



Family Handbook

2017-2018

School Address: 4301 Berk Avenue Richmond, CA 94804

Mailing Address: PO Box 5282 Richmond, CA 94805

(510) 685-9886 office www.caliberschools.org

Revised and Approved by the CBA Board on: June 14, 2017

Dear Caliber: Beta Academy Families,

Welcome to the 2017-18 school year! It is an honor and privilege to serve your student at Caliber: Beta Academy (“CBA” or the “Charter School”). Our entire team takes this responsibility very seriously and we look forward to providing a year full of growth, exploration, and joyful learning.

Caliber: Beta Academy is a special place and our approach to education looks a bit different from a traditional school. From coding to daily community meetings- we are constantly innovating new and exciting ways to develop our students’ skills. Our goal is to build a strong community of students, staff, and families that partner on this journey to create a safe and welcoming environment where all children can learn.

We are passionate about preparing our students for college and career. We personalize our instruction to target exactly what your student needs to learn to making continuous growth and mastering grade-level content. Through daily computer science, writing, science and social studies, students will engage in rich and challenging curriculum that reinforces core skills.

So as we begin this journey together we say, “Welcome!” We have compiled a handbook to share how school life works, expectations of behavior 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 partnership in making Caliber: Beta Academy a wonderful environment for all our children to learn.

Sincerely,



Ashlee Gutierrez

Founding School Leader, Middle School



Ernest Peterson

School Leader, Elementary School

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Mission

Our mission is to provide students with a challenging, engaging, and personalized education that equips them with the knowledge, character, and skills they will need to succeed in competitive colleges, careers, and communities. We want CBA graduates to be academically college ready; have emotional intelligence, or 'EQ'; be critical thinkers, and have the skills and desire to be 'changemakers' in their communities and in the world.

Our educational philosophy derives from lessons we have learned from high-performing urban schools and research¹ on effective practices that can raise student achievement. In addition, our dedication to personalization and our desire to deeply engage students in taking responsibility for their learning requires innovation in how we structure our learning environment.

Core Components of Caliber Schools

1. **High Expectations.** We believe all children can succeed in college and career if given the opportunity and support to develop academically, socially, and emotionally.
2. **Data Driven Instruction.** Our teachers will plan lessons and units based on feedback from educational software, student writing, 'exit tickets' and other student artifacts. Each student will receive targeted academic instruction.
3. **Continual focus on Social, Emotional and Life Skills.** We know knowledge and critical thinking are necessary for success. However, we know those aren't sufficient alone. Our students will be helped to develop their own voice, direct their own scholarship, and have explicit instruction in key life skills.
4. **Exceptional Teaching and Instructional Leadership.** Our school leaders will be instructional leaders 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 writing.
6. **Caliber Students are Agents of Change.** We want our students to be empowered to fulfill their potential and direct their own lives while seeking 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 CBA students a social justice lens on the world.

¹ Research citations are embedded throughout, but for a good summary of the characteristics of existing high performing urban schools, see: Carter, Samuel Casey. *No Excuses: Lessons from 21 high Performing, High-Poverty Schools*. The Heritage Foundation, 2000.

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 reenergize our public school system.

Parents/guardians who want their child to attend a CBA school must submit an application. Our online enrollment site is www.caliber.schoolmint.net. For more information on our application process or to review a copy of CBA's Lottery and Enrollment Procedures and Policies, contact your school's Operations Lead or visit CBA's website at www.caliberschools.org.

Nondiscrimination Statement

CBA 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, religion, religious affiliation, sexual orientation, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

CBA 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").

CBA is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination in Employment Act of 1967; The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability). CBA also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, 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. CBA 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 CBA does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. CBA 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 CBA Uniform Complaint Procedures ("UCP") Compliance Officer:

ASHLEE GUTIERREZ, SCHOOL LEADER

Caliber: Beta Academy 4301 Berk Avenue Richmond CA 94804

Phone Number: 510-685-9886

Basic School Information

Office Staff

Ernest Peterson, School Leader K-5, epeterson@caliberschools.org

Andrew Grossman, Assistant Principal K-5, agrossman@caliberbetaacademy.org

Ashlee Gutierrez, Founding School Leader 6-8, agutierrez@caliberschools.org

Patrick Messac, Assistant Principal 6-8, <http://pmessac@caliberbetaacademy.org>

Nicole Barker, SPED Program Lead, nicole@caliberschools.org

Gabriela Toruno, Lead Clinician and Dean of Students, gtoruno@caliberbetaacademy.org

Frances Lizarde, Operations Lead, flizarde@caliberbetaacademy.org

Patsy Jimenez, Attendance Secretary, pjimenez@caliberbetaacademy.org

School Schedule

School Hours :

Monday - Thursday 8:00am – 3:20pm

Friday all students 8:00am – 12:30pm

Afterschool care available until 6:00pm daily

Front Office hours 8:00am - 4:30pm Monday - Thursday; 8:00am - 1:00pm Friday

First Day of School – Wednesday, August 23, 2017 – 8:00am

School Year Calendar – Please see school calendar at the back of this document. The Caliber: Beta Academy calendar is similar to that of West Contra Costa Unified School District.

Vacation Camp – Winter and Summer camp program details will be sent home in the fall.

Academic Program

Curriculum

Overview

Caliber: Beta Academy's mission and values drive all aspects of its academic program including content standards, curriculum, instruction, and assessment. Every aspect of the school's culture supports high academic performance, instilling in students the academic and character qualities needed to succeed in high school, college, and in life.

Caliber: Beta Academy's core curriculum is based upon content standards aligned with the state and adopted by the California Board of Education. All students, no matter with what levels of preparation they enter the school, are

expected to master the content standards. Teachers are able to make informed decisions about whole class instruction, small group work, and remediation. By using individual student data, instruction is targeted to better meet individual student needs. In addition, teachers use tracking tools that keep both student and teacher informed of standard mastery and progress at the individual level. Teachers do not work to finish a textbook; rather, they assess student skills and deficits to target instruction appropriately.

