is provided with one uniform at the start of each year. The provided set includes a school polo shirt, choice of one bottom, and a sweatshirt.

The uniform guidelines are as follows:

- Caliber School's Academy Polo Shirt
- Caliber School's T-shirts may be worn Fridays (Later on in the year they will earn College T-shirts they will be able to wear) with Solid Navy Blue bottoms/pants.
- Solid Blue Sweater or Caliber Schools sweatshirt
- Solid Navy Blue Jumper or Skirt (please wear navy blue or white shorts or leggings under jumpers and skirts)
- Solid Navy Blue Pants or Shorts
- Tennis Shoes (No roller shoes)
- Pants must be securely fastened at the waist
- White or navy blue socks or tights

**Each new incoming student also receives a complimentary uniform for free. The vendor we use is ePluno, and apparel can be purchased at <http://caliberchangemakers.eplunoshops.com/>. Their customer service number 1-800-249-5275.**

## **GENERAL CLOTHING GUIDELINES ON FREE DRESS OCCASIONS**

1. Clothes should be no larger than one size above the student's regular size. Baggy clothes are discouraged.
2. Clothing should be clean and in good condition.
3. Midriff-baring tops, spaghetti straps, short shorts or skirts, and tank tops are not to be worn to school.
4. Hats/hoods are to be removed in class. Religious head coverings will be permitted.
5. When there is a "special" dress day school, appropriate non-uniform clothing is to be worn. These days will be announced ahead of time.
6. Parents will be called and asked to bring a change of clothing if a child is inappropriately dressed. This includes inappropriate shoes. Students are expected to wear non-distracting tennis shoes that are safe for outside play (no flip-flops, slip-on/slides, heels, light up shoes, clunky/stacked or roller shoes).

## *School Supplies*

Teachers will send a list of materials that can be donated to the classroom at the beginning of the year.

## *Personal Belongings*

Students are NOT allowed to have the following items at school:

- |                                       |  |
|---------------------------------------|--|
| Gum                                   | Chips, Candy or other junk food                          |
| Soda                                  | Hats (Religious coverings are permitted)                 |
| Hot Chips                             | Any illegal substance                                    |
| Weapons and toy weapons               | Toys, stuffed animals or dolls (unless given permission) |
| Gameboys or any other electronic toys | I-Pod  |
| Matches or any flammable item         | Cell Phones  |

## **LOST AND FOUND**

Each year, many articles of clothing are left on the playground or other locations on site. These clothes are placed in the **Lost and Found** that is located in the main office. **Please be sure to clearly write your child's full name on all clothing.** Please check the Lost and Found first for missing articles. Periodically throughout the school year unclaimed clothing items will be donated as the amount of items is overwhelming.

## ***School Meal Program***

School meals are an essential part of our school program and our focus on strong school community. It is a time when students sit with their classmates and practice engaging in conversation while enjoying a meal. We are pleased to be able to offer free meals to all Caliber students, through Revolution Foods This includes breakfast, lunch, snack, and supper (if staying past 5 pm). We request that parents who can donate to the lunch program to help off-set food costs. The average cost for a student for the year is \$1350 or roughly \$7 a day for four meals. Each month you will get a calendar that shows what will be served. In future years, families may be asked to contribute to the food program if they do not qualify for free lunch.

## **FOOD ALLERGIES**

If your child has a known food allergy or dietary restriction, please let our office staff know immediately.. If your child needs access to an Epi-Pen or other allergy medication in case of a reaction, you will need to submit a medication authorization form to your school Operations Manager. Please contact the Front Office for more information and you will be provided with a complete policy of Caliber School's Administration of Medications Policy.

# *Health and Safety*

## **VACCINATIONS**

State law requires that all children entering or continuing attendance at elementary or middle school be immunized against certain diseases. Parents/guardians must submit proof of these immunizations to the school. These requirements can be waived only if a properly signed health exemption is filed. According to Senate Bill 277, as of January 1, 2016 parents may no longer obtain a personal belief exemption. The school will provide families with the most up-to-date information on immunization requirements and how to document that these requirements have been met or waived.

## **ILLNESS OR INJURY DURING THE SCHOOL DAY**

If a child becomes ill or injured during the school day and is not well enough to stay in class, the child's parent/guardian will be called to pick the child up. We do not have the capacity to watch over and care for ill or injured children, so parents/guardians will be expected to pick up their child within 20 minutes. Please make sure that we have updated phone numbers on your child's Emergency Form on file in the school office. If your child has an emergency, we must be able to reach you – if you move or change your phone number(s), please let us know immediately. Please be sure that the school has updated contact and health information.

## **MEDICATIONS**

Caliber staff may assist in administering medication (prescription or over-the-counter) only once the school has a medication authorization form signed by the child's parent and physician. If your child needs to take medication at school (even Tylenol or cold medicine), please ask the Operations Manager for a copy of this form and the corresponding Administration of Medications Policy which is located within the Caliber Schools Student Services Policy Manual.

Bring the completed form to the Operations Manager at your child's school along with the medication and prescription. You must keep the medication in its original packaging from the pharmacy. The Operations Manager will administer medication to your child or appoint a designee to administer medication if he/she is unavailable. Caliber Schools will keep a record of every time your child receives a medication.

## **FIRST AID**

The Operations staff will administer basic first aid to your child in case of an incident. If your child is sick or injured and you receive a call to pick up your child, you will be expected to pick up your child within 20 minutes of receiving the call. For serious illness or injuries 911 will be called.

## **ACCIDENTS, INJURIES, MEDICAL AND HOSPITAL SERVICES, INSURANCE**

If an accident occurs at school, first aid for minor injuries will be provided and parents/guardians notified. In cases requiring an ambulance, effort will be made to first contact the parent/guardian named on your child's emergency card. Caliber Schools does have a Student Accident Medical policy that provides "Excess" Medical coverage over the students primary medical insurance for accidents that occur during school-sponsored trips or activities.

## **SCHOOL YARD SUPERVISION**

Staff members are assigned to yard supervision during each recess period. There is no supervision outside those times. Students should be dropped off and picked up on time. Please see the Late Pick up Policy for consequences of failing to pick up your child on time.

## **EMERGENCY PREPAREDNESS**

The Emergency Contact Form is to be completed for each student by a parent or guardian. Each student's Emergency Contact Form is kept in the school office. Emergency Preparedness Binders contain the most recent telephone numbers and addresses for the adults responsible for picking up your child in the event of an emergency. **It is essential that this contact information be complete and accurate. Please notify the Caliber Schools Office Manager in writing if any of the information on these forms needs to be updated.** Students will not be released to individuals that are not listed on the Emergency Contact Form unless authorized to do so in writing by the individual that registered the student. Individuals may be asked to show ID. Information on the Emergency Contact Form can only be changed by the parent/guardian that registered the child. For more information, a complete copy of the Caliber School's Comprehensive School Safety Plan is available at the main office.

## **WEAPONS AND FIREARMS**

Caliber Schools prohibits any weapons, imitation firearms or dangerous objects of any kind in school buildings, on school grounds or buses, or at off campus Charter School-related or school sponsored activities.

## **DRUGS, ALCOHOL, AND SMOKE**

Caliber Schools is committed to maintaining campuses free of alcohol, smoke, and illegal drugs. Please do not smoke on campus and do not bring alcohol or illegal substances of any kind to our school.

