

# **CHIME Institute's Schwarzenegger Community School**

Serving Grades TK-8



## **Student/Parent Handbook**

2024-2025

in collaboration with

California State University, Northridge



# Handbook Verification Sheet

August 2024

Dear Parents/Guardians,

We require that you review the Student Handbook with your child. Please sign this form and have your child show it to their Advisory teacher. Please do not remove this page.

My child, (print name) \_\_\_\_\_  
and I have reviewed and understand the Student/Parent Handbook and understand CHIME's rules, policies, and procedures for the 2024-2025 school year.

\_\_\_\_\_  
(Student Signature)

\_\_\_\_\_  
(Parent/Guardian Signature)

Grade \_\_\_\_\_ Date \_\_\_\_\_ Telephone \_\_\_\_\_

Teacher(s) \_\_\_\_\_



# CHIME Institute's Schwarzenegger Community School's Directory 2024-2025

Address: 19722 Collier Street Woodland Hills CA 91364

School Office Number ..... (818) 346-5100

School Office FAX..... (818) 346-5120

Executive Director .....Dr. Erin Studer

Principal TK-4 ..... Caitlin Healey

Principal 5-8 ..... Kathy Jamison

Assistant Principal (TK-8) ..... Tina Goodman

Office Manager (TK-8)..... Carol Acree

Office Assistant ..... Megan Harris

Office Assistant .....Reina Penaloza

Back Office Assistant ..... Zuleyka Browner

Human Resources .....Azita Daneshfar

Technology Coordinator ..... William Tiraccaya

Plant Manager..... Guillermo Ceja

Paraprofessional Coordinator.....Will Caplenor

Lunch Program .....Kory Esparza

After School Director .....Jolee Cato

## Instructional Support Staff:

Carisa Dalton, Academic Counselor  
Candi Sullivan, Administrative Coordinator  
Rhonda Vittetoe, Accounts Payable

## NOTE:

The CHIME Institute does not discriminate on the basis of sex, gender, gender expression, age, marital status, disability, race, religion, creed, color, or national origin.

*The CHIME Institute is a private nonprofit organization and all donations are tax deductible.*

If you have questions which are not answered herein, please call the CHIME Institute's Schwarzenegger Community School office at (818) 346-5100 or see our website at <http://www.chimeinstitute.org>

## Important Dates for the 2024-2025 School Year

### **2024**

Back to School Picnic	August 8
First Day of School	August 12
Short Tuesday	August 20
Short Tuesday	August 27
Labor Day	September 2
Elementary School Pictures	September 11-12
MS Progress Reports	September 13
Back to School Night (TK-4)	September 17
Short Tuesday	September 17
MS School Pictures	September 17
Back to School Night (5 <sup>th</sup> - Middle School)	September 19
Short Tuesday	September 24
<b>Bullying Prevention Month</b>	<b>October</b>
Short Tuesday	October 1
Pupil Free Day	October 3
Short Tuesday	October 8
Minimum Day	October 11
Short Tuesday	October 15
High School Night	October 17
Great Shake Out	October 17
MS Progress Reports	October 18
Short Tuesday	October 22
<b>Unity Day – Wear Orange</b>	<b>October 18</b>
Minimum Day/Parent Teacher Conferences	October 25
Short Tuesday	October 29
Minimum Day- Halloween Parade	October 31
Pupil Free/Parent Teacher Conferences	November 1
Short Tuesday	November 5
Trimester Ends (TK-5)	November 8
Pupil Free /Veteran's Day	November 11
Short Tuesday	November 12
Short Tuesday	November 19
MS Progress Reports	November 22
Thanksgiving Break	November 25-29
Book Fair	December 9-12
Short Tuesday	December 3
Short Tuesday	December 10
Winter Performances	TBD
MS Semester Ends/Minimum Day	December 20
Winter Break	December 23-January 3

## **2025**

Pupil Free Day/Staff PD	January 6
Short Tuesday	January 7
Short Tuesday	January 13
Pupil Free/Martin Luther King Jr. Holiday	January 20
Short Tuesday	January 21
Spirit School Choices Week	January 26- February 1
100 <sup>th</sup> Day of School	January 27
Short Tuesday	January 28
<b>Kindness Month</b>	<b>February</b>
Short Tuesday	February 4
MS Progress Reports	February 7
Short Tuesday	February 11
Pupil Free/ President's Day	February 17
Short Tuesday	February 18
Red Cross Blood Drive	February 13
Short Tuesday	February 25
Trimester 2 <sup>nd</sup> (TK-5)	February 28
Spirit/Wacky Week	March 3-7
Short Tuesday	March 4
Short Tuesday	March 11
MS Progress Reports	March 14
Short Tuesday	March 18
Short Tuesday	March 25
Pupil Free	March 31
Short Tuesday	April 1
MS Science Fair Community Visit	April 1
MS Science Fair Judging	April 2
Minimum Day	April 4
8 <sup>th</sup> Grade East Coast Travel Opportunity	April 7-11
Spring Break	April 7-18
Short Tuesday	April 22
Short Tuesday	April 29
CAASPP Testing	April 28-May 30
MS Progress Reports	May 2
Short Day	May 6
8th Grade Grad Bash	May 8
Short Day	May 13
Short Tuesday	May 20
Pupil Free/ Memorial Day	May 26