Teachers set big goals for student achievement and then build long term plans, unit plans, and daily lesson plans to lead their students to significant gains. In essence, teachers teach the standards the best way, often utilizing a wide variety of available resources, and teachers often create their own resources to best meet the needs of our students.

Core Curricular Subjects

Caliber: Beta Academy's instructional offerings include mathematics, English - Language Arts, history - social studies, and science as core curricula.

Mathematics

Our math curriculum provides the students of CBA with the knowledge and skills they need to excel in advanced math tracks in the top high schools in the country. CBA students learn number sense, patterns and relationships, how to use data, tables, graphs, and charts, and learn to apply this knowledge to their everyday lives. The math program focuses on problem solving as well as on reinforcing basic math skills to the point of mastery.

English-Language Arts

The English-Language Arts program provides a challenging and rewarding curriculum that is literature-based, culturally diverse, and intellectually stimulating. A significant emphasis is placed on developing reading and writing skills. This curriculum provides balanced literacy approach in which each child receives individualized instruction geared toward meeting unique reading and writing goals. Students work collaboratively to guide each other's understanding of texts, novels, media and other sources.

The fundamental elements of reading comprehension, writing, listening, speaking, and presentation are all covered in each English-Language Arts classroom. Students learn the fundamentals of grammar, the writing process, public speaking, note taking, and learn to identify social and cultural influences and differences in writing. Students work together to revise, edit, and present papers and other research-based presentations.

Science

Our science curriculum places heavy emphasis on learning the knowledge, processes, and skills that students need in order to understand the scientific method and its implications. These processes (e.g. observing, sequencing, measuring, classifying, describing, experimenting, inferring, predicting) are valuable skills to reinforce across disciplines and are learned through experimentation and investigation, which also require a written element, such as lab write-ups and reports. In addition to learning the processes of science, students learn valuable content in the areas of chemistry, geology, biology (human, animal, and plant), and physics.

History-Social Science

A thorough understanding of history is necessary for students to become active citizens in our country, and, with growing interconnectedness, our world. The History-Social Science curriculum prepares students with knowledge of major events of history, teaches them to analyze the effect of the past on the present, and provides them with the skills necessary to evaluate current events, political structures, and philosophies.

An understanding of geography is fundamental to understanding the major events of United States and world history, and this is a major focus of the History-Social Science curriculum. Geography is reinforced and studied throughout a student's years at CBA. Physical, human, and environmental geography will be studied in order to gain deeper insight into the factors that determine how cultures have evolved, how wars have been waged and won, and how humans have affected the distribution and availability of natural resources throughout history.

Computer Science

Computer Science underlies most innovation today, from biotechnology to cinematography to national security. These courses allow for the preparation of students to innovate and create the new technologies that can potentially drive local and national economies. This ability to innovate with technology is also important for students' future success and ability to make a difference in a global society.

Physical Education

All students at CBA receive a structured physical education class in accordance with the California Challenge Standards. Both content skills and life skills are emphasized in the Physical Education program. Students become more physically fit and learn the benefits of fitness and teamwork and the rules of various sports.

The Physical Education program focuses on sports-related activities and physical fitness. Students develop competency in a variety of sports, develop motor skills and coordination, and learn strategies for different sports. Students build their stamina, strength, and determination in addition to learning to work together as a team.

CBA believes that competency and excellence in athletics can lead to confidence and mental well being in life and that team sports instill dedication and a sense of working for the collective good. The Physical Education program is thereby focused on improving physical and mental health of students, as well as building an understanding of and appreciation for shared outcomes and collaboration.

Art

It is important for students to be able to use their creativity as a form of expression. Studies show that there is a correlation between art and other achievement. It is reported that young people who participate regularly in the arts are four times more likely to be recognized for academic achievement than children who do not participate. At CBA we believe that the participation in art will help students develop fine motor skills, enhance and spark creativity and innovation.

School Culture and Climate

In order to optimize the conditions for learning, Caliber seeks to create a safe and effective learning environment. We believe that by working together we can reach our fullest potential.

Positive Behavior Intervention and Support (“PBIS”)

Establishing a strong school culture begins with creating a learning environment that is **safe, predictable, positive, and consistent**. We do this by:

- proactively teaching and reinforcing behavioral procedures and expectations
- implementing systems for recognizing and reinforcing positive behaviors
- creating a joyful environment through celebration, student choice and voice, and opportunities to earn supplemental learning opportunities
- making data-informed decision
- Multi-tiered systems of support (“MTSS”)
- Use of Class Dojo (lower school) and Dean’s List (upper school) for accountability, positive reinforcement, and parent communication

Character Reports

Character Reports serve as a weekly character progress report for students to reflect upon their behavior and character, and for staff to facilitate discussions about student character strengths and areas of growth. They will be available online for parents to view (all grades) and at the end of every week, character reports are sent home to parents to review and sign (grades 6-8). We encourage parents to be actively engaged and involved in their child’s character development.

Social Emotional Learning

Social Emotional Learning is described as the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Caliber will also focus on cultivating rich student relationships. Students will participate in community building circles in their homeroom on a regular basis and as needed to build a strong and positive school community. Students will also participate in **Social Emotional Learning** sessions on a weekly basis. Social Emotional Learning will be taught through the Toolbox curriculum (K-5), advisory (6-8), and the practice of circles. For students demonstrating a high-level of need, Caliber may add additional supports (e.g., counseling services, Coordination of Services Team (“COST”)/special education (“SPED”) referral).