## **YOUTH SUICIDE PREVENTION POLICY**

The Governing Board of Caliber Schools ("Charter School" or "Caliber Schools") recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this policy has been developed in consultation with Caliber Schools and community stakeholders, Caliber Schools school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating Caliber Schools' strategies for suicide prevention and intervention. Caliber Schools must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, Caliber Schools shall appoint an individual (or team) to serve as the suicide prevention point of contact (See section E below) for each Charter School campus. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

### **A. Staff Development**

Caliber Schools, along with its partners, has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members. It may also be provided, when appropriate, for other adults on campus (such as substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool staff).

Training:

- All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.

- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
- At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:
  - Suicide risk factors, warning signs, and protective factors;
  - How to talk with a student about thoughts of suicide;
  - How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
  - Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
  - Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
  - Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.
  - Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
    - Youth affected by suicide;
    - Youth with a history of suicide ideation or attempts;
    - Youth with disabilities, mental illness, or substance abuse disorders;
    - Lesbian, gay, bisexual, transgender, or questioning youth;
    - Youth experiencing homelessness or in out-of-home settings, such as foster care;
    - Youth who have suffered traumatic experiences;
- In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:
  - The impact of traumatic stress on emotional and mental health;
  - Common misconceptions about suicide;
  - School and community suicide prevention resources;
  - Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
  - The factors associated with suicide (risk factors, warning signs, protective factors);
  - How to identify youth who may be at risk of suicide;
  - Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on Caliber Schools guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on Caliber Schools guidelines;
  - Procedures approved by Caliber Schools for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
  - Procedures approved by Caliber Schools for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
  - Responding after a suicide occurs (suicide postvention);
  - Resources regarding youth suicide prevention;

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

Employees of Caliber Schools must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school

setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

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

- Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, schools shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.
- This suicide prevention policy shall be prominently displayed on the Caliber Schools Web page and included in the Caliber Schools Family Handbook.
- Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
- All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
  - Suicide risk factors, warning signs, and protective factors;
  - How to talk with a student about thoughts of suicide;
  - How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

### **D. Student Participation and Education**

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, Caliber Schools along with its partners has carefully reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide. Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with Caliber Schools and is characterized by caring staff and harmonious interrelationships among students.

Caliber Schools' instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience. The instruction shall not use the stress model to explain suicide.

Caliber Schools' instructional curriculum may include information about suicide prevention, as appropriate or needed, taking into consideration the grade level and age of the students. Under the supervision of an appropriately trained individual acting within the scope of her/his credential or license, students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
- Receive developmentally appropriate guidance regarding Caliber Schools' suicide prevention, intervention, and referral procedures.

The content of the education may include:

- Coping strategies for dealing with stress and trauma;
- How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
- Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
- Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, science, and physical education).

Caliber Schools will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Week, Peer Counseling, Freshman Success)

## **E. Intervention and Emergency Procedures**

Caliber Schools designates the following administrator at each campus to act as the primary and secondary suicide prevention liaisons:

- Ann Butler - ann@caliberschools.org
- Soundhari Balaguru - sbalaguru@calibercma.org

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the School Leader or designee, who shall then notify the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

The suicide prevention liaison shall also refer the student to mental health resources at Caliber Schools or in the community.

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

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

1. Ensure the student's physical safety by one of the following, as appropriate:
  - Securing immediate medical treatment if a suicide attempt has occurred;
  - Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
  - Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
  - Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed;
  - Moving all other students out of the immediate area;
  - Not sending the student away or leaving him/her alone, even to go to the restroom;
  - Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence;
  - Promising privacy and help, but not promising confidentiality.
2. Document the incident in writing as soon as feasible.
3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed.
4. After a referral is made, Caliber Schools shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, Caliber Schools reserves the right to contact Child Protective Services.
5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at Caliber Schools.
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the Caliber Schools campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in Caliber Schools' safety plan. After consultation with the School Leader or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing CMA Family Handbook

confidentiality of student record information, the School Leader or designee will provide students, parents/guardians, and staff with appropriate information, counseling, and/or referrals to community agencies as needed. Caliber Schools staff will receive assistance from Caliber Schools counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted off the Caliber Schools campus and unrelated to school activities, the School Leader or designee shall take the following steps to support the student:

1. Contact the parent/guardian and offer support to the family.
2. Discuss with the family how they would like Caliber Schools to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
3. Attempt to obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.
4. The suicide prevention liaisons shall handle any media requests.
5. Provide care and determine appropriate support to affected students.
6. Offer to the student and parent/guardian steps for re-integration to School. Depending on the specific nature of the situation, re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan.

#### **F. Supporting Students during or after a Mental Health Crisis**

Students shall be encouraged through the education program and in Caliber Schools activities to notify a teacher, the School Leader, another Caliber Schools administrator, psychologist, Caliber Schools counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. Caliber Schools staff are expected to treat each report seriously, calmly, and with active listening and support. Staff are expected to be non-judgmental to students and discuss with the student, and parent/guardian, about additional resources to support the student.

#### **G. Responding After a Suicide Death (Postvention)**

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff.

Caliber Schools shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

- Coordinate with the School Leader to:
  - Confirm death and cause;
  - Identify a staff member to contact deceased's family (within 24 hours);
  - Enact the Suicide Postvention Response;
  - Notify all staff members of the incident (ideally in-person or via phone, not via e-mail or mass notification).
- Coordinate an all-staff meeting, to include:
  - Notification (if not already conducted) to staff about the suicide death;
  - Emotional support and resources available to staff;
  - A plan for notification to students about suicide death and the availability of support services (if this is part of the protocol that is decided by administration);
  - Share information that is relevant and that which the Charter School has permission to disclose.
- Prepare staff to respond to needs of students regarding the following:

- Review of protocols for referring students for support/assessment;
- Development of talking points for staff to notify students;
- Resources available to students (on and off campus).
- Identify students significantly affected by suicide death and other students at risk of imitative behavior;
- Identify students affected by suicide death but not at risk of imitative behavior;
- Communicate with the larger school community about the suicide death;
- Consider funeral arrangements for family and school community;
- Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;
- Identify media spokesperson if needed.
- Include long-term suicide postvention responses:
  - Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
  - Support siblings, close friends, teachers, and/or students of deceased
  - Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

# ***Campus Access & Visitor Policy***

Caliber Schools strives to create campuses that are welcoming to families, volunteers, and community members while maintaining a safe and secure environment for students and staff. To ensure the campus safety and minimize interruption of the instructional program, Caliber has established the following procedures to facilitate visits during regular school days:

## **FRONT ENTRANCE**

At all times during the school day, the front office to a Caliber Schools will be manned by a Caliber staff member. For the purpose of this policy, the Charter School day is defined as the period of time that starts 30 minutes before the beginning of the instructional day and ends 15 minutes after the end of the instructional day. Ensuring that the front office is manned at all times is a primary responsibility of the Charter School Office Manager. If the Office Manager is unable to be at the front desk for some reason, he/she is responsible for finding another Caliber staff member to be present. Individuals who are not staff members should NOT be asked to man the front desk.

## **VISITOR REGISTRATION AND PASSES/BADGES**

*All visitors are required to register with the front office immediately upon entering any school building or grounds during school hours. After registering in the Front Office, visitors who are not employees will be issued a Visitor's Pass that they must display at all times while on campus.* All visitors must also sign out when leaving the campus. Any visitor may be asked to provide personal identification at any time. For more information on visiting a Caliber Schools campus, a complete copy of the Caliber School's [Classroom and School Volunteer, Visitor, and Removal Policy](#) is available at the main office.

