



Family Handbook

2021-2022

Caliber: Beta Academy

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Dear Caliber: Beta Academy Families,

Welcome to the 2020-2021 school year! It is an honor and privilege to serve your student at Caliber: Beta Academy (“Caliber,” “CBA,” “School,” 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.

CBA is a special place and our approach to education looks a bit different from a traditional school. Through our focus on our pillars of Heart, Smart, Think and Act, we are focusing on giving your child a well rounded and holistic experience that develops their academic and social emotional skills. Our goal is to build a strong community of students, staff, and families that partner on this journey to create a validating and affirming environment where all children can learn.

We are passionate about preparing our students for college and career. We personalize our instruction to target what your student needs to learn to make continuous growth and to master grade-level content. Through computer science, writing, science and social studies, students will engage in a 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 CBA a wonderful environment for all our children.

Sincerely,

Tim Pruitt

School Leader, Middle School (5-8th grades)

Andrew Grossman

School Leader, Elementary School(TK-4th grades)

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The Mission of Our School

THE MISSION

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

THE VISION

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

Emotionally Intelligent	Academically College Ready	Critical Thinker	Agents of Change
HEART 	SMART 	THINK 	ACT 

<p>A Caliber graduate is prepared to navigate a variety of social circumstances and life situations which will be reflected in their Self Management, Self Awareness, Social Awareness, Relationship Skills, & Responsible Decision Making</p>	<p>A Caliber graduate is prepared to graduate from a 4 year college without remediation.</p>	<p>A Caliber graduate is prepared to solve problems in many ways by analyzing, synthesizing, and evaluating information.</p>	<p>A Caliber graduate is prepared to effectively advocate for self and others in order to create institutional change and a more just society.</p>
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OUR CORE VALUES

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

Core Components of Caliber Schools

1. **High Expectations.** We believe all children can succeed in college and in life. Students are set up for success when our staff functions with a deep belief in both the endless (massive) potential of all students and their own ability to tap and foster that potential. Students will rise to the challenge when staff assumes the best, fosters independence, empowerment, and drives toward incredibly high expectations.
2. **Data Driven Personalized Instruction.** Our teachers will plan lessons and units based on feedback from small group instruction, formative assessments, summative assessments, student artifacts, and anecdotal notes. Each student will have a Personalized Learning Plan (PLP). We will teach core content in part through “blended learning” that uses adaptive educational software.
3. **Continual focus on Social, Emotional and Life Skills.** Our students will develop and grow in their emotional intelligence through explicit Social Emotional Learning (“SEL”) instruction. SEL refers to a set of skills that individuals need to succeed in schooling, the workplace, relationships, and citizenship.
4. **Exceptional Teaching and Instructional Leadership.** Our School Leader will be an instructional leader responsible for improving the quality of our instruction. We will recruit and develop great teachers, who will work together as part of a collaborative professional community and benefit from opportunities for career advancement.
5. **Rigorous and Relevant Curriculum.** Students will be offered a challenging, Common Core-aligned curriculum. Computer programming will be our “second language.” We will have an intense focus on literacy. Students will work in teams using a project-based learning (“PBL”) approach for science and social studies. The school day is longer so we support developing the “whole child.”
6. **A Focus on Student Voice.** Our students will take ownership of their learning. Caliber students will meet in small

groups weekly during guided reading to have “book talks.” Additionally students will set their own goals, and meet individually or in a small group with a staff member to check in about how they are progressing to meeting those goals.

WHAT IS A CHARTER SCHOOL?

Charter schools are public schools. They are tuition-free and open to any student who wishes to attend, limited only by the School’s capacity. Charter schools allow parents, organizations, or community groups to restore, reinvent, and re-energize our public school system.

Parents/guardians who want their child to attend a Caliber school must submit an application. Our online enrollment site is www.enrollwcc.schoolmint.net. For more information on our application process or to review a copy of Caliber’s Lottery and Enrollment Procedures and Policies, contact your School’s Director of Operations or visit the Caliber Schools website at.

Basic School Information

Title	Name	Email
School Leader-LowerSchool	Andy Grossman	agrossman@caliberbetaacademy.org
School Leader- Upper School	Tim Pruitt	tpruitt@caliberbetaacademy.org
Director of Operations	Frances Lizarde	flizarde@caliberbetaacademy.org
Front Office Secretary(Bi-lingual)	Mireya Sanchez	msanchez@caliberbetaacademy.org
Front Office Secretary(Bi-Lingual)	Patsy Jimenez	pjiminez@caliberbetaacademy.org

SCHOOL SCHEDULE

Hours of Operation (All Grades)

Morning Drop Off Times: Monday-Friday

7:40am - 7:55 am (for breakfast)
7:55 am-8:00 am (drop off)

Dismissal Times (Monday-Thursday)

- 3:15 pm Lower School
- 3:21 pm Upper School

Dismissal Times (Friday)

- 12:20 pm Lower School
- 12:25 pm Upper School

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

- **The school calendar can be found online at caliberbetaacademy.org>>Our School>>Calendar.**

Getting To & From School

- More than 900 students are expected to get to and from CBA every day. There is limited parking in the immediate vicinity of the School, which is set in the middle of a residential community. Your adherence to these procedures will ensure the safety of our children and minimize delays and/or inconvenience to you and others. If someone other than yourself will be picking up your child(ren), please inform them of the procedures and ensure that he/she is on your student's emergency contact information. Please see our release policy, below
- The speed limit while students are out is 5 mph.
- To accommodate a steady flow of traffic, vehicles are not allowed to park in the drop-off zone. Parents and guardians are welcome to park further away on adjacent streets and walk to the designated drop-off zone to pick-up and drop-off students.
- Double Parking is not allowed. Pick-up/drop-off/waiting is to be done in a legal safe location.
- Parents of TK and Kindergarten students are asked to arrive between 7:30 am and 7:45 am so that you can park and then walk your child to class.
- Please do not park in the school driveway, handicapped parking spaces or double park on Berk Ave.
- Do not enter the staff parking lot on S. 41st Ave & Fall Ave.
- To ensure a smooth flow/continued movement of pick-up/drop-off of students:
 1. Arrive 5-10 minutes early – park and walk to the school to take/pick-up your child.

2. Consider arriving 5 minutes later to avoid the rush of cars at dismissal time.

- All students are released to a parent/caregiver or to the afterschool program at the end of the school day. If you would like your child to walk home please complete the form in the office so that your child can be released at dismissal.
- Please do not allow your child to jaywalk. It is dangerous and illegal. Students should cross the street next to the two driveways where a staff member is present.
- Be considerate of our neighbors by not blocking their driveways or having disrespectful confrontations.
- Please refrain from honking your horn to get the attention of another driver or your child. It is disruptive to the neighbors.
- Please inform adult individuals that periodically assist you in the drop-off/pick-up of your child(ren) of the Caliber Schools “Getting To and From School” procedures. These individuals must be listed on the Student/Parent Emergency Form. The office must be notified of any individual not included on that form using the Release Policy Below.
- Please treat our neighbors as you would want to be treated if you lived in close proximity to a school.

Finally, keep in mind that your child is watching your example closely and will be learning to drive in the not-too-distant future. Using your seatbelt, respecting the right-of-way, and observing the posted speed limit and traffic signs will ensure that your child will become a responsible driver.

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

DROP OFF/PICK UP MAP

Lower School



Upper School



Student Information

Release Policy

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

A. Emergency Forms

At the beginning of the school year, parent/guardians shall complete and submit a Student/Parent Emergency Form to be kept on file at the school. Parents/guardians will be asked to include the names of adult 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(s) indicates otherwise. Verbal changes to the emergency list will not be accepted, all changes must be submitted in writing on the [Change of Address/Emergency Form](#).

B. Authorizing Someone to Pick Up a Child

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

Caliber Schools recognizes that there will be situations in which a person not listed on the Student/Parent 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 Student/Parent 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. CBA staff will ask the authorized individuals for identification when they pick the child up from school.