Logical Consequences

We believe that students must be given time to reflect on mistakes in order to create positive next steps that will help right the wrong and/or restore our community. Students who cause harm will need to go through a reflection process which may include (but is not limited to):

- writing apology letters
- participating in parent-administrator meeting
- attending reflection during recess
- attending Learning Lab after school to complete assignments
- attending Saturday School
- completing a research project to address knowledge gaps (e.g., bullying, school safety)
- designing and completing acts of service across campus
- repairing and/or replacing damaged property
- removal from classroom community (in-school suspension, out-of-school suspension)
- implementation of behavior plan

Restorative Justice

Restorative practices involve matching appropriate responses and logical consequences to student misbehavior. Some of the restorative practices frequently utilized at Beta are:

Restorative Conversations often happen between students and staff members, but can occur student to student, staff members to student or family members, etc. The goal of the restorative conversation is to help both parties reflect on what happened and how to move forward in a way that builds trust and healthy relationships. In a restorative conversation, some version of the following questions may be asked:

- What happened?
- What were you thinking of or feeling at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

Restorative Circles are a structure in which all of those impacted in an issue are given an opportunity to be heard and a plan for moving forward together is established. Restorative Circles can occur with any combination of families, staff members, or students who are involved in an issue of conduct that negatively impacts the Beta community. Restorative Circles can also be utilized in a proactive way to support community building and making meaning together before a negative issue arises.

Overall, restorative practices and logical consequences to student misbehavior are specific to students and situations.

Major infractions that threaten the safety or health of students, staff or others, such as weapons, threats, the use of a dangerous instrument, possession of, or use of any illegal drugs, may be cause for immediate suspension or expulsion. The School Leader (also referred to as the “Principal”) will make decisions over these consequences. CBA considers student disciplinary decisions a private matter.

PLEASE SEE THE CALIBER SCHOOLS POLICY MANUAL FOR MORE INFORMATION ABOUT STUDENT DISCIPLINE WITHIN THE SUSPENSION/EXPULSION POLICY. THE POLICY MANUAL IS LOCATED AT [www.caliberschools.org].

School Program

Homework

Homework is designed to reinforce learning during the school day. Homework amounts will vary by age. 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.

Specific homework expectations will be shared during Back-to-School night at the start of the year.

California Assessment of Student Performance and Progress (“CAASPP”)

The Charter School shall annually administer 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 officials to excuse his or her child from any or all parts of the state assessments shall be granted.

Core Social-Emotional Learning (“SEL”) Programs:

Traits such as resilience, persistence, and grit will be emphasized and embedded throughout the curriculum. Research on the ability of students to persist to and through college clearly identifies that academics alone do not determine success. CBA will offer a robust set of social emotional programming including Restorative Justice, Mindfulness, The Toolbox Project, and Positive Behavior Intervention Systems. CBA will also focus on cultivating rich student relationships. Students will be assigned to a multi-age “family” where they will engage in activities together, share family style lunches, and practice conflict resolution skills. Students will also have peer, single sex advisory groups that remain intact throughout their time at CBA. This group will address age appropriate topics with the guidance of a staff member.

CBA classrooms also use a variety of management systems to communicate behavior (both positive and negative) 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, CBA utilizes a progressive discipline system. Consequences range in severity based on the particular behavior.

Personalized Learning Plans

Caliber: Beta Academy’s report cards are called Personalized Learning Plans (“PLPs”). PLPs are sent home three times a year to communicate how students are doing in school. Information about intervention strategies and possible retention is also recorded. Minimum days have been scheduled for conferences after the first and second PLP. Parents are encouraged to talk to their child’s teacher about any questions or concerns they may have about their child’s PLP. If you would like to discuss your student’s progress outside of these conference windows, which is highly encouraged, please schedule an appointment directly with your teachers at least three (3) days in advance.

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.

Who Do I Contact about Student Issues?

- Teacher - General student issues
- Teacher/Grade Level Lead – After efforts have been made between the parent and teacher to resolve an issue and there is still a need to bring clarity and/or to gain understanding surrounding a specific issue(s).
- Parent /Assistant Principal or Dean of Students - For further assistance if problem is not resolved in previous meetings.
- Parent/ School Leader – These conferences take place when attempts to resolve classroom issues by all other methods have been exhausted.
- Parent / SPED Leader - These conference take place when a parent has questions about a student IEP
- After School Program (“ASP”) - Any questions about ASP should be directed to the onsite Director.

*Meetings with the Assistant Principal, Dean of Students, and School Leader can be scheduled in the front office. Please note that meetings will be scheduled within 48-72 hours.

PLEASE SEE THE CALIBER SCHOOLS POLICY MANUAL FOR MORE INFORMATION ABOUT THE CHARTER SCHOOL'S GENERAL COMPLAINT POLICY. THE POLICY MANUAL IS LOCATED AT caliberbetaacademy.org

Field trip Policy

Field trips are an integral part of the CBA program. Both curricular and motivational field trips help to expose our students to the world outside the walls of Caliber: Beta Academy. They are designed to complement instruction that occurs in the classroom. Only those students who “earn” the trip (according to the predetermined Dojo/Dean’s List requirements) will be able to attend the field trip. In some instances, parents will be asked to accompany his/her child to ensure the students’ safety and wellbeing. As always, we have extremely high expectations for behavior on field trips. Parents of students who do not uphold behavioral expectations during the trip may be asked to pick up their child.

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 office with your automobile insurance information and follow California law regarding seat belt and car seat requirements for children. Specifically, each child must wear a seat belt and children 8 years old and under or 80 pounds and under must use a child safety seat. Insurance requirement are full coverage or \$100,000/\$300,000. Drivers who do not have this level of coverage are not able to drive on trips. Drivers are required to be fingerprinted and must not have any major driving violations (DUI's etc.).

Attendance

Students are expected to be at school each school day unless ill or some unforeseen family emergency occurs.

- **Attendance at school every day is mandatory.** Parents/guardians are expected to ensure that their child is in school on-time, every day. Please avoid scheduling appointments or vacations during school time. Please schedule appointments during staff professional days or school breaks. If any tardies or absences are to occur, the student and/or parent/guardian must notify the Front Office via voicemail by calling 510-685-9886, between 7:30am-8:00am. Please note that all absences require a note from parent and/or from doctor’s office in order to be excused. This note must be turned into the front office within 72 hours of the absence date.
- **Missing 3 Days of School or More** If your child is going to miss three or more school days, please speak to Ms. Patsy to approve an Independent Study Contract. All independent study contracts will be approved by the school leader on a case by case basis .
- **Students are expected to be at school on time each school day.** Habitual tardies result in significant loss of instructional time that can never be recovered by a student. Please allow additional time for traffic and other unforeseen delays to ensure a timely arrival to school. Students with habitual tardies and/or absences will be referred to SART (“School Attendance Review Team”) comprised of the Operations Lead, a CBA team member and a teacher.