## **PRIMARY AND SECONDARY EVACUATION SITES**

Our school has two evacuation sites. All kindergarten and first grade students will evacuate to the kindergarten playground. Students in 1st to 8th grade will evacuate to the upper school playground. If there is a disaster at the Caliber school site or the campus is unsafe for some reason, we will evacuate to this site.

## **EMERGENCIES**

Our priority during an emergency is to keep our campus safe. Here is what will happen in the event of an emergency:

- We will share information with families via phone call or text blast. Please make sure your updated contact information is in our system. If there is an incident on or near our campus, please stay at home and wait for instructions from our school leaders. We need the public to stay away while we secure our campus and account for all students. When it is safe to come to the school, you will be contacted.
- After an emergency incident, we may need to change the way we dismiss students. You may be asked to present a photo ID. Please wait for instructions from school leaders before coming to campus.
- If the school campus is not safe, we may need to dismiss students from our secondary evacuation site. It is important that you know where this secondary evacuation site is located (see above).

# *School Program*

## **HOMEWORK**

Homework is designed to reinforce learning during the school day. Homework amounts will vary by age. Given our longer school day our younger students will have very little homework. Assignments are a review of what has been studied in class and designed to share with families what has been learned. The student should be able to easily and independently complete the work. If your child struggles with homework please notify your teacher right away.

### **Daily assignment breakdown:**

- 1) Reading Log (requires parent signature):
  - TK/K/1<sup>st</sup>: 10 minutes
  - 2<sup>nd</sup>: 20 minutes
  - 3<sup>rd</sup>-8<sup>th</sup> : 30 minutes
- 2) Cumulative Review Math activity/worksheet
- 3) Grammar, phonics, or reading comprehension worksheet
- 4) Spelling (depending on the grade) or Vocabulary

## **CORE SOCIAL-EMOTIONAL LEARNING (“SEL”) PROGRAMS**

Our school values are connected to our 4 pillars:

1. HEART: Respect, Self Awareness, Connection
2. SMART: Grow, Determination, Confidence
3. THINK: Curiosity, Problem Solver
4. ACT: Leader, Enthusiasm

Research on the ability of students to persist to and through college clearly identifies that academics alone do not determine success. Caliber will offer a robust set of social emotional programming including Restorative Justice Practices, Mindfulness, Social Emotional Learning Curricula, and Positive Behavior Intervention Systems. Caliber Schools will also focus on cultivating rich student relationships. Students will learn strategies for: Self-Management, Self-Awareness, Social Awareness, Relationship Skills, and Responsible Decision Making.

## **REPORT CARDS – PERSONALIZED LEARNING PLANS**

Caliber Schools uses Personalized Learning Plans (“PLPs”), instead of report cards to provide parents with a periodic assessment of how students are doing in school. Information about intervention strategies and possible retention is also recorded. Students receive three (3) PLPs a year. Teachers make every effort to schedule a parent conference and meet with each parent/guardian by the end of the first and third report card periods. Parents/Guardians are encouraged to talk to their child’s teacher about any questions or concerns they may have about their child’s report card. Parents/Guardians can also request a parent/teacher conference at other times during the year. If a student is identified as not meeting adequate grade level content standards, a parent/teacher conference is called to develop an educational plan that would be closely monitored by the parent and teacher during the school year to avoid retention. All Caliber Schools students are assessed early in the year to establish baseline levels. A conference may be scheduled with the teacher if there are any concerns about how your child is progressing.

## **AFTER-SCHOOL PROGRAM**

After school care is available to all families at Caliber Schools until 6 pm daily. During this time, students will be able to complete homework and engage in a range of activities. We are excited to partner with the BACR Kids Club to bring an awesome selection of afterschool activities for our students. These afterschool activities are optional, but they will be held at our school from **3:00 pm to 6:30 pm Mon-Thurs** and **1:00 pm to 6:30 pm on Fridays and any other early release**

days throughout the school year. **Our after school care program will begin on Tuesday, August 21st for all registered families.**

## **SCHOOL COMMUNICATION**

Families receive communication from the School Leader through a weekly emailed newsletter. Grade level information is updated through our Charter School website. Look for important updates and information on both the Charter School web site, Facebook page, and in the office on the bulletin boards.

## **OUR APPROACH TO DISCIPLINE**

Caliber Schools relies on proactive, preventative supports to promote positive behavior at school. We implement a Restorative Justice (“RJ”) and Positive Behavior Interventions and Supports (“PBIS”) framework in all schools. The fundamental purpose of PBIS is to create learning environments that are more **consistent, predictable, positive, and safe.** This is accomplished through the following key practices:

- Behavioral expectations that are clearly defined, taught, and reinforced.
- Systems for recognizing and reinforcing positive behaviors.
- Consequences that are clearly defined and consistently implemented.
- Data based decision making.
- Multi-tiered systems of support (“MTSS”).
- Use of positive reinforcement.

Caliber Schools classrooms also use a variety of management systems to communicate behavior (both positive and constructive) to students and families. The specific systems can vary by classroom. Families are notified of student behavior (both positive and concerns) via home-school communication systems such as logs, phone calls, conferences, and school visits. In the event that our proactive systems are ineffective and behavior infractions occur, Caliber Schools utilizes a progressive, restorative system. Consequences are aligned to students repairing the harm and taking accountability for their actions. Major infractions that threaten the safety or health of students, staff or others, may be cause for suspension or expulsion. The School Leader will make decisions over these consequences. A complete copy of the Caliber School’s Suspension and Expulsion Policy is available at the main office and within the Caliber Schools Student Services Policy Manual.

# *Volunteering*

Caliber Schools recognizes that volunteers are critical to the success of the Charter School. Volunteers provide crucial support for both teachers and school administrators and provide much needed assistance, experience and knowledge. It is for this reason Caliber encourages all families to provide 40 volunteer hours each year. Volunteering is not a requirement to attend Caliber Schools. For more information on volunteering at a Caliber Schools campus, a complete copy of the Caliber School's Classroom and School Volunteer, Visitor, and Removal Policy is available at the main office and within the Caliber Schools Student Services Policy Manual.

## **FIELD TRIP DRIVERS**

**If you are interested in serving as a driver on your child's field trips during the school year, you must provide the Charter School office with the following:**

- Proof of liability insurance for their vehicle with a minimum of \$100K/\$300K coverage,
- A copy of their Driver's License and Car Registration,
- A written statement acknowledging that their insurance carrier is the primary agent responsible for insurance during the field trip or excursion,
- A criminal background check conducted by the California Department of Justice ("DOJ"). Employees or volunteers whose DOJ report reveals a Driving Under the Influence conviction shall not be permitted to transport students or operate any vehicle on Charter School business for ten (10) years from the date of the conviction. Any employee or volunteer convicted of a felony shall not be permitted to transport Charter School students on Charter School business.
- A Department of Motor Vehicles record. Employees or volunteers with driving records with two (2) points or more shall not be permitted to transport students or operate any vehicle for Charter School field trips and excursions.