C. Emergency Dismissal

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

Late Pick-Up

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

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

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

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

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

Late Pick-Up: A child who has not been picked up 10 minutes after 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 Main Office 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 in compliance with the Release Policy, above, 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. Main Office staff track late pick-ups by having the authorized individual sign the late pick up sheet:

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 School Leader may refer the family to local counseling
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 a meeting with a School Leader and sign an agreement to pick up their child on time.
Chronic Late Pick Up (More than 6 times)	-Subject to referral to Child Protective Services (“CPS”), at the discretion of the School Leader.

Attendance Policy

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

Late, Tardy, Unexcused Absences

Late: Students are expected to arrive at school on time each day. A student arriving during the first 30 minutes after the start of the school day is considered late. That student will be marked late on that day’s attendance. Once a student accumulates 7 late arrivals they will be required to attend a mandatory family workshop and/or meet with a School Leader to discuss ways to ensure they arrive at school promptly each day.

Tardy: Tardiness is disruptive to the learning process. It has a negative impact on the entire class, not just the child who is tardy. A student arriving to class more than 30 minutes after the start of school without a valid excuse is considered tardy. That student will be marked tardy on that day’s attendance. A student shall be classified as truant if the student is tardy more than 3 times in one school year.

Unexcused absences: Proper notification and/or documentation is required for a student’s absence from school to be considered excused and to be marked as excused on the child’s attendance record. Some kinds of absences may not be considered excused, even with proper documentation. These include but are not limited to the following: non-documented appointments, sick days with no parent notification of the school, oversleeping, car problems, and extracurricular activities. A student shall be classified as truant if the student is absent without a valid excuse for 3 days in one school year. Students shall be classified as a chronic truant if the student is absent from school without a valid excuse for 10 percent or more of the school days in one school, from the date of enrollment to the current date.

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

Reason	Documentation Needed	Other Info.
Personal Illness	Parents’ notification required. A Doctor’s office signed note for 3 or more consecutive sick days.	When a student has had more than 10 absent days in the school year due to illness a Doctor’s office signed note is required for any additional sick days.
Quarantine	As directed by County or City Department of Health	
Health related appointments/treatments (medical, dental, optometric, or chiropractic)	Doctor’s office signed note	Students in grades 7 and 8 may be excused from school for the purpose of obtaining confidential medical services without the consent of the student’s parent or guardian.

Personal/Family Emergencies (School Leader’s discretion)	Parents’ notification required	Approved at the discretion of the School Leader
Religious Holiday/Ceremony/Retreat	Parents’ notification required.	The student shall be excused for this purpose on no more than four (4) school days per month
Any Absence accompanied by prior approval from the School Leader	Note from School Leader required	
Court Appearances	Notice from court required	
Attendance at the Student’s Naturalization Ceremony to become a U.S. Citizen	Parents’ notification required.	
Time with immediate family member who is an Active Duty member of the uniformed services	Parents’ notification required. Allowed absence period will be determined by the School Leader.	Immediate family member must be called to duty for, on leave from or have immediately returned from deployment to a combat zone or combat support position.

Truancy Policies

Truant Student (3 unexcused absences/ tardies)	<ul style="list-style-type: none"> ● Letter mailed home to Parents/Guardians ● Parents/Guardians will receive a phone call from a Parent/School Leader to discuss attendance
Habitual Truant (9 unexcused absences/tardies)	<ul style="list-style-type: none"> ● Letter mailed home to Parents/Guardians ● Parents/Guardians will be asked to attend an attendance meeting with a school team member(s) ● Student and Parents required to sign an Attendance Contract
Student Attendance Review Team (“SART”) meeting (10 unexcused absences/tardies)	<ul style="list-style-type: none"> ● Letter mailed home to Parents/Guardians ● Parents/Guardians require to meet with representative of Charter School SART Board ● SART contract signed clearly stating further truancy may result in a referral to the District Attorney (“DA”)
Referral to County DA office of Truancy (10+ Unexcused Absences/Tardies and/or violation of SART contract)	<ul style="list-style-type: none"> ● Summons to appear in court, possible court ordered parenting class, fine, and/or misdemeanor charge ● Possible court ordered parenting class ● Possible fines and/or misdemeanor charges
Voluntary Disenrollment (10+ Consecutive Unexcused Absences)	<ul style="list-style-type: none"> ● Parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to the Charter School’s communication attempts, and/or ● Student is in violation of the SART contract ● Then the SART panel can recommend that the student be deemed to have voluntarily disenrolled in compliance with the <u>Involuntary Removal Process</u> and notification of the disenrollment be sent to the student’s district of residence

Leaving School During the Day

Under no circumstances may a student leave school and/or go home without the permission of a parent or guardian. Students who become ill at school must check in at the office and remain at school until the child’s parent/guardian arrives/gives permission for the student to leave campus. Students in grades 7 and 8 may be excused from school for the sole purpose of obtaining confidential medical services without the consent of the student’s parent or guardian.

It is expected that parents/guardians will make every effort to schedule appointments after school. However, if an appointment during the school day is unavoidable, the family must notify the front office prior to 12pm on the day of the early pickup and bring documentation from the doctor upon return. In cases where documentation is not provided, the early pickup will be unexcused. If there are 5 or more unexcused early pickups in a school year, the School may request a meeting with an administrator and the parent/guardian to discuss further.

The complete Attendance and Truancy Policy is located within the Caliber School’s Student Services Policy Manual which is available at the School office and online.

Independent Study

It is imperative that your student attends school daily. Lost classroom time is difficult to replace. In certain circumstances though, students may wish to be absent from school, but continue to participate in their studies. In such cases, you may

request that your student be placed on “independent study,” during which time he or she will be provided with a course of instruction to be completed away from school.

To request independent study, you must fill out and return an Independent Study Application. Students do not have a right to participate in independent study. Independent study is made available to students on a case-by-case basis, considering the length of the absence, the reason for absence, the student’s academic and attendance history, teacher availability, and other factors. Students who are not on independent study, and who are otherwise absent for an unexcused reason, will not receive attendance credit. Such students may also be considered truant.

Below are the guidelines governing independent study:

1. Parent/guardian must request independent study no less than 4 weeks prior to their student(s)’ absence.
2. Independent study is granted at the School’s discretion.
3. In general, contracts are issued for a minimum of 3 days and a maximum of 5 days. Any exceptions would have to be approved by the School Leader on a case by case basis.
4. No independent study contracts will be approved during testing windows and in the first 4 weeks of school and the final two weeks of school
5. A student with disabilities, as defined in Education Code section 56026, is not eligible for independent study unless his/her individualized education program specifically provides for such participation (Education Code, §51745).
6. Students must timely complete each requirement listed in the independent study contract. Work will be reviewed by the school and final determination of completion is decided by the school team. Students who fail to do so, will be marked unexcused. Students with multiple unexcused absences will follow truancy proceedings.

Contracts must be approved by the School Leader or designee. The Application and Contract is located in the main office and must be completed and returned to the school office 10 days before departure.

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

Clothing and Materials

UNIFORM POLICY

Students must wear their CBA uniform every day. Every family is provided with one uniform shirt at the start of each year..

The uniform guidelines are as follows:

- Caliber School’s Academy Polo Shirt
- Solid Blue Sweater (No writing, images, symbols or pictures other than a Caliber Schools logo or image) ● Solid Navy Blue Jumper or Skirt (please wear shorts or leggings under jumpers and skirts) ● Solid Navy Blue Pants or Shorts
- Tennis Shoes (No roller shoes or heels)
- Pants must be securely fastened at the waist

Dress Code Violations

If a School staff member determines that a student’s attire is inappropriate or disruptive to the educational environment as described hearing, the following may occur:

1. The student may be asked to briefly leave class to change clothing to align with this dress code.
2. The School may confiscate items that violate the dress code.

3. The School may notify the student's parents/guardians of the dress code violation(s). 4. The School may schedule a conference with the student's parents/guardians to discuss the dress code violation(s).

Students may not be disciplined, penalized academically, or removed from class as a consequence for wearing "inappropriate" attire.