PLEASE SEE THE CALIBER SCHOOLS POLICY MANUAL FOR MORE INFORMATION ABOUT THIS ATTENDANCE AND TRUANCY PROCEDURES. THE POLICY MANUAL IS LOCATED AT caliberbetaacademy.org

Clothing and Materials

Uniform Policy

Students must wear their Caliber: Beta Academy uniform every day.

- Caliber: Beta Academy Polo Shirt
- Solid Navy Blue Sweater or Caliber: Beta Academy sweatshirt
- Solid Navy Blue Jumper or Skirt (please wear navy blue or white shorts or leggings under jumpers and skirts)
- Solid Navy Blue Pants, Shorts, or Skort (*front looks like a skirt with attached shorts*)
- Tennis Shoes
- Pants must be securely fastened at the waist
- Caliber: Beta Academy T-shirt may be worn Fridays

Caliber: Beta Academy apparel can be purchased on the school website.

The Charter School will provide uniforms at no expense. Please contact the main office for details. **General Clothing Guidelines:**

1. Clothes should be appropriate size. Baggy clothes are discouraged.
2. Even on Free Dress days, professional attire is expected. Midriff-baring tops, spaghetti straps, short shorts or skirts, and tank tops are not to be worn to school.
3. Hats/hoods are to be removed indoors. Religious head covering are permitted.
4. Children may wear free dress on their birthday. School appropriate non-uniform clothing is to be worn. Other special dress days will be announced throughout the year and students will be sent home with a signed and dated dress pass. Even on free dress days, students should bring their uniforms in their backpacks in case they need to change.
5. Parents will be called and asked to bring a change of clothing if a child is inappropriately dressed or does not have on a uniform. 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). In the event that parents are unable to drop off a uniform, students will change into a school loaner uniform.

School Supplies

Students will receive a recommended school supplies list from their teachers during the first week of school. The Charter school will provide supplies at no expense. Please contact the main office for details

Personal Belongings

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

Gum	Chips, Candy or other junk food
Soda	Hats
Hot Chips	Any illegal substance
Weapons and toy weapons	Toys, stuffed animals or dolls
Gameboys or any other electronic toys	Radio or Walkman or MP3 Player
Matches or any flammable item	Cell Phones

Caliber is NOT responsible for, and will not reimburse for lost or stolen items on campus. Please do not send students to school with any of the above items.

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. The last Friday of every trimester unclaimed clothing items will be donated as the amount of items is overwhelming. Caliber: Beta Academy is not liable nor responsible for any lost or stolen items on campus. Please do not bring personal items to school.

Personal Cell Phone Usage

The school is not responsible for damaged, lost or stolen phones. If a student does not turn in their cell phone and they are found with their cell phone out during school hours, the phone will be confiscated and a parent will need to pick up the phone from the front office. If it is confiscated a 2nd time, the **phone will be held until for two weeks.** In the upper school, students are required to lock their cell phones away during each school day.

Electronics

iPods, MP3 Players, Video Game Systems, personal computers, 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 school is not responsible for loss or damage.

E-readers may be brought to school with permission from the teachers.

Damage to School Property

CBA can charge a fee (not to exceed \$10,000) when a student “willfully” cuts, defaces, or otherwise injures any real or personal property belonging to a school district, or personal property of a school employee.

Teacher Qualification Information

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

paraprofessionals.

School Meal Program

The Charter School 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 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.

Students are served breakfast, lunch, snack, and supper (if staying past 5 pm) on campus daily. 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 (4) meals. Donations are not required.

Food Allergies

If your child has a known food allergy or dietary restriction, please let school staff know so we can keep the document in the student file. In some cases, it may be possible to accommodate your child's needs in our lunch orders – talk to the Operations Lead.

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 the Operations Lead signed by you and your child's physician. Please contact the Front Office for more information.

We are a peanut free campus. If your child(ren) brings lunch from home please do not include any peanut products.

Health and Safety

School Yard Supervision

School personnel and parent volunteers are assigned to supervision during each recess period, drop off, and pick up on a rotating basis.

Before and after school supervision:

Regular School Day:

7:30-8:00am

3:10-3:20pm (Lower School)

3:20-3:30 (Upper School)

Friday Early Release Day:

7:30-8:00am

12:30-12:40 (Lower and Upper School)

After school pick up: Please pick up your children promptly and do not leave them unattended on the playground. **There is no supervision outside the times listed above unless your child is participating in our after-school program. Please do NOT drop your students off before 7:30am.**

If you are unable to pick up your child due to unforeseen circumstances, call our office secretary at 510-685-9886 so that your child can wait for you or another responsible adult in the safety of the after school program.

Emergency Preparedness

The Emergency Contact Form and Earthquake/Disaster Form are to be completed for each student by a parent or guardian. Each student's Emergency Contact Form and Earthquake/Disaster Form is kept in the school office and Emergency Preparedness Binders and contains 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 Caliber: Beta Academy 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 and Earthquake/Disaster Form can only be changed by the parent/guardian that registered the child.

Weapons and Firearms

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

Drugs, Alcohol, Tobacco, and Smoke-Free

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

CAMPUS ACCESS AND VISITOR POLICY

CBA 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, CBA has established the following procedures to facilitate visits during regular school days:

Visitor Registration and Passes/Badges

Visitors are to ring the video conference bell and a staff member will grant campus access. Upon entry, please report directly to the main office to sign in and obtain a visitor's pass. All visitors must also sign out when leaving the campus. Any visitor may be asked to provide personal identification at any time.

All visitors must enter through our front entrance on Berk Ave. Please do not enter through the back gates.