## **CLASSROOM OBSERVATIONS**

Caliber Schools strives to create campuses that are welcoming to families, volunteers, and community members while maintaining a safe and secure environment for students and staff. To ensure campus safety and minimize interruption of the instructional program, we have developed the following Classroom Observation Policy:

1. Visits during school hours should first be arranged with the teacher and School Leader or designee in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time in advance. Parents seeking to visit a classroom during school hours must first obtain the approval of the classroom teacher.
2. All visitors shall register in the Visitors Log Book and complete a Visitor's badge in the main office immediately upon entering any school building or grounds when during regular school hours. When registering, the visitor is required to provide his/her name, address, age (if under 21), his/her purpose for entering school grounds, and proof of identity. For purposes of school safety and security, the School Leader or designee shall design a visible means of identification for visitors while on school premises.
3. Except for unusual circumstances, approved by the School Leader, Caliber Schools visits should not exceed approximately sixty (60) minutes in length and may not occur more than twice per trimester.
4. If the visitor is a government officer/official (including but not limited to local law enforcement officers, immigration enforcement officers, social workers, district attorneys, or U.S. attorneys) the officer/official will also be asked to produce any documentation that authorizes school access. Charter School shall make reasonable efforts to notify parents or guardians prior to permitting a student to be interviewed or searched, consistent with the law and/or any court order, warrant or instructions from the officer/official. A copy of the documentation provided by the officer and notes from the encounter may be maintained by Charter School, consistent with the law. The Charter School Governing Board and

Bureau of Children's Justice in the California Department of Justice, at [BCJ@doj.ca.gov](mailto:BCJ@doj.ca.gov), will be timely informed regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes, as recommended by the Attorney General. For purposes of school safety and security, the School Leader or designee shall design a visible means of identification for visitors while on school premises.

5. While on campus, visitors are to enter and leave classrooms as quietly as possible, not converse with any student, teacher, or other instructional assistant unless permitted, and not interfere with any school activity. No electronic listening or recording device may be used in a classroom without the teacher's and School Leader's written permission.
6. Before leaving campus, the visitor shall return the Visitor's Permit and sign out of the Visitors Log Book in the main office.
7. The School Leader, or designee, may refuse to register a visitor or volunteer if it is believed that the presence of the visitor or volunteer would cause a threat of disruption or physical injury to teachers, other employees, or students.
8. The School Leader or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt Caliber Schools' orderly operation. If consent is withdrawn by someone other than the School Leader, the School Leader may reinstate consent for the visitor if the School Leader believes that the person's presence will not constitute a disruption or substantial and material threat to Caliber Schools' orderly operation. Consent can be withdrawn for up to fourteen (14) days.
9. The School Leader or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or withdrawn, promptly leave school grounds. When a visitor is directed to leave, the School Leader or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.
10. Any visitor that is denied registration or has his/her registration revoked may request a conference with the School Leader. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of conference is to be sent, and shall be delivered to the School Leader with fourteen (14) days of the denial or revocation of consent. The School Leader shall promptly mail a written notice of the date, time, and place of the conference to the person who requested the conference. A conference with the School Leader shall be held within seven (7) days after the School Leader receives the request. If no resolution can be agreed upon, the School Leader shall forward notice of the complaint to the Caliber Schools Board of Directors. The Caliber Schools Board of Directors shall address the Complaint at the next regular board meeting and make a final determination.
11. At each entrance to the campus, signs shall be posted specifying the hours during which registration is required, stating where the office of the School Leader or designee is located, and what route to take to that office, and setting forth the penalties for violation of this policy.
12. The School Leader or designee may seek the assistance of the police in managing or reporting any visitor in violation of this Policy.

For more information on classroom observations at a Caliber Schools campus, a complete copy of the Caliber School's [Classroom and School Volunteer, Visitor, and Removal Policy](#) is available at the main office and within the Caliber Schools Student Services Policy Manual.

## *Procedural Policies*

### **SCHOOL PHONE USAGE**

Students may use the office telephone ten (10) minutes after school for local calls when necessary. During the school day, students are allowed to use the school phones as appropriate by permission of the teacher or office staff. The office phone is available between the hours of 8:00 am and 4:00 pm.

### **PERSONAL CELL PHONE USAGE**

Students must have their **phone turned off and secured in a backpack. It is not to be out or used before, during, or after school as school phones are available in case of emergency.** The Charter School is not responsible for damaged, lost or stolen phones. Parents of students that are unable to abide by this rule will be asked not to send the phone to school. If a cell phone is confiscated at school it will be returned to the parent or guardian, not the child. If it is confiscated a 2<sup>nd</sup> time, the phone must be turned in and checked out in the office on a daily basis, if there are still problems with having the cell phone at school, the phone will be held until the end of the school year.

### **ELECTRONICS**

IPods, MP3 Players, Video Game Systems, or other electronic devices are not to be brought to school as they interfere with the instructional program. These items will be confiscated if brought to school. The Charter School is not responsible for loss or damage.

## *Other Resources and School Support Organizations*

### **COORDINATION OF SERVICES TEAM**

Caliber Schools may identify and refer students with early signs of academic, social or behavioral difficulty to the Coordination of Services Team (“COST”). The COST meets regularly to discuss academic, behavior, and social-emotional supports for our students at Caliber: ChangeMakers Academy. In order for the COST process to begin, the student’s teacher must complete the Pre-referral Form and hold a meeting with the COST to review current student information and intervention strategies that have already been used. During the pre-referral meeting, a COST meeting date may be set and parents will be notified of next steps to support their child.

After three (3) COST meetings, if significant progress has not been made against identified goals, the student may be referred to the special education team to determine if the child is eligible for special education evaluation under the Individuals with Disabilities Education Act (“IDEA”), if appropriate. Under unique circumstances, a student may be referred to the special education team to determine eligibility for special education evaluation prior to three COST meetings.

COST is composed of: School Leader, student’s parent/guardian, if needed the Special Education Program Specialist, the student’s classroom teacher, and any other staff member that works with the student in an academic setting. The COST team will meet to review prior interventions, accommodations and modifications as well as identify next steps to ensure all possible supports toward student success have been implemented. A COST summary report will be completed and shared with all stakeholders. The COST team will reconvene to assess student progress at least 28 school days and no more than 56 school days after the initial COST to give ample time for new interventions to yield progress. The COST will determine if the student should continue with the previously identified interventions, participate in a new intervention plan, or if special education eligibility should be considered. Caliber: ChangeMakers Academy intends to assess students for special education when other intervention strategies have been exhausted. Students will only be assessed with parent consent.

## INDIVIDUALIZED EDUCATION PLANS

Should a student be assessed for special education eligibility, an individual assessment plan will be designed. After the assessment plan is administered, a meeting with members of the Individualized Education Plan (“IEP”) will be held to share data and eligibility results. If the student is found eligible for special education, the IEP Team will determine the appropriate placement in the least restrictive environment, IEP goals, and the amount and type of services to be provided to the student.

## COUNCILS/COMMITTEES

1. **Coordination of Services Team (COST)** – is an intervention team designed to bridge communication and provide support between families, teacher, and students. The team is comprised of teachers, administrator, school psychologist, parent, and in some cases the student.
2. **School Site Council (SSC)** – meets throughout the year and is comprised of teachers, other school personnel, the School Leader and parents/guardians, whose major function is the development, implementation, and evaluation of the school site plan for categorical programs. We will review our LCAP, which outlines our school goals, in order to ensure we are meeting our annual goals.
3. **English Learners Advisory Council (ELAC)** – advises the school leader and SSC regarding the school’s program and services for identified English Language Learner students. ELAC responsibilities can be voted over for SSC to assume its responsibilities.
4. **Parent Event Committees** – Will discuss operations, event planning and classroom support. Information will be dispersed in the Fall.