Each student also receives a complimentary t-shirt or polo for free. For more information on ordering you can visit caliberbetaacademy.org/uniforms

GENERAL CLOTHING GUIDELINES ON FREE DRESS OCCASIONS

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

School Supplies

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

Personal Belongings

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

- Gum Chips Candy or other junk food or sugary drinks Soda Hats (Religious coverings are permitted)
- Peanuts or any kind of nuts Any illegal substance
- Weapons and toy weapons Toys, stuffed animals or dolls (unless given permission) Gameboys or any other electronic toys Slime
- Matches or any flammable item Cell Phones or smart watches (without a Yondr pouch)

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 near the main office. **Please be sure to clearly write your child's full name on all clothing.** Please check the Lost and Found first for missing articles. Periodically throughout the school year unclaimed clothing items will be donated as the amount of items is overwhelming.

School Meal Program

School meals are an essential part of our school program and our focus on a strong school community. It is a time when students sit with their classmates and practice engaging in conversation while enjoying a meal. We are pleased to be able to offer free, nutritionally-adequate, meals to all Caliber students, through Revolution Foods. This includes breakfast, lunch, morning snack, and supper (if staying past 3:30 pm in the afterschool program). Each month we will post a calendar in the front office or cafeteria that shows what will be served.

Please note that we are a nut free school.

FOOD ALLERGIES

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

a complete policy of Caliber School's Administration of Medications Policy in the Caliber School's Student Services Policy Manual which is available at the School office and online.

Health and Safety

VACCINATIONS

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

Under Senate Bills (SB) 276 and SB 714 (Pan, 2019), all new medical exemptions for school and child care entry must be issued through CAIR-ME(California Immunization Registry – Medical Exemption website) beginning January 1, 2021. Medical exemptions can only be issued by MDs or DOs licensed in California and must meet applicable Centers for Disease Control and Prevention (CDC), Advisory Committee on Immunization Practices (ACIP), and American Academy of Pediatrics (AAP) criteria.

ILLNESS OR INJURY DURING THE SCHOOL DAY

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

MEDICATIONS

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

Bring the completed form to the main office staff at your child's school along with the medication and prescription. You must keep the medication in its original packaging from the pharmacy. The main office staff will administer medication to your child or appoint a designee to administer medication if he/she is unavailable. Caliber Schools will keep a record of every time your child receives medication. If a student has any medication in their possession that has not been documented we will hold it at the front office until a parent/guardian can be contacted.

FIRST AID

The Operations Lead or designee will administer basic first aid to your child in case of an incident. If your child is sick or injured and you receive a call to pick up your child, you will be expected to pick up your child. For serious illness or injuries 911 will be called. If a student has a head injury (no matter the severity) it is our protocol to call home and notify the parents.

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

SCHOOL YARD SUPERVISION

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

Before and after school supervision:

Regular School Day: 7:40 – 8:00 am and 3:15 – 3:30 pm

Friday Early Release Days: 7:40 – 8:00 am and 12:20 - 12:35 pm

EMERGENCY PREPAREDNESS

The Student/Parent Emergency Contact Form is to be completed for each student by a parent or guardian. Each student's Student/Parent Emergency Contact Form is kept in the School office. Emergency Preparedness Binders contain the most recent telephone numbers and addresses for the adults responsible for picking up your child in the event of an emergency. **It is essential that this contact information be complete and accurate. Please notify the Caliber Schools Director of Operations 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 will be asked to show ID. Information on the Student/Parent Emergency Contact Form can only be changed by the parent/guardian that registered the child. For more information, a complete copy of the Caliber School's Comprehensive School Safety Plan is available at the main office.

WEAPONS AND FIREARMS

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

DRUGS, ALCOHOL, AND SMOKE

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

Campus Access & Visitor Policy

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

FRONT ENTRANCE

At all times during the school day, the front office to a Caliber Schools will be manned by a Caliber staff member. For the purpose of this policy, the Charter School day is defined as the period of time that starts 20 minutes before the beginning of the instructional day and ends 15 minutes after the end of the instructional day. Ensuring that the front office is manned at all times is a primary responsibility of the Charter School Office Lead. If the Office Lead is unable to be at the front desk for some reason, he/she is responsible for finding another Caliber staff member to be present. Individuals who are not staff members should NOT be asked to work at the front desk.

VISITOR REGISTRATION AND PASSES/BADGES

All visitors are required to register with the front office immediately upon entering and exiting any school building or grounds during school hours. When registering, the visitor is required to provide his/her name, address, age (if under 21), his/her purpose for entering school grounds, and proof of identity. After registering in the Front Office, visitors who are not employees will be issued a Visitor's Pass that they must display at all times while on campus. All visitors must also sign out when leaving the campus. Visitors will be asked if they have an appointment and with whom. Any visitor may be asked to provide personal identification at any time while on campus. For more information on visiting a Caliber Schools campus, a complete copy of the Caliber School's Classroom and School Volunteer, Visitor, and Removal Policy is available in the Caliber School's Student Services Policy Manual which is available at the School office and online..

PRIMARY AND SECONDARY EVACUATION SITES

Our school has two (2) evacuation sites. Our primary evacuation site is located on campus on the lower school playground. We will use this evacuation site when it is safe to remain on campus. Our secondary evacuation site is the large field next to the Caliber campus.. If there is a disaster at the Caliber 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 safe. Here is what will happen in the event of an emergency:

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

School Program

HOMEWORK

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

CORE SOCIAL-EMOTIONAL LEARNING (“SEL”) PROGRAMS

Our school values are connected to our 4 pillars:

1. HEART: Respect, Self Awareness, Connection
2. SMART: Grow, Determination, Confidence

3. THINK: Curiosity, Problem Solver
4. ACT: Leader, Enthusiasm

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

REPORT CARDS – PERSONALIZED LEARNING PLANS

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

AFTER-SCHOOL PROGRAM

After school care is available to all families at Caliber Schools until 6 pm daily. During this time, students will be able to complete homework and engage in a range of activities. We are excited to partner with the BACR Kids Club to bring an awesome selection of afterschool activities for our students. These afterschool activities are optional, but they will be held at our school from **3:15 pm to 6:00 pm Mon-Thurs** and **12:25 pm to 6:00 pm on Fridays and any other early release days** throughout the school year. **Our after school care program will begin on Monday, August 13th for all registered families.**

SCHOOL COMMUNICATION

Families receive communication from a School Leader through a weekly or monthly emailed newsletter. Grade level information is updated through weekly bulletins. Look for important updates and information on both the Charter School website, Facebook page, or ClassDojo.

OUR APPROACH TO DISCIPLINE

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

This is accomplished through the following key practices:

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

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

No student shall be involuntarily removed by the School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action (“Involuntary Removal Notice”). The written notice shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder.

The Involuntary Removal Notice shall include the charges against the student and an explanation of the student’s basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the School’s expulsion procedures. If the student’s parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the School issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the School’s suspension and expulsion policy.

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

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

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

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

Volunteering

Caliber Schools recognizes that volunteers are critical to the success of the Charter School. Volunteers provide crucial support for both teachers and school administrators and provide much needed assistance, experience and knowledge. Volunteering is not a requirement to attend Caliber Schools. Anyone interested in volunteering is asked to complete a volunteer form and register at the school office. For more information on volunteering at a Caliber Schools campus, a complete copy of the Caliber School’s Classroom and School Volunteer, Visitor, and Removal Policy is available within the Caliber School’s Student Services Policy Manual which is available at the School office and online.

FIELD TRIP DRIVERS

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

- Proof of liability insurance for their vehicle with a minimum of \$100K/\$300K coverage.
- A copy of their Driver’s License and Car Registration.
- A written statement acknowledging that their insurance carrier is the primary agent responsible for insurance during the field trip or excursion.
- A criminal background check conducted by the California Department of Justice (“DOJ”).

Employees or volunteers whose DOJ report reveals a Driving Under the Influence conviction shall not be permitted to transport students or operate any vehicle on Charter School business for ten (10) years from the date of the conviction. Any employee or volunteer convicted of a felony shall not be permitted to transport Charter School students on Charter School business.

- A Department of Motor Vehicles record. Employees or volunteers with driving records with two (2) points or more shall not be permitted to transport students or operate any vehicle for Charter School field trips and excursions.