The principal or designee may refuse to register any outsider if he/she reasonably concludes that the outsider's presence or acts would disrupt the school, students, or employees; would result in damage to property; would result in the distribution or use of a controlled substance; or would inflict bodily injury upon any person. The principal or designee or school security officer may revoke an outsider's registration if he/she has a reasonable basis for

concluding that the outsider's presence on school grounds would interfere or is interfering with the peaceful conduct/operation of the school or would disrupt or is disrupting the school, students or staff. (Penal Code 627.4)

Arranging for a Campus Visit

Visits during school hours by non-staff should be arranged with the teacher and School Leader (or designee) at least three (3) days in advance. Teacher conferences should be arranged by appointment at least three (3) days in advance and must be scheduled to take place during non-instructional time.

Parent/guardians who want to visit a classroom during school hours must first obtain written approval from the classroom teacher and the School Leader or designee.

Communication Norms

At Caliber: Beta Academy, we believe that family partnership is essential for our students' success. We are committed to proactive, asset-based, solution-oriented communication. Any meeting or correspondence that does not uphold these communication norms will conclude immediately and will be referred to Charter School leadership. We will respond to all e-mail correspondence within 24-48 hours and requests for meetings will be responded to within 48-72 hours.

Getting to and From School

Approximately 800 students are expected to get to and from Caliber: Beta Academy on time each and every day. There is limited parking in the immediate vicinity of the school, which is set in the middle of a residential community. The development of the following procedures has been a joint effort between site administration, staff, city officials, and the surrounding neighbors. 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.

Gates will open at 7:30am and close promptly at 8:00am. Cars will drive through the fire lane for drop off and pick up. The procedure for drop off is as follows:

- Only a right hand turn into the driveway will be permitted
- Only a right hand turn out of the driveway will be permitted
- Absolutely no cars are ever permitted to drive on Bell Ave
- The speed limit through the fire lane is 5mph
- Yield at the crosswalk



We expect all cars to enter from S 47th Avenue regardless of the direction you are coming from. If you enter on Berk from Cutting Avenue please:

- Turn Right on S 41st
- Turn Left on Potrero
- Turn Left on S 47th
- Turn Left on Berk
- Turn Right into the parking lot

Absolutely **NO LEFT TURNS** will be permitted **into or out of** the parking lot

- Double Parking is not allowed. Pick-up/drop-off/waiting is to be done in a legal safe location.
- Parents of Kindergarten students are asked to arrive early enough for drop-off and pick-up so that they can park and then walk their child to and from class.
- Please do not park in the school driveway, handicapped parking spaces or yellow bus areas
- 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 or 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 leave the parking lot for employee parking only during school hours
- 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 Caliber: Beta Academy's "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, regardless of weight, or are less than 4' 9" tall, regardless of age, be properly secured in a child restraint. As of January 2005, children must ride in the back seat (if a back seat exists) until they are at least 8 years old or are less than 4' 9" tall. Children 12 and under should remain in the back seat if your car has a front airbag.

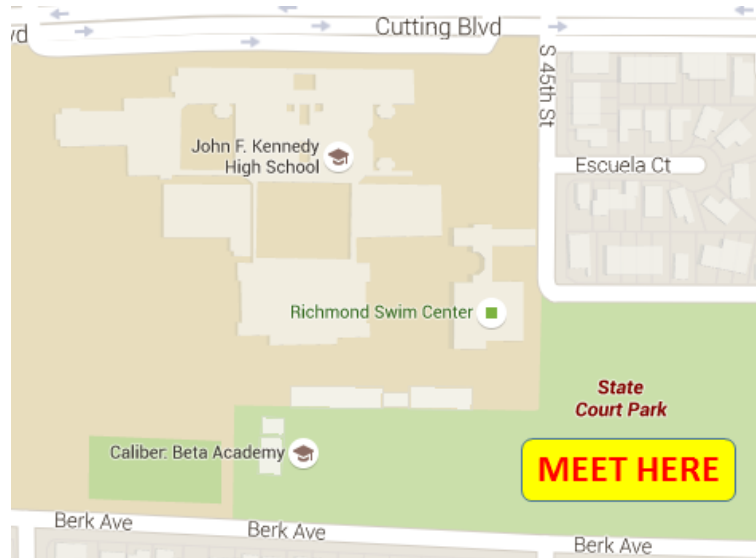
Safety Preparation

Safety is our first priority. To make sure our staff and students know what to do in case of an emergency, we follow a rigorous calendar of staff trainings, safety team meetings, campus walkthroughs, and safety drills. Every school is equipped with a detailed Safety Plan that contains our emergency response plans, including plans for earthquakes, fire, severe weather, and lockdowns.

Primary and Secondary Evacuation Sites

Our school has two evacuation sites. Our primary evacuation site is located on campus on the main playground. We will use this evacuation site when it is safe to remain on campus.

Our secondary evacuation site is located off campus at State Court Park next door to the Caliber Campus on Berk Avenue. If there is a disaster at the school site or the campus is unsafe for some reason, we will evacuate to this site. *During an emergency dismissal, we may ask parents to meet us at this secondary evacuation site. Please be familiar with this location so you know where to go in case of an emergency dismissal.*



Emergencies

Our priority during an emergency is to keep our campus, students, and staff 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. Students will not be released to adults without a photo ID and/or people not listed on the student's emergency contact list.
- If the school campus is not safe, we may need to dismiss students from our secondary (off-campus) evacuation site. It is important that you know where this secondary evacuation site is located (see above).

Vaccinations

State law requires that all children entering or continuing attendance at elementary school be immunized against certain diseases. Parents/guardians must submit proof of these immunizations to the Charter School and students will not attend school until all require records have been received. The immunization status of all students will be reviewed periodically. These requirements can be waived only if a properly signed health exemption is filed. As of January 1, 2016 parents may no longer obtain a personal belief exemption ("PBE"). The Charter 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. 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 School.

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 make arrangements to have their child picked up **within 1 hour**. 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. If your child has needs we do not know about, we cannot provide for those needs.

Oral Health

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.