## *School Cancellation & Closure*

On rare occasions, the decision may be made to alter the regular schedule of the school day by closing school for a day, starting the school day late, or releasing students early at one or several Caliber Schools due to snow, rain, severe weather, natural disasters, or other emergency conditions. In general, Caliber Schools will observe the same decisions as local districts in case of closure or early closure due to weather conditions. That is to say, if the local school district announces a decision to close or release students early from schools due to weather, Caliber School Leaders should do the same.

Decisions to close school or start school late due to weather conditions will be made public, whenever possible, by 6:45 AM on the morning when school will be closed. The School Leader should alert the local news media when deciding to cancel school. Families are responsible for providing the school with updated contact information so that they can be reached in case of change to the school schedule.

## COMPLAINTS

For more information on classroom observations at a Caliber Schools campus, a complete copy of the Caliber School’s General Complaint Policy is available at the main office and within the Caliber Schools Student Services Policy Manual.

# *Appendix A: Legally Required Annual Notices*

The California Education Code requires public schools, including charter schools, to provide annual notification to inform parents of certain school policies. Caliber: Beta Academy and Caliber: ChangeMakers Academy (collectively referred to as “Caliber Schools”) complies with this requirement by providing families with an annual notification in the Family Handbook each school year. Except where required, Caliber Schools does not publish the policies themselves in the Family Handbook but, instead, maintains this appendix.

## **AVAILABILITY OF PROSPECTUS**

Upon request, Caliber Schools 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, Caliber Schools may charge for the prospectus in an amount not to exceed the cost of duplication.

## **CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (“CAASPP”)**

Caliber Schools annually administers required state testing to the applicable grades. (e.g., the California Assessment of Student Performance and Progress) Notwithstanding any other provision of law, a parent’s or guardian’s written request to Charter School official to excuse his or her child from any or all parts of the state assessments will be granted. Please submit requests to Rachael Weingarten at [rweingarten@calibercma.org](mailto:rweingarten@calibercma.org)].

## **CHILD FIND**

Caliber Schools is 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. Caliber Schools provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act (“IDEIA”), Education Code requirements, and applicable policies and procedures of the El Dorado County SELPA. These services are available for special education students enrolled at the Charter School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. Caliber Schools collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

## **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 he or she is evaluated by, and receives written clearance from, a licensed healthcare 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.

## **SUDDEN CARDIAC ARREST**

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 and attached to this handbook:  
<https://www.cdc.gov/dhdsp/docs/cardiac-arrest-infographic.pdf>

## **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. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

## **FREE AND REDUCED PRICE MEALS**

Caliber Schools participates in the National School Lunch Program. Applications for free or reduced price meals are included in the first day packets to all families and can also be obtained on the Charter School website and in the main office. All families are encouraged to complete the application form in order to include as many eligible students as possible.

## **TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION AND BULLYING**

Caliber Schools prohibits unlawful discrimination, harassment, sexual harassment, intimidation, and bullying, including cyberbullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation.

To the extent possible, Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. Charter School staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with which Charter School does business, or any other individual, student, or volunteer. This policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. Charter School will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator (“Coordinator”):

Rachael Weingarten, SCHOOL LEADER  
Caliber: ChangeMakers  
500 Oregon Street Vallejo CA 94590  
Phone Number: (707) 563-9827

A copy of the full Title IX, Harassment, Intimidation, Discrimination and Bullying Policy is available at the school office and within the Caliber Schools Student Services Policy Manual.

## HOMELESS STUDENTS

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:

- Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals;
- Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
- Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
- Runaway children or children who are abandoned; and
- 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.”

**School Liaison:** The Founding Leader or designee designates the following staff person as the School Liaison for homeless students ((42 USC 11432(g)(1)(J) & (e)(3)(C).):

Soundhari Balaguru  
Director of SEL  
500 Oregon Street, Vallejo, CA 94590  
sbalaguru@calibercma.org

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

- Homeless students are identified by school personnel and through coordination activities with other entities and agencies.
- Homeless students enroll in, and have a full and equal opportunity to succeed at Caliber Schools.
- 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.
- Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
- Public notice of the educational rights of homeless children is disseminated at places 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.
- Enrollment/admissions disputes are mediated in accordance with law, the Charter School charter, and Board policy;
- Parents/guardians are fully informed of all transportation services, as applicable.
- Charter School personnel providing services receive professional development and other support;
- The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
- 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 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.

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 and at least twice annually. This complete Policy is also located within the Caliber Schools Student Services Policy Manual which is located at the main office.

## IMMUNIZATIONS AND PHYSICAL EXAMINATIONS

To ensure a safe learning environment for all students, Caliber Schools follows and abides by the health standards set forth by the state of California. Students will not attend school 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 school 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.

## **NONDISCRIMINATION STATEMENT**

Caliber Schools brings together a diverse group of individuals. It is guided by the principle that respect and consideration for all individuals is foremost in all school activities. Caliber Schools is not only obligated to uphold the law concerning equal opportunity but regards the spirit of these laws to be the very core of its values. Caliber Schools wishes to stress that it is the responsibility of every member of the Caliber Schools community to observe and uphold the principles of equal opportunity as they affect staff, faculty and students in all aspects of school life. It is the responsibility of every member of the Caliber Schools community to actively promote appropriate workplace behavior. Any form of coercion or harassment that insults the dignity of others or impedes their freedom to work and learn will not be tolerated.

Caliber Schools 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, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

Caliber Schools 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”).

Caliber Schools is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX (sex), Title IV, VI, and VII (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 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:

Rachael Weingarten, SCHOOL LEADER  
Caliber: ChangeMakers  
500 Oregon Street Vallejo CA 94590  
Phone Number: (707) 563-9827

## **ORAL HEALTH ASSESSMENT**

Students enrolled in kindergarten in a public school or while enrolled in first grade if the pupil 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 office if you have questions about this requirement.

## **PUPIL RECORDS, INCLUDING 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 Caliber Schools receives a request for access. Parents or eligible students should submit to the Charter School School Leader 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 School Leader 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.

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 board. A Charter School official also may include a volunteer or contractor outside of the Charter School who performs an institutional service of 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 his or her tasks. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her 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

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 —

1. To other Charter School officials, including teachers, within the educational agency or institution whom the Charter School has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1)).
2. To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2)).
3. To authorize representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35).
4. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4)).
5. To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7)).
6. To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8)).
7. To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9)).
8. To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10)).
9. Information the Charter School has designated as "directory information" under §99.37. (§99.31(a)(11)).

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. Directory information can be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish year books. 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. Weight and height of members of athletic teams
12. Degrees, honors, and awards received
13. The most recent educational agency or institution attended
14. Student ID number, user ID, or other unique personal identified 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 Front Office at: [cortega@calibercma.org](mailto:cortega@calibercma.org)

## **SECTION 504**

Caliber Schools 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 that 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 School Leader. A copy of the Charter School's Section 504 policies and procedures is available upon request and can be found within the Caliber Schools Student Services Policy Manual which is located at the main office.