CLASSROOM OBSERVATIONS

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

1. Visits during school hours should first be arranged with the teacher and School Leader or designee in advance. If a conference is desired, an appointment should be set with the teacher during non instructional time in advance. Parents seeking to visit a classroom during school hours must first obtain the approval of the classroom teacher.
2. All visitors are required to register with the front office immediately upon entering any school building or grounds during school hours. When registering, the visitor is required to provide his/her name, address, age (if under 21), his/her purpose for entering school grounds, and proof of identity. After registering in the Front Office, visitors who are not employees will be issued a Visitor's Pass that they must display at all times while on campus. All visitors must also sign out when leaving the campus. Any visitor may be asked to provide personal identification at any time while on campus. For more information on visiting a Caliber Schools campus, a complete copy of the Caliber School's Classroom and School Volunteer, Visitor, and Removal Policy is available in the Caliber School's Student Services Policy Manual which is available at the School office and online.
3. Except for unusual circumstances, approved by the School Leader, Caliber Schools visits should not exceed approximately sixty (60) minutes in length and may not occur more than twice per trimester. If the visitor is a government officer/official (including but not limited to local law enforcement officers, immigration enforcement officers, social workers, district attorneys, or U.S. attorneys) the officer/official will also be asked to produce any documentation that authorizes school access. Charter School shall make reasonable efforts to notify parents or guardians prior to permitting a student to be interviewed or searched, consistent with the law and/or any court order, warrant or instructions from the officer/official. A copy of the documentation provided by the officer and notes from the encounter may be maintained by Charter School, consistent with the law. The Charter School Governing Board and Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, will be timely informed regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes, as recommended by the Attorney General. For purposes of school safety and security, the School Leader or designee shall design a visible means of identification for visitors while on school premises.
5. While on campus, visitors are to enter and leave classrooms as quietly as possible, not converse with any student, teacher, or other instructional assistant unless permitted, and not interfere with any school activity. No electronic listening or audio or video recording device may be used in a classroom without the teacher's and School Leader's written permission.
6. Before leaving campus, the visitor shall return the Visitor's Permit and sign out of the Visitors Log Book in the main office.

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

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

Procedural Policies

SCHOOL PHONE USAGE

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

PERSONAL CELL PHONE USAGE

Parents that feel the need to supply their child(ren) with a personal cell phone are asked to fill out a form in the office so that it is on record that the phone is at school with the parent's permission and school personnel's knowledge. Students must have their **phone turned off and secured in a backpack. It is not to be out or used before, during, or after school as school phones are available in case of emergency.** The Charter School is not responsible for damaged, lost or stolen phones. Parents of students that are unable to abide by this rule will be asked not to send the phone to school. Parents/guardians will be contacted to pick up any confiscated cell phone or other electronic signaling device. If it is confiscated a 2nd time, the phone must be turned in and

checked out in the office on a daily basis. If there are still problems with having the cell phone at school, School staff will schedule a meeting with the student and parents to discuss..

ELECTRONICS

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

Other Resources and School Support Organizations

COORDINATION OF SERVICES TEAM

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

After three (3) COST meetings, if significant progress has not been made against identified goals, the student may be referred to the special education team to determine if the should be evaluated for for special education eligibility under the Individuals with Disabilities Education Act (“IDEA”) or a Section 504 Plan. Under unique circumstances or by parent request, a student may be referred to the special education team to determine eligibility for special education evaluation prior to three COST meetings.

COST is composed of: School Leader, student’s parent/guardian, if needed the Special Education Program Specialist, the student’s classroom teacher, and any other staff member that works with the student in an academic setting. The COST team will meet to review prior interventions, accommodations and modifications as well as identify next steps to ensure all possible supports toward student success have been implemented. A COST summary report will be completed and shared with all stakeholders. The COST team will reconvene to assess student progress at least 28 school days and no more than 56

school days after the initial COST to give ample time for new interventions to yield progress. The COST will determine if the student should continue with the previously identified interventions, participate in a new intervention plan, or if special education eligibility should be considered. CBA. will utilize general education intervention strategies prior to special education evaluation where appropriate to meet the needs of students in the least restrictive environment. Students will only be assessed for special education eligibility with parent consent.

INDIVIDUALIZED EDUCATION PLANS

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

If a student is to be assessed for special education eligibility, an individual assessment plan will be designed and provided to the parent for approval. Once the plan is approved by the parent, Caliber Schools will coordinate the completion of the assessments and hold a meeting with the members of the Individualized Education Plan (“IEP”) team to share results and determine eligibility. If the student is found eligible for special education services, the IEP Team will determine the appropriate placement in the least restrictive environment, IEP goals, and the amount and type of services to be provided to the student.

COUNCILS/COMMITTEES

1. **Coordination of Services Team (“COST”)** – is an intervention team designed to bridge communication and provide support between families, teacher, and students. The team is composed of the School Leader, parent/guardian, if needed the Special Education Program Specialist, the student’s classroom teacher, and any other staff member that works with the student in an academic setting.
2. **School Site Council (“SSC”)** – meets throughout the year and is comprised of teachers, other school personnel, the School Leader and parents/guardians, whose major function is the development, implementation, and evaluation of the school site plan for categorical programs. We will review our Local Control Accountability Plan (“LCAP”), which outlines our School goals, in order to ensure we are meeting our annual goals.
3. **English Learners Advisory Council (“ELAC”)** – advises the School Leader and SSC regarding the school’s program and services for identified English Learner students. ELAC responsibilities can be voted over for SSC to assume its responsibilities.
4. **Parent Event Committees** – Will discuss operations, event planning and classroom support. See the Operations Manager for more information.

School Cancellation & Closure

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

Decisions to close school or start school late due to weather conditions will be made public, whenever possible, by 6:45 AM in the morning when school will be closed. The School Leader should alert the local news media when deciding to cancel school. We will also share information with families via phone call or text blast. 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 (please reach out to the main office to do so).

COMPLAINTS

A complete copy of the Caliber School’s General Complaint Policy is available within the Caliber School’s Student Services Policy Manual which is available at the School office and online.

Appendix A: Legally Required Annual Notices

Public schools, including charter schools, are required to provide annual notification to inform parents of certain school policies and laws. Caliber: Beta Academy (collectively referred to as “Caliber Schools”) comply with this requirement by providing families with an annual notification in the Family Handbook each school year as an appendix.

AVAILABILITY OF PROSPECTUS

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

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

Caliber Schools annually administers required state testing to the applicable grades. (e.g., the California Assessment of Student Performance and Progress) Notwithstanding any other provision of law, a parent’s or guardian’s written request to the School Leader to excuse his or her child from any or all parts of the state assessments will be granted. Please submit requests to Frances Lizarde at flizarde@caliberbetaacademy.org (may take up to 3-5 business days).

CHILD FIND

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

Pursuant to the IDEA and relevant state law, the Charter School is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact the School Leader.

CONCUSSION/HEAD INJURIES

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

SUDDEN CARDIAC ARREST AND AUTOMATED EXTERNAL DEFIBRILLATORS

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

DIABETES

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

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

Please contact the School office if you need a copy of this information sheet or if you have any questions about this information sheet.

FREE AND REDUCED PRICE MEALS

Caliber Schools participates in the National School Lunch Program. The Charter School will provide each student who

meets federal eligibility criteria for free and reduced-price meals with at least one free or reduced-price, nutritionally adequate meal per school day. Applications for free or reduced price meals are included in the first day packets to all families and can also be obtained on the Charter School website and in the main office. All families are encouraged to complete the application form in order to include as many eligible students as possible.

The Charter School also maintains a School Wellness Policy pursuant to state and federal requirements. A copy of the complete Wellness Policy within the Caliber School's Student Services Policy Manual which is available at the School office and online.

HOMELESS STUDENTS

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who:

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

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).):

Bien-Elize Roque-Nido
4301 Berk Avenue, Richmond, CA 94804
510-685-9886
broquenido@caliberbetaacademy.org

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

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

homeless children and youths.

- Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

For any homeless student who enrolls at the Charter School, a copy of the Charter School’s complete policy shall be provided at the time of enrollment and at least twice annually. This complete Policy is also located within the Caliber School’s Student Services Policy Manual which is available at the School office and online

IMMUNIZATIONS AND PHYSICAL EXAMINATIONS

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

These required immunizations include:

Child’s Grade	List of shots required to attend school
Entering Kindergarten	<p>Diphtheria, Pertussis, and Tetanus (DTaP) - Five (5) doses Polio - Four (4) doses Measles, Mumps, and Rubella (MMR) - Two (2) doses Hepatitis B (Hep B) - Three (3) doses Varicella (chickenpox) – Two (2) doses</p> <p>NOTE: Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of Polio are allowed if one was given on or after their fourth birthday. MMR doses must be given on or after the first birthday.</p>
Entering 7 th Grade	<p>Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose Varicella - Two (2) doses</p> <p>NOTE: In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet all requirements for children 7-17 years old (i.e., polio, MMR, chickenpox and primary series for diphtheria, tetanus, and pertussis), in addition to the 7th grade requirements for Tdap and two (2) doses of Varicella.</p>

All students are to have completed a health screening examination on or before the 90th day after the pupil’s entrance into

first grade or such pupils must have obtained a waiver pursuant to Health and Safety Code Sections 124040 and 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to pupils enrolled in kindergarten. If your child's medical status changes, please provide the teacher with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

A parent/guardian having control or charge of any child enrolled in Caliber Schools may file annually with the School Leader of the school in which the child is enrolled a written and signed statement stating that he or she will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

NONDISCRIMINATION STATEMENT

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

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

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

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

ANDREW GROSSMAN or TIM PRUITT, SCHOOL LEADERS

Caliber: Beta Academy

4301 Berk Avenue Richmond CA 94804

Phone Number: (510) 685-9886

ORAL HEALTH ASSESSMENT

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

PUPIL RECORDS, INCLUDING CHALLENGES AND DIRECTORY INFORMATION

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

1. The right to inspect and review the student's education records within 5 business days after the day the Caliber Schools receives a request for access. Parents or eligible students should submit to the School Leader or designee a written request that identifies the records they wish to inspect.

The Charter School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

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

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

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

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

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

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

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

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

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

1. Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, the Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the pupil intends to enroll. Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at his/her last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing pursuant to Section (IV)(3) above;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the pupil's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or non related extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by Charter School for student and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by Charter School; and/or
12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by Charter School with respect to that alleged crime or offense. Charter School will disclose the final results of the disciplinary proceeding, regardless of whether Charter School concluded a violation was committed.

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. Directory information can be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish year books. The Charter School has designated the following information as directory information:

1. Student's name
2. Student's address
3. Parent's/guardian's address

4. Telephone listing
5. Student's electronic mail address
6. Parent's/guardian's electronic mail address
7. Photograph
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Weight and height of members of athletic teams
12. Degrees, honors, and awards received
13. The most recent educational agency or institution attended
14. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

If you do not want the Charter School to disclose directory information from your child's education records without your prior written consent, you must notify the Charter School in writing at the time of enrollment or re-enrollment. Please notify the Front Office at: msanchez@caliberbetaacademy.org A copy of the complete Educational Records and Student Information Policy is available within the Caliber School's Student Services Policy Manual which is available at the School office and online.

SECTION 504

Caliber Schools recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability that substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by the Charter School. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the School Leader. A copy of the School's Policy, Procedures, and Parent Rights Regarding Identification, Evaluation and Education Under Section 504 is available within the Caliber School's Student Services Policy Manual which is available at the School office and online.

TEACHER QUALIFICATION INFORMATION

Any parent may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals. Requests must be submitted to a school leader in writing. Requests can take up to 5 business days.

SEXUAL HEALTH EDUCATION

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

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

Anonymous, voluntary, and confidential research and evaluation tools to measure student's health behaviors and risks may be administered to 7th and 8th grade students. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey ("opt-out"). Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

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

UNIFORM COMPLAINT PROCEDURE

Caliber Schools has the primary responsibility to insure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violations of state or federal laws governing educational programs Charter School shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our Governing Board for the following types of complaints:

1. Unlawful discrimination, harassment, intimidation, or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status/citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.
2. The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in: Adult Education Programs, After School Education and Safety Programs, Agricultural Vocational Education Programs, American Indian Education Centers and Early Child Education Program Assessments, Consolidated Categorical Aid Programs, Career Technical and Technical Education and Career Technical and Technical Training Programs, Child Care and Development Programs, Child Nutrition Programs, Foster and Homeless Youth Services, Migrant Education Programs, Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education, Regional Occupational Centers and Programs, Special Education Programs, State Preschool, Bilingual Education, Economic Impact Aid, and Tobacco-Use Prevention Education.
3. A complaint of noncompliance with laws relating to pupil fees may be filed pursuant to the local UCP. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:
 1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
 2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
 3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.
 4. A pupil fee complaint shall not be filed later than one (1) year from the date the alleged violation occurred.

Complaints that fall under the UCP, including complaints of noncompliance with laws relating to pupil fees, must be filed in writing with the below Compliance Officer. A complaint regarding pupil fees may be filed anonymously if the complaint provides evidence or information to support an allegation of noncompliance with laws relating to pupil fees. Complaints other than complaints relating to pupil fees must be filed in writing with the following compliance officer:

ANDREW GROSSMAN or TIM PRUITT, SCHOOL LEADERS

Caliber: Beta Academy

4301 Berk Avenue Richmond CA 94804

Phone Number: (510) 685-9886

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

MARKUS MULLARKEY, President

Caliber Schools

3260 Blume Dr. #120 Richmond, CA 94806

Phone Number: 510-640-4407

Complaints alleging discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. The Compliance Officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and in accordance with the Charter School's procedures. The final 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 complainant has a right to appeal the School's Decision to the California Department of Education (CDE) by filing a written appeal within fifteen (15) days of receiving the final written Decision. The appeal must include a copy of the complaint filed with the School and a copy of the Charter School's Decision, and the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied.

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

A copy of the UCP policy and complaint procedures is available free of charge in the Main Office within the Caliber School's Student Services Policy Manual. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the School Leader.

AVAILABILITY OF HEALTH INSURANCE

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

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

http://hbex.coveredca.com/toolkit/PDFs/ALL_IN_Flyer_EnrollGetCareRenew_CC.pdf

Caliber Schools shall not discriminate against a pupil who does not have health care coverage or use any information relating to a pupil's health care coverage or interest in learning about health care coverage in any manner that would bring harm to the pupil or the pupil's family.

SURVEYS ABOUT PERSONAL BELIEFS

Unless you give written permission, your child will not be given any test, questionnaire, survey, or examination containing any questions about your child's, or his/her parents' or guardians' personal beliefs or practices in sex, family life, morality, or religion.

EDUCATION OF FOSTER CHILDREN AND YOUTH

The Charter School has adopted a policy governing the education of foster youth, consistent with state and federal law. A copy of the complete Education of Foster Youth Policy is available within the Caliber School's Student Services Policy Manual which is available at the School office and online.

ENGLISH LEARNERS

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

MENTAL HEALTH SERVICES

Caliber Schools recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and violence. Access to mental health services at the Charter School and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources available to your child:

Available on Campus:

- **School-based counseling services** – your child is encouraged to directly contact a Charter School counselor by coming into the counseling office during school hours and making an appointment to speak with a counselor. Our counselors support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider listed in this letter, are voluntary.
- **Special education services** – if you believe your child may have a disability, you are encouraged to directly contact the School Leader to request an evaluation.
- **Prescription medication while on campus** – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this medication to your child, please contact the Front Office Team.

Available in the Community and Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. Available at 1-866-488-7386 or visit <https://www.thetrevorproject.org/>.
- Big Brothers/Big Sisters of America – This organization is a community-based mentorship program. Community specific program information can be found online at <https://www.bbbs.org> or by calling (813) 720-8778.

HUMAN TRAFFICKING PREVENTION

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

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

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Charter School's website for your review.

SCHOOL BUS AND PASSENGER SAFETY

Upon registration, Caliber Schools is required to provide safety regulations to all kindergarten through sixth (6th) grade new students and students who have not previously been transported by school bus. Additionally, the Charter School must also provide safety instruction to all students in kindergarten through eighth (8th) grade who receive home-to-school transportation. A copy of the complete Transportation Safety Policy is available upon request at the main office and within the Caliber School's Student Services Policy Manual.