Medications

Caliber staff CANNOT assist in administering any medication (prescription or over-the-counter) unless 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 Lead for a copy of this form. Bring the completed form to the Operations Lead at your child's school along with the medication and prescription. You must keep the medication in its original packaging from the pharmacy. All medication is kept in locked medical cabinet and is only accessible by front office staff. The Operations Lead will administer medication to your child or appoint a designee to administer medication if he/she is unavailable. The Charter School will keep a record of every time your child receives a medication. Monthly audits are done to ensure medication has not expired and are still current. Front office staff will contact families to inform if medication will or has expired and to request replacement medications.

First Aid

The Secretary and Operations Lead will administer basic first aid to your child in case of an incident. If your child is sick or seriously injured and you receive a call to pick up your child, you will be expected to arrange pick up of your child **within 1 hour** of receiving the call. In extreme cases 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. The Charter School does not provide medical or hospital services or insurance for accidents or injuries to students injured at school during school-sponsored trips or activities.

After-School Program

After school care is available to all families at Caliber: Beta Academy until 6pm daily. During this time, a range of activities and classes will be available for students. A more detailed description of programming and registration is available in the front office.

School Communication

Families receive communication from the School Leader through a weekly emailed newsletter. Look for important updates and information on both the school website and in the office on the bulletin boards. If you are not receiving email communications please let the front office know.

Volunteering

CBA recognizes that volunteers are critical to our success. Volunteers provide crucial support for both teachers and school administrators and provide much needed assistance, experience and knowledge. It is for this reason that CBA encourages all families to provide an optional twenty (20) volunteer hours each year. While we recognize the immeasurable value that volunteers add to our schools, it is also crucial that CBA create a school environment that is a safe place for students to learn.

Anyone interested in volunteering is asked to complete a volunteer form and register at the school office. The school secretary can provide information about this process.

All adults who volunteer at Caliber: Beta Academy are required by Caliber Schools to be fingerprinted and have the results of a current TB test on file at school, consistent with the policy in the policy manual. While we realize that it is not easy to take the time to see your doctor or go to a clinic to be tested, tuberculosis is a highly contagious and debilitating disease. Cleared volunteers will receive a volunteer badge to wear when on campus. **For more volunteering details please look for the "Volunteer" section in the appendix.** Please keep your fingerprinting receipts for reimbursement.

Volunteer Opportunities!

Please contact Frances Lizarde to get detailed information on volunteer opportunities. She can be reached at 510-685-9886 or flizarde@caliberbetaacademy.org. Examples of ways parents can volunteer (Details provided via School Leader's Weekly and classroom newsletters throughout the year):

- Room parents
- Fall Festival
- Holiday parties
- Science Fair
- End of Year Celebration / Stepping Up Ceremony
- PTP

The Family-School Partnership Act

To support parents volunteering in their child's school, this act allows employees to use: "vacation, personal leave, comp time or time without pay to participate in their children's school-related activities. The law covers employers with twenty-five (25) or more workers at the same location, and it applies to parents, grandparents and guardians. These persons are allowed to use up to forty (40) hours a school year to conduct school-related business. However, employers may request verification of the nature of the school activity."

PLEASE SEE THE CALIBER SCHOOLS POLICY MANUAL FOR MORE INFORMATION ABOUT CBA'S VOLUNTEER POLICY. THE POLICY MANUAL IS LOCATED AT caliberbetaacademy.org

Classroom Observations

1. Classroom observations must be planned in advance so as to not create conflict with the teacher and student schedule. Therefore, please arrange a mutually agreed upon date and time with the Office of the School Leader and teacher by making a written request at least two (2) school days in advance of the requested observation.
2. Observations shall be limited to once (1) per month for no longer than one hundred twenty (120) minutes per visit in order to avoid distraction and/or disruption to the teacher and classroom schedule. However, under certain circumstances, such as evaluation, upcoming IEP meeting, crisis intervention etc., a parent or provider may request additional observations. Under these circumstances, the School Leader will use his or her discretion to approve or decline such requests.
3. Formal classroom observations do not include times when parents are invited to school for a special event or presentation, to serve as a volunteer, or to enjoy lunch with their student.
4. The School Leader reserves the right to decline any request for a classroom observation or to terminate a classroom observation if it is determined that such an observation would or has caused undue disruption in the educational process.
5. For security reasons, all visitors are required to sign in at the school office, wear a visitor's badge, and indicate the name of the teacher and destination before proceeding to the classroom. All visitors are asked to sign out when leaving the school.
6. To protect the learning environment, only one parent/guardian or outside provider may be in the classroom during an observation. Any additional observer must be approved by the School Leader and observers who are not a student's parent/guardian must have written consent from the observed student's parent/guardian describing the reason for the observation.
7. Out of respect for the teaching environment, parents/guardians may not bring younger siblings or other children while observing in the classroom and may not utilize any electronic equipment such as cell phones while in the classroom. Observers shall not disrupt the learning environment by engaging students or the teacher in conversation unless initiated at the teacher's discretion. Observers shall situate themselves in the back of the classroom or out of the way of all classroom activities as directed by the classroom teacher. A follow-up meeting may be scheduled as needed to answer questions or concerns.
8. During any observation, the School Leader or his/her designee may escort the observer and remain present in the classroom during the observation.
9. Parents/guardians or outside providers that disagree with any decision of the School Leader regarding classroom observations may file a complaint in accordance with CBA "Complaint Policy and Procedures".
10. No electronic listening or recording device (including video) may be used in a classroom without the teacher and School Leader's permission.

Sign-In

Please remember to sign-in/out when you come to school. For safety reasons, every adult who enters the

school building or who is on the school grounds while school is in session needs to check in and out at the office and wear a visitor badge. The only entrance to be used is the 4301 Berk video conference equipped gate. Gates on the Kennedy High back entrance are not to be used for the safety of the students.

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 8:00am and 4:00pm.

Special Education Program

CBA is designed to identify and serve students who have a learning disability. The teacher and/or instructional aide provide support and appropriate academic interventions so that these students may find academic success in the regular education program.

As a public, open enrollment school, Caliber: Beta Academy will operate in compliance with all State and Federal laws. We will provide all students with equal and bias-free access to all school facilities, courses, programs and services. Our overall program aims to meet the needs of every child and support all students' learning. Caliber: Beta Academy believes our emphasis on consistent data analysis, focused intervention, positive behavior supports, social-emotional learning, mindfulness, and differentiated instruction will be successful in providing all students the necessary resources, time and development to succeed.