## **TEACHER QUALIFICATION INFORMATION**

Any parent may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals.

## **SEXUAL HEALTH EDUCATION**

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 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 Codes 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure student's health behaviors and risks may be administered to 7<sup>th</sup> and 8<sup>th</sup> grade students. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey ("opt-out"). 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 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.

## **UNIFORM COMPLAINT PROCEDURE**

Caliber Schools has the primary responsibility to insure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violations 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.

Caliber Schools 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, immigration status, 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 the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any Charter School 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: Adult Education Programs, After School Education and Safety Programs, Agricultural Vocational Education Programs, American Indian Education Centers and Early Child Education Program Assessments, Consolidated Categorical Aid Programs, Career Technical and Technical Education and Career Technical and Technical Training Programs, Child Care and Development Programs, Child Nutrition Programs, Foster and Homeless Youth Services, Migrant Education Programs, Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education, Regional Occupational Centers and Programs, Special Education Programs, State Preschool, Bilingual Education, Economic Impact Aid, and Tobacco-Use Prevention Education.

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:

1. 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.
2. 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.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.
4. A pupil fee complaint shall not be filed later than one (1) year from the date the alleged violation occurred.

Complaints that fall under the UCP, including complaints of noncompliance with laws relating to pupil fees, must be filed in writing with the below Compliance Officer. 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:

Rachael Weingarten, SCHOOL LEADER  
Caliber: ChangeMakers  
500 Oregon Street Vallejo CA 94590

Phone Number: (707) 563-9827

If the complaint is regarding the designated individual above, complaints can be directed to the following alternate compliance officer:

MARKUS MULLARKEY, CHIEF OPERATING OFFICER  
Caliber Schools  
4301 Berk Avenue, Richmond, CA 94804  
Phone Number: 510-640-4407

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 School Leader or 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 the School'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 the Charter School'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 UCP policy and complaint procedures is posted in every classroom and shall be available free of charge in the Main Office within the Caliber Schools Student Services Policy Manual. 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 School Leader.

## ***Appendix B: Family Resources***

Welcome to Caliber: ChangeMakers Academy! Caliber Schools is committed to helping students and families succeed. We are here to work together to provide not only an excellent education for our students, but a caring and nurturing school community. The challenges of parenting seem to increase daily. We want to partner with you to support your child on their path to college.

The following pages contain information regarding support services, general information for families, and tips for making a smooth transition into the school year. We are so excited to begin the school journey with you and we hope you are too!

At times families need extra support. Please feel free to contact Mrs. Balaguru at [sbalaguru@calibercma.org](mailto:sbalaguru@calibercma.org) if you or a loved one need help. For County Resources on housing, food, employment etc: Please see Solano County services: <http://solanocounty.com/depts/hss/default.asp>

### **BACK TO SCHOOL TIME**

Change may be good, but it's not necessarily easy. Switching from the laid-back fun in the sun of summer to rules, homework, and routines can be a big jump for parents/guardians and children alike. But with a little preparation and the right attitude, it doesn't have to be so hard. It's normal for a child to have a little flutter of anxiety about going back to school, after all, they're getting themselves ready for a lot of newness: a teacher, classmates, tasks, and challenges.

Students may have trouble sleeping at the start of the school year, but that's nothing to worry about. More uncomfortable symptoms might include continued trouble sleeping, decreased appetite, or irritability. Severe cases can involve tears, tantrums, and even refusing to go to school. Parents/guardians can help children adjust by role-playing school with stuffed animals, driving the bus route, and visiting the playground and the classroom before the first day of school.

### **STAY POSITIVE**

A parent's attitude has a strong influence on how children view the beginning of school. Children pick up on their parents' feelings, react to them, and often magnify them. Sending them the message that they can do it is powerful. Be open to discussing your own previous school anxieties to help normalize your child's emotions. Emphasize to your children that anxiety doesn't have to be a stop signal; it is just the mind and body's way of getting ready to try something new.

### **CREATE ROUTINES**

Establishing daily routines at home at the start of the school year (or even before) can also help children adjust. Doing this directly benefits their work in the classroom, where their day is full of routines, "Routines need to be modeled to kids no matter what age. They need to be shown what to do, not told what to do." "And parents need to let their kids know their expectations daily."

Creating a checklist or flowchart helps children get organized and stay on schedule. "It helps ease anxiety with rushing to get out the door. To ease the morning stress, try creating a laminated checklist that hangs on the refrigerator and reads, "Get dressed. Eat breakfast. Take vitamin. Brush teeth. Get backpack." Children can check these off as they do the tasks. These tasks help children feel in charge and responsible of their school preparation and supplies.

For the afternoon, consider scheduling a routine for homework, snacks, and extracurricular activities. Have your children help create the schedule to encourage buy in. At night, when setting bedtimes, keep in mind that children between the ages of 5 and 12 need 10 to 11 hours of sleep. Setting an early bedtime at the beginning of the school year may not work as well for older children who can handle being up later. Expect children to be exhausted the first two weeks of school and plan time in the afternoons to just relax.

### **ESTABLISH FUN TRADITIONS**

Because attitude matters, if you're excited for school to start, your children will follow your lead. Having an annual ritual can help ring in the new school year and can be a treasured tradition for years to come. For example, share a treat and talk about joys and concerns for the upcoming year.

Spending time just hanging out with your children before the start of the school year helps with transition. A parent/guardian's simple presence is comforting and soothing to children and gives them the opportunity to talk if they want to.

Once school starts, of course parents want to hear all about it, but it's important to follow your child's lead. Some children are chatty and want to discuss every detail. Others will feel overwhelmed with too many questions. They may need to relax first and talk later, or they may only tell you about bits and pieces of their day. Either way, it's fine.

## **TIPS FOR TRANSITION TO A NEW SCHOOL**

Your child's first day at a new school is fast approaching, and she's stressed out. Changing schools can be a tough adjustment for any kid, especially for an older child leaving behind friends. Here are some ways you can make the transition easier for your child.

### **Start Early**

- Attend your student's back to school night.
- Attend social events arranged by Caliber Schools prior to the start of the year to allow new friendships to begin.
- Don't overwhelm or push your child into meeting new friends. Just let him/her know you're there to help if she/he wants you to.

### **Work With the School**

- If your child has any special needs, such as a learning disability, work with Caliber Schools as far in advance as possible to determine placement and to line up services.
- If your child has a history of struggling in school, work with the School Leader ahead of time to line up support, even if your child does not currently have an individualized education program.
- Check out the curriculum at your new school. If your child has not learned some of the material she/he is expected to know, make arrangements to fill in the gaps.
- Talk to your child about differences at the new school, such as a different schedule or classroom configuration.

### **Be Positive**

- Talk about all the things the new school has to offer such as computer coding and hands-on science.
- Remind your child often that new friends don't replace old ones. Make arrangements for your child to visit her old friends if possible. If your child is old enough, help her/him connect with friends online, under your supervision.
- If your child is reluctant about making new friends, consider counseling.
- Give your child time to adjust to the new school.

### **Get Involved**

- Join the parent organization.
- Make friends with other parents, but don't expect your child to automatically become friends with their children.
- Give yourself time. It can be hard, especially if the school leader has a different leadership style than at your child's former school or if your child is struggling academically or socially. Even if your child adjusts beautifully, you may still miss the old school.