PREGNANT AND PARENTING STUDENTS

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

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

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

TIM PRUITT, SCHOOL LEADER

Caliber: Beta Academy

4301 Berk Avenue Richmond CA 94804

Phone Number: (510) 685-9886

A copy of the UCP is available within the Caliber School's Student Services Policy Manual. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please

contact the School Leader.

ANIMAL DISSECTIONS

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

PARENT AND FAMILY INVOLVEMENT POLICY

The Charter School aims to provide all students in our school significant opportunities to receive a fair, equitable, and high quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act ("ESEA"). The Charter School staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success. A copy of the Charter School's complete Policy is available in the Caliber Schools Policy Manual and can be found in the Main Office and online.

TOBACCO-FREE SCHOOLS

Ample research has demonstrated the health hazards associated with the use of tobacco products, including smoking and the breathing of secondhand smoke. Charter School provides instructional programs designed to discourage students from using tobacco products. The Charter School's Governing Board recognizes that smoking and other uses of tobacco and nicotine products constitute a serious public health hazard and are inconsistent with the goals of all Charter School to provide a healthy environment for students and staff.

In the best interest of students, employees, and the general public, the Board therefore prohibits the use of tobacco products at all times on Charter School property and in Charter School vehicles. This prohibition applies to all employees, students, visitors, and other persons at school or at a school-sponsored activity or athletic event. It applies to any meeting on any property owned, leased, or rented by or from Charter School.

Smoking or use of any tobacco-related product or disposal of any tobacco-related waste is prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. Smoking or use of any tobacco-related product is also prohibited within 250 feet of the youth sports event in the same park or facility where a youth sports event is taking place. In addition, any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited.

The School Leader or designee shall inform students, parents/guardians, employees, and the public about this policy. All individuals on Charter School premises share in the responsibility of adhering to this policy. Additionally, Charter School will post signs stating "Tobacco use is prohibited" prominently at all entrances to school property.

CALIFORNIA HEALTHY KIDS SURVEY

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

LOST OR DAMAGED SCHOOL PROPERTY

If a student willfully damages the Charter School's property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, Charter School may withhold the student's grades and transcripts until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades will be released.

Appendix B: 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 **Jeff Pitts** jpitts@caliberbetaacademy.org if you or a loved one need help. For County Resources on housing, food, employment etc:

BACK TO SCHOOL TIME

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

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

STAY POSITIVE

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

CREATE ROUTINES

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

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

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

ESTABLISH FUN TRADITIONS

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

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

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

TIPS FOR TRANSITION TO A NEW SCHOOL

. Changing schools can be a tough adjustment for any kid, especially for an older child leaving behind friends. Here are

some ways you can make the transition easier for your child.

Start Early

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

Work With the School

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

Positive

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

Get Involved

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

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

IMPROVE LITERACY

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

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

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

PARENT INVOLVEMENT IN SCHOOL

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

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

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

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

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

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

Appendix C: Student Use of Technology

Policy

ACCEPTABLE USE AGREEMENT

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

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

equipment or sent over Charter School networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of Charter School equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the student is engaging in an inappropriate use.

6. **Disruptive Activity.** Students should not intentionally interfere with the performance of the Charter School’s network or intentionally damage any Charter School technology resources.

7. **Unauthorized Networks.** Students may not create unauthorized wireless networks to access the Charter School’s network. This includes establishing wireless access points, wireless routers and open networks on personal devices. 8.

Consequences of Inappropriate Use. Students who violate this Agreement will be subject to discipline which may include loss of access to Charter School technology resources and/or other appropriate disciplinary or legal action in accordance with applicable laws.

9. **Technology Systems/Equipment Care.** Students are not permitted to have food or drink near computers/other technology and must keep equipment and assigned areas free of vandalism.

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

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

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

Student Name (please print): _____ Grade: _____

Parent/Guardian Name (Please Print): _____

Parent/Guardian Signature: _____ Date: _____

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

Caliber: Beta Academy's Commitment

1. **Personalized Learning Plan** – Caliber will work with each student and family to create a personalized learning plan based on Caliber's definition of the content and skills that are necessary to participate in competitive colleges, careers, and communities in accordance with "what it means to be an educated person in the 21st century" (this is discussed more fully in the school's Charter). Based on this plan, Caliber will offer students learning opportunities that will engage them and prepare them to demonstrate competency in a particular area.

2. **Curriculum** – Caliber: Beta Academy ("Caliber" or "CBA") will offer a college-preparatory Kindergarten thru Eighth Grade curriculum in accordance with the approved Charter. Caliber will carefully prepare all curricular materials for each subject and grade level to determine what will be appropriately rigorous, engaging, and personalized for the student population. Caliber's curriculum will be aligned with the Common Core Standards and California standards. Caliber will use curricular materials that are determined to be successful based on current, relevant research and used in other high performing urban schools. Curricular materials will provide a grade-level and age-appropriate curriculum that provides the information to prepare all students to succeed in the 21st century.

3. **Instruction** – Caliber will provide at least the minimum number of instructional minutes of classroom instruction required under state law. Caliber teachers will use a combination of personalized, blended learning (for English Language Arts and Math) and project-based learning (for other subjects). Instructors at Caliber use an approach that is both rigorous and flexible, and personalized yet social. Caliber teachers will rely on evidence to continually improve their teaching methods. Caliber will provide appropriate support for developing teachers' ability to plan with and implement the curriculum within the constraints of the CBA school model.

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

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

The Family's Commitment

1. **Timeliness/Attendance** – I understand that every school day is important and that it is my responsibility to get my child to school every day on time and pick my child up on time. I will have a backup plan in case my normal mode of transportation is hindered in some way. If my child needs to miss school, I will contact the school. I will also try not to schedule appointments during school hours and I will 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. If my child needs additional assistance completing homework or requires additional support, I will communicate with my child's teacher or encourage him/her to do so.

3. **Independent Reading** – I will insist that my child reads or is read to every night (including the weekend), and I will make sure the reading log is signed every day.

4. **Communication** – I will make myself available to my child and all of his/her teachers. I will return phone calls from school staff in a timely fashion. I understand that if my child is struggling academically or behaviorally, I may receive frequent phone calls from the school so that these behaviors can be addressed as soon as possible. If I am asked to attend a meeting regarding my child’s education or behavior, I will be there. I will read all newsletters and papers sent home by the school, and I will return all necessary information immediately. I understand that maintaining a positive, calm working relationship with school employees at all times is best for my child. We will assume best intentions and will avoid jumping to conclusions.
5. **Uniform** – I will send my child to school every day in a clean uniform.
6. **Caliber Schools Pillars & Values** – I understand CBA’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 enrolling for the first time so that my child can begin his/her school year with all the needed services recommended on the IEP. I understand that a failure to provide new or updated information to Caliber Schools could result in a delay in my child receiving his or her services and may impact my child’s progress in school.
9. **Promotion** – I will play an active role in working with my child and his or her teacher to ensure his or her promotion. I understand that my child’s promotion to the next grade is not guaranteed each year.
10. **Instructional & Social Emotional Learning Program** – I will do my best to support the educational and Social Emotional Learning program of the school and the policies spelled out in the Family Handbook. I understand that my child will receive small group, whole group, and supplemental instruction and, at times, have projects or presentations that he or she may need to complete at home.