- **Coordination of Services Team ("COST")**

Caliber: Beta Academy may identify and refer students with early signs of academic, social or behavioral difficulty to the COST. The Coordination of Services Team meets weekly to discuss academic, behavior, and social-emotional supports for our students at Caliber: Beta 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 Student Success Team meeting date may be set and parents will be notified of next steps to support their child.

- **Student Success Team ("SST")**

The SST is formed when the COST has determined a child needs additional supports in the area of academics, behavior, or social-emotional status. A referring teacher will need to complete both an SST Consultation Form and a Modification and Accommodation Tracker as pre-work for the SST; the teacher will need to provide all staff members (including, but not limited to the extra-curricular staff) supporting the student with information and/or trackers. Data will be collected from all staff members supporting the child during for the SST. The parent/guardian as well as the student will also receive pre-work for the SST to provide a more holistic look at the child.

After three (3) SST 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 (3) SST meetings.

For the 2017-18 school year, the SST will be composed of the School Leader or designee, the student's parent/guardian, Special Education Coordinator and the student's classroom teacher, and any other staff member that works with the student in an academic setting. The SST 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. An SST summary report will be completed and shared with all stakeholders. The SST will reconvene to assess student progress at least 28 school days and no more than 56 school days after the initial SST to give ample time for new interventions to yield progress. The SST 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: Beta 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 Program (“IEP”)**

Should a student be assessed for special education eligibility, an individual assessment program will be designed. After the assessment plan is administered, a meeting with members of the 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 Least Restrictive Environment, IEP goals, and the amount and type of services in accordance to state and federal timelines. In the event Caliber: Beta Academy is unable to provide an appropriate placement or services for a student, we will contact El Dorado County Office of Education (“EDCOE”) to discuss placement and service alternatives. (All completion of requisite paperwork and updates will be filed confidentially in accordance with FERPA and IDEA.)

Councils/Committees

1. **Student Success Team (“SST”)** – 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 monthly and is comprised of teachers, other school personnel, the Principal and parents/guardians, whose major function is the development, implementation, and evaluation of the school site plan for categorical programs.
3. **English Learners Advisory Council (“ELAC”)** – advises the school leader and SSC regarding the school’s program and services for identified English Learner students. ELAC responsibilities can be voted over for SSC to assume its responsibilities.
4. **Parent Committees** – Will discuss operations, event planning and classroom support. Information will be dispersed in the Fall.

CBA provides a free, appropriate public education to students with disabilities according to state and federal mandates. The Charter School 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 SELPA.

To be eligible for special education services, the child must be of school age, need specially designed instruction, and meet eligibility criteria for one or more of the following disabilities as set forth in the IDEIA (the federal law which outlines legal responsibilities related to special education):

- Autistic-like Behaviors
- Blindness/Visual Impairment
- Deaf Blindness
- Deafness/Hearing Impairment
- Emotional Disturbance
- Intellectual Disability

- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Physical Disability
- Specific Learning Disability
- Speech and Language Impairment
- Traumatic Brain Injury

CBA has adopted an inclusion model, which means that students with disabilities are educated in general education classrooms. Each student with a disability has a case manager, who is a credentialed special education teacher that works with classroom teachers to design the student’s education plan. The extent of special education services and the location for the delivery of such services are determined by the IEP team (which includes parents). CBA also provides any related services, such as physical therapy, adapted physical education, occupational therapy, etc. that are required to enable the student to derive educational benefits.

CBA has systems in place that assist the Charter School in determining whether a student may have a disability. These include a specific “Child Find” form that is completed by parents upon enrollment in CBA. This also includes an SST, or pre-referral, process in which school teams identify students who are struggling academically, socially, or behaviorally and develop interventions to support the student. CBA has additional interventions that are made available to students who require it; these include both differentiated instruction in the classroom and supplemental interventions in the learning lab and classroom. CBA monitors the progress of every child who receives intervention services in order to be able to identify any student who is not responding to interventions. Our model makes every effort to support the student within the general education setting while at the same time monitoring student progress to identify students who may have disabilities.

If you have a concern regarding your child’s academic or social functioning, contact his or her classroom teacher, or a School Leader at your school site.

CHILD ABUSE/NEGLECT

All school personnel are mandated reporters of suspected abuse and/or neglect. Mandated reporters are required to report suspected child maltreatment immediately when they have reasonable cause to believe that a child who is under the age of 18 years old and known to them in a professional or official capacity has been harmed or is in danger of being harmed – physically, sexually, or through neglect – and that a caregiver either committed the harm or should have taken steps to prevent the child from harm. No one in the workplace, even a supervisor, is permitted to suppress, change, or edit a report of abuse. A mandated reporter who fails to report suspected incidents of child abuse or neglect is subject to license suspension or revocation, and commits a misdemeanor.

FAMILY CUSTODY POLICY

It is CBA’s policy to remain impartial during custody disputes. It is the responsibility of parents to provide the school with accurate and updated information on the custody rights of their children. Updated court orders should be provided to the Operations Lead as soon as possible. All documentation provided to the Charter School will be kept private. Without a court order, CBA will assume that separated or divorced parents of a child have joint custody. Without a court order or proof of adoption, a child’s step-parents will not be considered to have custody of a child. If one parent does not wish to allow the other parent the right to remove the child from school or visit the child in school, the Charter School must be given a court order limiting the other parent’s rights.

SCHOOL CANCELLATION AND 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 CBA due to snow, rain, severe weather, natural disasters, or other emergency conditions. In general, CBA 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, CBA 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.

STUDENT RELEASE

CBA 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 CBA 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. CBA staff may ask the authorized individuals for identification when they pick the child up from school.

CBA 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 CBA'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 CBA 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.

The language below 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 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.