Making the leap from one school to another is tough, even for an effervescent child who has always done well in school. If you have multiple kids or older children, or your kids have never switched schools before, the move can be downright hard. But it's important to focus on the good that is coming from the move. Let your family know that the change has the potential to be great for everybody.

## **IMPROVE LITERACY**

It's widely known that parents who are actively involved in their child's reading activities can significantly increase their child's literacy.

Here are eight simple strategies you can use to encourage good literacy in your young student, which can greatly help him become a more advanced and comprehensive reader.

- Model reading. Let your child see you read, often. Reading books, newspapers, directions, recipes, maps, etc. subtly reinforces the necessity of good reading in everyday life.
- When reading together, help him/her distinguish clearly between fiction and nonfiction.
- Before reading to him/her, take a “picture walk” through the book and have her predict what that page might be about.
- When reading to him/her, stop and ask questions to check comprehension.
- Help him/her visualize. After reading a story, ask him/her to close her eyes and make a picture in their mind about the best part of the story, or her favorite character, etc. Then let him/her describe that to you. This helps make reading more “three-dimensional.”
- Help him/her make a “self-to-text” connection. For example, if the story has a character that was brave you might ask him to tell you about a time that he felt brave. Then say, “So you really know how that character was feeling!”
- After reading a story together, ask him/her to think of a different ending for the story. This helps make the story more personal and memorable.
- Make a reading-to-writing connection. Have her use a notebook to keep a reading journal. On the top of a page have her write, or write for her, the name of the book, author, and date read. Then help him/her write a brief synopsis of the story. It’s always fun for a child to go back and see how much they have read!

## **PARENT INVOLVEMENT IN SCHOOL**

What if you could help your child enjoy school more, get better grades, and reduce behavior problems at the same time? Reams of research has shown that regardless of parents’ income and educational background, their involvement in education helps their kids do better in and out of school.

Parent involvement can be as simple as helping with math homework or reading a book together at bedtime. Going to parent-teacher conferences is important, but taking the family to the school spaghetti supper makes a difference, too. More involvement is better, but you don’t have to be president of the SSC or run the school carnival. As long as your actions show that you value education, your child is likely to respond.

Here are 5 reasons you should get involved in your child’s education (though there are many more than just these):

1. Higher grades. Kids whose parents are involved in their education get better grades and have higher test scores. And the more parents are involved, the more their children seem to benefit. A study of parents highly involved in the educational process showed that their children were more likely to improve in reading and math.
2. Better behavior. Kids develop better social skills and show improved behavior when their parents are involved at school. Studies have also shown that kids are less likely to skip school, less disruptive in class, and more likely to do their homework when their parents are involved. One study showed that when dads are highly involved in schools, their children enjoy school more and are less likely to be suspended, expelled, or required to repeat a grade.
3. Improved education. Research shows that parent involvement can help improve the quality of schools, raise teacher morale, and improve a school’s reputation in the community. Involved parents gain the respect of teachers; as a result, teachers have higher expectations of their children. Involvement pays off in the long term, too: Children stay in school longer and are more likely to continue their education after high school.
4. Increased confidence. When students feel supported at home and school, they develop more positive attitudes about school, have more self-confidence, and place a higher priority on academic achievement. Children of involved parents are more likely to feel that they’re accepted, included, and respected and at school.
5. Parents benefit, too. When parents become involved in their children’s education, they become more comfortable in the school building, gain confidence in their parenting skills, and feel more capable of helping their children learn. They’re also more likely to continue their own education.

Involvement is easy. You don’t have to log hundreds of volunteer hours for your child to benefit. Even if you can only volunteer a few hours a year, every little bit counts. If you’re ready to do more, the school office and parent-teacher group can help you find ways to get involved that fit both your schedule and your interests.

<http://www.schoolfamily.com/>; <http://www.parenting.org/>; Parents/Guardians and Students:

## ACCEPTABLE USE AGREEMENT

The Charter School believes that providing access to technology enhances the educational experience for students. However, student use of school computers, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, students must abide by the following terms and conditions:

1. **Security.** Students shall not impair the security of Charter School technology resources. Students are expected to:
  - a. Safeguard all personal passwords. Students should not share passwords with others and should change passwords frequently. Students are expected to notify an administrator immediately if they believe their student account has been compromised.
  - b. Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner's authorization.
2. **Authorized Use.** Students may use Charter School technology resources when directed by a teacher, when technology has been designated for open student use (e.g., computers in the library), and for other educational purposes.
3. **Protection Measures.** While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, misuse, or user mistakes or negligence. The student and parent agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse, or negligence. They also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.
4. **Inappropriate Use.** Charter School technology, hardware, software and bandwidth are shared and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to the Charter School technology primarily for educational purposes. Students shall not use Charter School technology or equipment for personal activities or for activities that violate school policy or local law. These include but are not limited to:
  - a. Playing games or online gaming other than with the permission of a teacher or authorized charter school staff person.
  - b. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.
  - c. Installing software on Charter School equipment without the permission of a teacher or other authorized Charter School staff person.
  - d. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.
  - e. Conducting any activity that is in violation of school policy, local, state or federal law.
  - f. Engaging in any activity that is harmful to other student(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process.
  - g. Participating in political activities.
  - h. Conducting for-profit business.
  - i. Using hacking tools on the network or intentionally introducing malicious code or viruses into the Charter School's network.
  - j. Using any software or proxy service to obscure either the student's IP address or the sites that the student visits.
  - k. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.
  - l. Accessing or attempting to access material or systems on the network that the student is not authorized to access.
5. **No Expectation of Privacy.** Student acknowledges that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Charter School and provided to students for educational purposes. The Charter School may require staff to monitor and supervise all access to computer

equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the students. The Charter School reserves the right to access stored computer records and communications, files, and other data stored on Charter School equipment or sent over Charter School networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of Charter School equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the student is engaging in an inappropriate use.

6. **Disruptive Activity.** Students should not intentionally interfere with the performance of the Charter School's network or intentionally damage any Charter School technology resources.
7. **Unauthorized Networks.** Students may not create unauthorized wireless networks to access the Charter School's network. This includes establishing wireless access points, wireless routers and open networks on personal devices.
8. **Consequences of Inappropriate Use.** Students who violate this Agreement will be subject to discipline which may include loss of access to Charter School technology resources and/or other appropriate disciplinary or legal action in accordance with applicable laws.
9. **Technology Systems/Equipment Care.** Students are not permitted to have food or drink near computers/other technology and must keep equipment and assigned areas free of vandalism.

After reading the Student Use of Technology Policy and the Acceptable Use Agreement, please complete this form to indicate that you agree with the terms and conditions provided. The signature of the parent/guardian are mandatory before access may be granted to the technologies available. This document, which incorporates the Use Procedure, reflects the entire agreement and understanding of all parties.

**As a user of Charter School technologies, I have read Student Use of Technology Policy and hereby agree to comply with it and the Acceptable Use Agreement.**

I understand that computer use is a privilege and not a right. I understand that if I violate this policy in any way, I will be subject to a referral and possible suspension. I understand that the parent or guardian of a minor student shall be liable for the replacement cost for property the Charter School loaned to the student that the student fails to return or that is willfully cut, defaced or otherwise damaged, up to an amount not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. When the minor and parent are unable to pay for the damages, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. A student over the age of majority shall be liable for the same. (Ed. Code 48904).