The Student’s Commitment

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

Student Name: _____ Student Signature: _____

Guardian Name: _____

Guardian Signature: _____

School Official Signature: _____

Appendix E: Social Emotional Learning Consent Form

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

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

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

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

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

• *I do want my student to participate in the survey.*

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

Student Name: _____

School Name: _____

Teacher Name: _____

Grade: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

Appendix F: Complete and Full Board Policies - Annual Notices

Staff/Student Interaction Policy

(From Staff Handbook)

Caliber recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible. Boundaries are defined as acceptable professional behavior by staff members while interacting with a student. Trespassing beyond the boundaries of a student-staff relationship is deemed an abuse of power and a betrayal of public trust.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of Caliber

personnel: A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and other Caliber staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders, whether or not those situations are expressly listed here. One viable standard that can be quickly applied, when an employee is unsure if certain conduct is acceptable, is to ask, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, they must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the School Leader any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
- (k) Tickling or piggyback rides
- (l) Furnishing alcohol, tobacco products or drugs – or failing to report knowledge of such

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in the employee's home.
- (d) Offsite visits, activities, or events arranged with students participating in any Caliber Mentorship Programs.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents' written consent for any after-school activity.
- (b) Obtaining School and parent approval to take students off school property for activities such as field trips or competitions.
- (c) Emails, texts, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when the employee is alone with a student.
- (e) Keeping reasonable space between the employee and the student.
- (f) Stopping and correcting students if they cross the employee's personal boundaries. (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if the employee finds themselves in a difficult situation related to boundaries.
- (j) Involving a supervisor if conflict arises with the student.
- (k) Informing the School Leader about situations that have the potential to become more severe. (l) Making detailed notes about an incident that could evolve into a more serious situation later. (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers. (n) Asking another staff member to be present if the employee will be alone with any type of special needs student.
- (o) Asking another staff member to be present if the employee must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping professional conduct a high priority.
- (s) Asking if these actions are worth the employee's job and career.

Youth Suicide Prevention Policy

Policy No: __ No: 10 _____

Adopted/Ratified: April 26, 2017

Revision Date: June 17, 2020

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

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

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, Caliber Schools shall appoint an individual (or team) to serve as the suicide prevention point of contact (See section E below) for each Charter School campus. The suicide prevention point of contact for Caliber Schools and the School Leader shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

A. Staff Development

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

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

Training:

- All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.
- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
- At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide

prevention training shall include:

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

B. Employee Qualifications and Scope of Services

Employees of Caliber Schools must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

C. Parents, Guardians, and Caregivers Participation and Education

- Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, the Charter School shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.
- This Youth Suicide Prevention Policy shall be easily accessible and prominently displayed on the Caliber Schools Web page and included in the Caliber Schools Family Handbook.
- Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
- All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
 - Suicide risk factors, warning signs, and protective factors.
 - How to talk with a student about thoughts of suicide.
 - How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.
 - Parents as Partners: A Suicide Prevention Guide for Parents is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE). See the SAVE Web page at <https://www.save.org/product/parents-as-partners/>

D. Student Participation and Education

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

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

Caliber Schools' instructional curriculum may include information about suicide prevention, as appropriate or needed. If suicide prevention is included in the Charter School's instructional curriculum, it shall consider the grade level and age of the students and be delivered and discussed in a manner that is sensitive to the needs of young students. Under the supervision of an appropriately trained individual acting within the scope of her/his credential or license, students shall:

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

The content of the education may include:

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

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

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

E. Intervention and Emergency Procedures

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

- Primary Liaison: School Psychologist
- Secondary Liaison(s): School Leader and SEL Leads

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

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

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

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

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

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

In the event a suicide occurs or is attempted on the Caliber Schools campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in Caliber Schools' safety plan. After consultation with the School Leader or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the School Leader or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Caliber Schools staff may receive assistance from Caliber Schools counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

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

1. Contact the parent/guardian and offer support to the family.
2. Discuss with the family how they would like Caliber Schools to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis

are correct.

4. The suicide prevention liaisons shall handle any media requests.
5. Provide care and determine appropriate support to affected students.
6. Offer to the student and parent/guardian steps for reintegration to school. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan.

F. Supporting Students during or after a Mental Health Crisis

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

G. Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. Caliber Schools shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

- Coordinate with the School Leader to:
 - Confirm death and cause;
 - Identify a staff member to contact deceased's family (within 24 hours);
 - Enact the Suicide Postvention Response; and
 - Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
- Coordinate an all-staff meeting, to include:
 - Notification (if not already conducted) to staff about the suicide death;
 - Emotional support and resources available to staff;
 - Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration); and
 - Share information that is relevant and that which the Charter School has permission to disclose.
- Prepare staff to respond to needs of students regarding the following:
 - Review of protocols for referring students for support/assessment;
 - Talking points for staff to notify students; and
 - Resources available to students (on and off campus).
- Identify students significantly affected by suicide death and other students at risk of imitative behavior;
- Identify students affected by suicide death but not at risk of imitative behavior; ● Communicate with the larger school community about the suicide death;
- Consider funeral arrangements for family and school community;

- Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered;
- Identify media spokesperson if needed; and
- Include long-term suicide postvention responses:
 - Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
 - Support siblings, close friends, teachers, and/or students of deceased
 - Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

Student Identification Cards

Charter School will include the telephone number for the National Suicide Prevention Lifeline (1-800-273- 8255) and the National Domestic Violence Hotline (1-800-799-7233) on all student identification cards. Caliber Schools will also include the number for the Crisis Text Line, which can be accessed by texting HOME to 741741 and a local suicide prevention hotline on all student identification cards.

Caliber Public Schools

Suspension/Expulsion Policy

Policy No: __ No. 05 _____

Adopted/Ratified: _____

Revision Date: June 17, 2020

Introduction

Policy

This Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at Caliber Public Schools (the “Charter School” or “Caliber”). In creating this policy, Caliber Public Schools has reviewed Education Code Section 48900 *et seq.*, which describe the offenses for which students at non charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions, in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* Caliber Public Schools is committed to annual review of policies and procedures surrounding suspensions, expulsions, involuntary removal, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School’s policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students.

This policy and its procedures will be printed and distributed annually as part of the Family Handbook at each

school operated by the Charter School and will clearly describe discipline expectations. Caliber shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this policy and procedures are available on request at the Charter School office.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension, expulsion and involuntary removal.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom Caliber has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. Caliber Public Schools will follow all applicable federal and state laws including but not limited to applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom Caliber Public Schools has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent or guardian, or the student's educational rights holder of the basis for which the student is being involuntarily removed and the student's parent, guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, Caliber shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including, but not limited to, a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses: Students may be suspended when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person. b)

Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or pre- initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to pupils in any of grades 4 to 8, inclusive.
- r) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to pupils in any of grades 4 to 8, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to pupils in any of grades 4 to 8, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
- a) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

- b) Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- c) Causing a reasonable student to experience substantial interference with his or her academic performance.
- d) Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Caliber Public Schools.

2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- a) A message, text, sound, video, or image.
- b) A post on a social network Internet Web site including, but not limited to:
 - i. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - iii. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- c) An act of cyber sexual bullying.
 - i. For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - ii. For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Leaders or designee concurrence.
- b) Brandishing

a knife at another person

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq. d) Committing or attempting to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating

against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to pupils in any of grades 4 to 8, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to pupils in any of grades 4 to 8, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 8, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

a) Placing a reasonable student (defined as a student, including, but is not limited to, a student with

exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

b) Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

c) Causing a reasonable student to experience substantial interference with his or her academic performance.

d) Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

a) A message, text, sound, video, or image.

b) A post on a social network Internet Web site including, but not limited to:

i. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

iii. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

c) An act of cyber sexual bullying.

i. For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

ii. For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Leaders' or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Leaders' or designee's concurrence.
- b) Brandishing a knife at another person
- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committing or attempting to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The term "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3½ inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.

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The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such a term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the School Leaders or the School Leaders' designee with the student and his or her parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the School Leaders or designee.

The conference may be omitted if the School Leaders or designee determines that an emergency situation exists. An emergency situation involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(c)(5)(J)(i).

This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, the School Leaders or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. In addition, the notice may also state the time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

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

Upon a recommendation of expulsion by the School Leaders or School Leader's designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent or guardian, unless the student and the student's parent or guardian fail

to attend the conference.

This determination will be made by the School Leaders or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2, upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the pupil, or the affected pupil, a teacher shall provide to a pupil in any of grades 1 to 8, inclusive, who has been suspended from school for two (2) or more schooldays, the homework that the pupil would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the pupil either upon the pupil's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the pupil's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

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

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the

student. The notice shall include:

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

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. Caliber Public Schools must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, Caliber Public Schools must present evidence that the witness' presence is both desired by the witness and will be helpful to Caliber Public Schools. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

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

student committed an expellable offense.