Recurring Late Pick-Up (3 times)	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
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	School Leader may refer the family to local counseling or truancy resources.
Habitual Late Pick-Up (6 times)	- 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
Chronic Late Pick Up (More than 9 times)	- Referral to Child Protective Services, at the discretion of the School Leader

SCHOOL FEE POLICY

It is the policy of CBA that neither students nor their families shall pay a student fee for participation in an educational activity while enrolled at the Charter School.

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 School receives a request for access. Parents or eligible students should submit to the School principal or designee a written request that identifies the records they wish to inspect.

The 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 School to amend a record should write the School principal or designee, clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the 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 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 School officials with legitimate educational interests. A School official is a person employed by the 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 School board. A School official also may include a volunteer or contractor

outside of the School who performs an institutional service of function for which the 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 School official in performing his or her tasks. A 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 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.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the 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 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 School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A 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 School officials, including teachers, within the educational agency or institution whom the 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 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 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 School to disclose directory information from your child’s education records without your prior written consent, you must notify the School in writing at the time of enrollment or re-enrollment. Please notify the School Leader at: ernest@caliberschools.org

PLEASE SEE THE CALIBER SCHOOLS POLICY MANUAL FOR MORE INFORMATION ABOUT THIS POLICY. THE POLICY MANUAL IS LOCATED AT caliberbetaacademy.org

The term “homeless children and youth” means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42 USC 11434(a)):

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

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

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).):

Gabriela Toruno – gtoruno@caliberbetaacademy.org

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

1. Homeless students are identified by school personnel and through coordination activities with other entities and agencies.
2. Homeless students enroll in, and have a full and equal opportunity to succeed at Charter School.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by Charter School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, CBA charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. School personnel providing services receive professional development and other support.
9. 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.

10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the 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 School, a copy of the School's complete policy shall be provided at the time of enrollment and at least twice annually.

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Uniform Complaint Procedure

CBA 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 violation of state or federal laws governing educational programs and the charging of unlawful pupil fees.

CBA shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our Governing Board. Unlawful discrimination, harassment, intimidation, or bullying complaints may be based on actual or perceived characteristics of age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, genetic information, physical disability, mental disability, medical condition, marital status, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on a person's association with a person or group with one or more of these actual or perceived characteristics, in any CBA 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
- After School Education and Safety Programs
- Agricultural Vocational Education Programs
- American Indian Education Centers and Early Child Education Program Assessments
- Foster and Homeless Youth Services
- Consolidated Categorical Aid Programs
- Migrant Education
- Career Technical and Technical Education and Training Programs
- Child Care and Developmental Programs
- Child Nutrition Programs
- Regional Occupational Centers and Special Education Programs
- Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII)
- State Preschool
- Bilingual Education
- Economic Impact Aid
- 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:

- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
- A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.
- A pupil fee complaint shall not be filed later than one (1) year from the date the alleged violation occurred.

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

Ashlee Gutierrez, School Leader

Ernest Peterson, School Leader

Caliber: Beta Academy 4301 Berk Avenue Richmond CA 94804

Phone Number: 510-685-9886

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 his or her designee in writing.

Complaints will be investigated and a written Decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant. The compliance officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and in accordance with the CBA's procedures.

The complainant has a right to appeal CBA'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 CBA'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 CBA'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 shall be available free of charge in the Main Office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the School Leader.

PLEASE SEE THE CALIBER SCHOOLS POLICY MANUAL FOR MORE INFORMATION ABOUT THIS POLICY. THE POLICY MANUAL IS LOCATED AT caliberbetaacademy.org

Appendix A: Family Resources

Welcome to Caliber: Beta 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 the school Dean, Gabriela Toruno (gtoruno@caliberbetaacademy.org), if you or a loved one need help.

For County Resources on housing, food, employment etc: Please see West Contra Costa County services: http://www.crisis-center.org/wp-content/uploads/West_Resource_Guide.pdf

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 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 Caliber: Beta Academy Family Handbook 2017-2018

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’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

- Visit the new school with your child on the orientation day.
- Attend social events arranged by the school 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 her know you’re there to help if she wants you to.

Work With the School

- If your child has any special needs, such as a learning disability, work with the new school as far in advance as possible 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 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 her to visit her old

friends if possible. If your child is old enough, help her connect with her 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 distinguish clearly between fiction and nonfiction.
- Before reading to her, take a "picture walk" through the book and have her predict what that page might be about.
- When reading to him, stop and ask questions to check comprehension.
- Help her visualize. After reading a story, ask her to close her eyes and make a picture in her mind about the best part of the story, or her favorite character, etc. Then let her describe that to you. This helps make reading more "three-dimensional."
- Help him 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 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 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.

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 PTA 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/>

Appendix B: COMMITMENT TO THE CALIBER: BETA 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.

THE SCHOOL'S COMMITMENT

1. Timeliness – We will arrive every day by 7:30 A.M. and remain at school until after dismissal
2. High Quality Education – We commit to providing a high-quality education and to going the extra mile for our students. We will work longer school hours, teach with heart, and always offer our students the best we have.
3. Support and Respect – We will appreciate, support, and respect every student. We will create a nurturing environment for our students and their families.
4. Communication – We will communicate regularly with families about their child's progress and make ourselves available in person and by phone with the expectation that we have 48 hours to respond and will likely not be able to call back during the school day. We will assume best intentions and will avoid jumping to conclusions. We understand that maintaining a positive, calm working relationship with school employees, students, and their families at all times is best for the students.
5. Homework – We will assign productive, worthwhile homework every night to reinforce and support skills and concepts learned in class (refer to further details below).
6. Caring and Restorative Environments – We will ensure we create caring and kind spaces for all of our students.
7. Safety – We will always protect the safety, interests, and rights of all individuals

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. CMA’s 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”), I understand that it is required that I meet with the program specialist in the first 30 days of school, so that my child can begin his/her school year with all the needed services recommended in the IEP. I understand that a failure to attend this IEP could result in a delay in my child receiving his or her services and will 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.

These commitments should be made in order to keep your child at Caliber: Beta Academy.

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. CBA 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 feels valued and has a chance to learn.

Student: _____ Date: _____
 Parent/Guardian: _____ Date: _____
 CBA Teacher: _____ Date: _____