Student Name (please print): \_\_\_\_\_ Grade: \_\_\_\_\_

Parent/Guardian Name (Please Print): \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **Commitment to the Caliber: ChangeMakers Academy Contract**

*We commit to a partnership between teachers, families, and students to provide the best possible education for our students. In order to achieve our very ambitious goals, we must work together.*

### **Caliber: ChangeMakers Academy's Commitment**

- 1. Personalized Learning Plan** – Caliber will work with each student and family to create a personalized learning plan based on Caliber's definition of the content and skills that are necessary to participate in competitive colleges, careers, and communities in accordance with "what it means to be an educated person in the 21st century" (this is discussed more fully in the school's Charter). Based on this plan, Caliber will offer students learning opportunities that will engage them and prepare them to demonstrate competency in a particular area.
- 2. Curriculum** – Caliber: ChangeMakers Academy ("Caliber") will offer a college-preparatory Kindergarten thru Eighth-Grade curriculum in accordance with the approved Charter. Caliber will carefully prepare all curricular materials for each subject and grade level to determine what will be appropriately rigorous, engaging, and personalized for the student population. Caliber's curriculum will be aligned with the Common Core Standards and California standards ([www.corestandards.gov](http://www.corestandards.gov)). Caliber will use curricular materials that are determined to be successful based on current, relevant research and used in other high-performing urban schools. Curricular materials will be provide a grade-level and age-appropriate curriculum that provides the information to prepare all students to succeed in the 21<sup>st</sup> century.
- 3. Instruction** – Caliber will provide at least the minimum number of instructional minutes of classroom instruction required under state law. Caliber teachers will use a combination of personalized, blended learning (for ELA and Math) and project-based learning (for other subjects). Instructors at Caliber use an approach that is both rigorous and flexible, and personalized yet social. Caliber teachers will rely on evidence to continually improve their teaching methods. Caliber will provide appropriate support for developing teachers' ability to plan with and implement the curriculum within the constraints of the CMA school model.

**4. Communication** – Teachers and administrators at Caliber will provide consistent means of communication between parents and teachers through email, online systems and annual parent-teacher conferences. Caliber teachers will provide regular reports on student progress and Caliber teachers and administrators will be available to respond to parents' inquiries and concerns. They will respond to any such parent inquiries or concerns in a timely manner, typically within 3 school days. (Revised 2/25/19)

- 5. Visitation** – Caliber allows parents to volunteer at school functions and participate in their child's class. To volunteer with Caliber, parents must provide a valid photograph identification, a negative TB test (within the last 3 years) and pass a criminal background check (fingerprinting).

### **The Family's Commitment**

- 1. Timeliness/Attendance** – I understand that every school day is important and that it is my responsibility to get my child to school every day on time and pick my child up on time. I will have a backup plan in case my normal mode of transportation is hindered in some way. If my child needs to miss school, I will contact the school. I will also make sure to not schedule appointments during school hours and I will try to not schedule family vacations during school time.
- 2. Support & Homework** – I will always help my child in the best way I know how, and I will do whatever it takes for my child to learn. I will provide a quiet space for my child to study and I will check my child's homework every night. My child will complete his or her homework every day.
- 3. Independent Reading** – I will insist that my child reads or is read to every night (including the weekend), and I will make sure the reading log is signed every day.
- 4. Communication** – I will make myself available to my child and all of his/her teachers. I will return phone calls from school staff in a timely fashion. I understand that if my child is struggling academically or behaviorally, I may receive frequent phone calls from the school so that these behaviors can be addressed as soon as possible. If I am asked to attend a

meeting regarding my child’s education or behavior, I will be there. I will read all newsletters and papers sent home by the school, and I will return all necessary information immediately. I understand that maintaining a positive, calm working relationship with school employees at all times is best for my child. We will assume best intentions and will avoid jumping to conclusions.

5. **Uniform** – I will send my child to school every day in a clean uniform.
6. **Caliber Schools Pillars & Values** – I understand CMA’s pillars & values, and I will make sure that my child learns them. I also understand that my child may have consequences if there was harm done to an individual or classroom community. I will support the school in its Restorative Practices by being present at meetings that are requested.
7. **Parental Involvement** – I will try to the very best of my ability to attend all required events.
8. **Special Learning Needs** – If my child has an Individual Education Plan (IEP) or has had an IEP, I understand that it is required that I meet with the program specialist in the first 30 days of school if enrolling for the first time, so that my child can begin his/her school year with all the needed services recommended on the IEP. I understand that a failure to provide new or updated information to Caliber Schools could result in a delay in my child receiving his or her services and may impact my child’s progress in school.
9. **Promotion** – I will play an active role in working with my child and his or her teacher to ensure his or her promotion. I understand that my child’s promotion to the next grade is not guaranteed each year.
10. **Instructional & Social Emotional Learning Program** – I will do my best to support the educational and Social Emotional Learning program of the school and the policies spelled out in the Family Handbook. I understand that my child will receive small group, whole group, and supplemental instruction and, at times, have projects or presentations that he or she may need to complete at home.

### **The Student’s Commitment**

1. **My Best Effort** – I understand that my education is important, and I will always work, think, and behave in the best way I know how and do whatever it takes for my fellow students and me to learn. I will be brave and take on challenges as they come. I will set goals for myself and strive to reach these goals.
2. **Attendance and Timeliness** – I will come to school every day on time.
3. **Uniform** – I will wear my uniform properly every day and follow the school dress code. I understand that I will not be allowed to attend class unless my uniform is on correctly.
4. **Homework** – I will complete all of my homework and reading every night. I will not offer excuses. I will seek the help I need to complete all my homework in a top-quality manner.
5. **Communication** – I will raise my hand to ask for help if I do not understand something. I will make myself available to my teachers and parents about any concerns they might have.
6. **Responsibility** – If I make a mistake, I will tell the truth and accept responsibility for my actions.
7. **Caliber Schools Pillars & Values** – Each day, I will live our Pillars: HEART, SMART, THINK, ACT. I will learn and practice our school values. I will follow all expectations so that our school is safe and to make sure that everyone has a chance to learn.

Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Guardian Name: \_\_\_\_\_

Guardian Signature: \_\_\_\_\_

School Official Signature: \_\_\_\_\_

## Social Emotional Learning Consent Form

In order to learn more about our students' needs, Caliber Schools will be taking part in a national research-practice collaborative that will help inform how to best support students in our school. We will be administering a survey in which teachers will be reporting on students' social and emotional competencies. The teacher will be making observations and reporting on:

- Self-Awareness
- Self-Efficacy
- Growth Mindset
- Self-Regulation
- Perseverance
- Curiosity
- Social Awareness
- Social Competence

This survey is strictly for the purpose of gathering data. This means, this will not affect your student's grade or performance at school. Teachers will respond to statements like "Finished whatever he/she began" by using a scale that ranges from "Never True" to "Always True." It will give us valuable information and data about how to continue strengthening the support of our students' social-emotional development, as that is one of our school priorities.

Please fill out the information below and return to Dr. Soundhari via your classroom teacher, so that your student can participate in the survey.

If you wish for your student's teacher to take part in this study (on behalf of your child), please fill out the information below and return to your classroom teacher.

- *I do want my student to participate in the survey.*
- *I do NOT want my student to participate in the survey.*

Student Name: \_\_\_\_\_

School Name: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

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