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

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

I. Expulsion Decision

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

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to his/her educational program.

The Board of Directors may also take action to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the pupil to the pupil's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the pupil is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this policy if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing pupil conduct. If the Board revokes the suspension of an expulsion order, the pupil may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order in the same manner to all pupils, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

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

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

The School Leaders or designee shall send a copy of the written notice of the decision to expel to the

authorizer. This notice shall include the following:

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

K. Disciplinary Records

Caliber Public Schools shall maintain records of all student suspensions and expulsions at Caliber Public Schools. Such records shall be made available to the authorizer upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

M. Expelled Students/Alternative Education

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

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

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school, district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the School Leaders or designee and the student and the student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The School Leaders or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Special Procedures for the Consideration of Suspension, Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

Caliber Public Schools shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who Caliber Public Schools or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability;
or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If Caliber Public Schools, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If Caliber Public Schools, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a) Conduct a functional behavioral assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the

behavior that resulted in a change in placement;

b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and;

c) Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The School Leader or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a) Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;

- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- I. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Caliber Public Schools supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- II. The parent has requested an evaluation of the child.
- III. The child's teacher, or other Caliber Public Schools personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Caliber Public Schools supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by Caliber Public Schools pending the results of the evaluation.

Caliber Public Schools shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy

Policy No: No: 02

Adopted/Ratified: April 26, 2017

Revision Date: June 17, 2020

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Caliber Schools ("Charter School" or "Caliber Schools") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy, and related conditions, and parental status), gender, gender identity, gender expression, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), immigration status, religion (including agnosticism and atheism), religious affiliation, sexual orientation, marital status, age, medical condition, genetic information or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

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

Moreover, Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with which Charter School does business, or any other individual, student, or volunteer. This Policy applies to all employees, students, or volunteer actions and relationships, regardless of position or gender. Charter School will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. Charter School complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

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

ANDREW GROSSMAN or TIM PRUITT, SCHOOL LEADERS

Caliber: Beta Academy

4301 Berk Avenue Richmond CA 94804

Phone Number: (510) 685-9886

Definitions

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school because of sex, race or any other protected basis ● Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected characteristics listed above

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 *et. seq*; 34 C.F.R. § 106.1 *et. seq*) and California state law prohibit discrimination and harassment on the basis of sex. In accordance with these existing laws, discrimination and harassment on the basis of sex in education institutions, including in the education institution’s admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by Charter School.

Interpretation:

Title IX Prohibits Discrimination Based on Sexual Orientation and Gender Identity . Consistent with the Supreme Court’s ruling and analysis in *Bostock*, the Department interprets Title IX’s prohibition on discrimination “on the basis of sex” to encompass discrimination on the basis of sexual orientation and gender identity

Charter School is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinators listed above, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including, but not limited to, unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating

an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's sex.

- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
 - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable pupil* or pupils in fear of harm to that pupil's or those pupils' person

or property.

2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable pupil to experience substantial interference with his or her academic performance.
4. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Charter School.

* “Reasonable pupil” is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person’s electronic account and assuming that person’s identity in order to damage that person’s reputation.

Electronic act means the creation and transmission originated on or off the school sites, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
 1. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of “bullying,” above.
 2. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 3. Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. An act of “Cyber sexual bullying” including, but not limited to:
 - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

4. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in Caliber Schools’ education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that Caliber Schools investigate the allegation of sexual harassment.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Bullying and Cyberbullying Prevention Procedures

Charter School has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. Cyberbullying Prevention Procedures

Charter School advises students:

- a. To never share passwords, personal data, or private photos online.
- b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- d. To consider how it would feel receiving such comments before making comments about others online.

Charter School informs Charter School employees, students, and parents/guardians of Charter School's policies regarding the use of technology in and out of the classroom. Charter School encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

2. Education

Charter School employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. Charter School advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at Charter School and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

Charter School's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

Caliber Schools informs Charter School employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

3. Professional Development

Charter School annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other Charter School employees who have regular interaction with students.

Charter School informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries

- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by Charter School, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

Charter School encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for Charter School’s students.

Grievance Procedures

1. Scope of Grievance Procedures

Charter School will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person’s association with a person or group with one or more of the protected characteristics set forth in the UCP that:

1. Are written and signed;
2. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this part, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
3. Submitted to the Charter School UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint.

For formal complaints of sexual harassment, Charter School will utilize the following grievance procedures in addition to its UCP when applicable.

2. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

TIM PRUITT OR ANDREW GROSSMAN, SCHOOL LEADERS

Caliber: BETA ACADEMY

4301 BERK AVE RICHMON, CA 94894

Phone Number: (510) 231-1910

TPRUITT@CALIBERBETAACADEMY.ORG

AGROSSMAN@CALIBERBETAACADEMY.ORG

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Caliber Schools will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, the School Leader, Coordinator, a staff person or a family member so that she/he can get assistance in resolving the issue in a manner that is consistent with this Policy.

Caliber Schools acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case by case basis.

Caliber Schools prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the reporter. Individuals alleging retaliation in violation of this

Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and any individual designated as a coordinator, investigator, or decision-maker, will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

3. Supportive Measures

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to Charter School's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or Charter School's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. Charter School will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of Charter School to provide the supportive measures.

4. Investigation and Response

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of Caliber Schools, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than seven (7) school days and needs to be delayed or extended due to good cause, the Coordinator will inform the complainant and any other relevant parties of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, to provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator or administrative designee will not reveal confidential information related to other students or employees.

All records related to any investigation of complaints under this Policy are maintained in a secure location.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

Notice of the Allegations

○ Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:

§ A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;

§ A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;

§ A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and

§ A statement that Charter School prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.

Emergency Removal

○ Charter School may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with Charter School's policies.

○ Charter School may remove a respondent from Caliber Schools' education program or activity on an emergency basis, in accordance with Charter School's policies, provided that Charter School undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

○ This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.

Informal Resolution

○ If a formal complaint of sexual harassment is filed, Charter School may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If Charter School offers such a process, it will do the following:

§ Provide the parties with advance written notice of:

· The allegations;

· The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;

· The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and

· Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and

· § Obtain the parties' advance voluntary, written consent to the informal resolution process.

○ Charter School will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

· Investigation Process

○ The decision-maker will not be the same person(s) as the Coordinator or the investigator. Charter School shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.

○ In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

○ The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.

○ The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.

○ A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.

○ Prior to completion of the investigative report, Charter School will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.

○ The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

· Dismissal of a Formal Complaint of Sexual Harassment

○ If the investigation reveals that the alleged harassment did not occur in Charter School's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable Charter School policy.

○ Charter School may dismiss a formal complaint of sexual harassment if:

§ The complainant provides a written withdrawal of the complaint to the Coordinator;

§ The respondent is no longer employed or enrolled at Charter School; or

§ The specific circumstances prevent Charter School from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.

○ If a formal complaint of sexual harassment or any of the claims therein are dismissed, Charter School will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.

· Determination of Responsibility

- The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
- Charter School will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
 - § The allegations in the formal complaint of sexual harassment;
 - § All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - § The findings of facts supporting the determination;
 - § The conclusions about the application of Charter School's code of conduct to the facts;
 - § The decision and rationale for each allegation;
 - § Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
 - § The procedures and permissible bases for appeals.

5. Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements, or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from Caliber Schools or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by Caliber Schools in response to a formal complaint of sexual harassment.

6. Right of Appeal

Should the reporting individual find Caliber Schools' resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of Caliber Schools' decision or resolution, submit a written appeal to the President of the Caliber Schools Board, who will review the investigation and render a final decision.

The following appeal rights and procedures will also apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and Charter School will implement appeal procedures equally for both parties.
- Charter School will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

7. Recordkeeping

All records related to any investigation of complaints under this Policy are maintained in a secure location.

Caliber Schools will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

Caliber Schools

Title IX, Harassment, Intimidation, Discrimination, & Bullying Complaint Form

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

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

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

Signature of Complainant

Date: _____

Print Name

To be completed by the Charter School:

Received by: _____

Date: _____

Follow up Meeting with Complainant held on: _____