Book Fair	TBD
Schoolwide Portfolio Conferences(minimum)	May 29-30
Minimum Day	June 5
5 <sup>th</sup> Grade Step- Up Ceremony	June 5
8 <sup>th</sup> Grade Culmination	June 5
Trimester/Semester Ends	June 5
Pupil Free	June 6

## INTRODUCTION

The purpose of this handbook is to provide information about the CHIME Institute’s Schwarzenegger Community School for our staff, students and their families. It contains important information about the school, as well as policies and procedures that are designed to ensure that the school functions as an effective *learning community*. Thus, it is important that all members of the learning community – students, teachers, parents, staff, and administrators – understand the expectations of each.

Please read this handbook carefully and refer to it throughout the school year. If you have questions about anything in the Handbook, or if something is not covered in the Handbook, please ask your child’s teachers or the school Principals or Executive Director.

As our school is a place of learning, our handbook reflects this value and practice. We are always in the process of developing and refining the handbook and the policies and procedures described in it. We welcome feedback about our handbook so that we can improve it each year.

### CHARTER SCHOOLS

Charter schools are public schools that have a specific mission or purpose. Individuals or groups of parents, professionals, or community members can create charter schools. These schools can be independent from normal school district and state regulations, although they must follow all laws, such as those prohibiting discrimination based on sex, gender, gender expression, age, marital status, disability, race, religion, creed, color, or national origin.

In exchange for increased flexibility and autonomy, charter schools must show that their students meet high academic standards. All charter schools in California must participate in CAASPP testing for academic achievement.

As public schools, charter schools may not charge tuition. They receive the same basic funding as other public schools from the state and federal governments, i.e., monies from the state lottery, as well as monies based upon Average Daily Attendance, referred to as ADA money. However, much state and federal aid available to a typical public school are not available to a charter school. This is due to the autonomous design and intent of charter schools, i.e., that they are self-governed by the small community that founded them. CHIME Institute’s Schwarzenegger Community School is no exception, and thus, the parental base is focused on developing an atmosphere of giving and volunteerism among our parents.

Each charter school has a charter petition, which describes the school’s goals, curriculum, governance structure, employee qualifications and benefits, and other characteristics of the school. The charter petition functions as a contract between the school and the school district, which approves it. Charters are granted for a period of up to 5 years, after which they must be reviewed for renewal.

### MISSION OF CHIME INSTITUTE’S SCHWARZENEGGER COMMUNITY SCHOOL

The mission of the CHIME Institute’s Schwarzenegger Community School is to create an inclusive learning community where all students, parents, and professionals appreciate and value diversity in all its forms. It will educate students to become conscientious, responsible citizens, whereby they assume the role of life-long learners as they reflect upon, and contribute to, the cultural and civic life of the community. All students will be supported to achieve high standards in both their academic and personal development through an educational program based in constructivist approaches, and designed

to engage students in problem solving activities at levels appropriate to their individual needs. In collaboration with California State University, Northridge (CSUN) and the Los Angeles Unified School District (LAUSD), CHIME Institute's Schwarzenegger Community School will serve as a laboratory in which faculty and students investigate how children learn, and as a resource on inclusive education for educators, parents, policy makers and others. It will serve as a demonstration site for student teachers, supervisors, practicing educators, parents, policy makers, and the community.

### **HISTORY**

The CHIME Institute for Children has operated a preschool inclusion program since 1987, in collaboration with the College of Education and the Child and Family Studies Laboratory at California State University Northridge. Parents of children who attended the CHIME preschool program provided the initiative for the CHIME Charter Elementary School. When their children left the CHIME preschool program, they could not find comparable inclusive programs in the community at the elementary level. They urged the CHIME Institute and the College of Education at CSUN to start a school that would be a model of inclusive education for elementary age students.

Professionals, including CSUN faculty and public school teachers and administrators, felt that such a school could demonstrate best practices in inclusive education for University students (including future teachers) and for educators in the local schools. From May 2000 through August 2001, a group of more than 50 parents, educators and community members worked together to create the CHIME Charter Elementary School. The Charter Petition was approved by the Los Angeles Unified School District on July 24, 2001.

The same body of professionals and family members, in addition to some new supporters, again came together to advocate for, and to write a petition in support of, the CHIME Charter Middle School. This petition was approved by the Los Angeles Unified School District on May 27, 2003, offering sixth through eighth graders an extension of the same outstanding and inclusive educational experience afforded by the CHIME Charter Elementary School. In 2012, both CHIME Institute's Schwarzenegger Community Schools combined on the Woodland Hills campus to serve students from TK-8 at one location. In the same year, CHIME received another 5 year charter renewal.

## **THEMES AT CHIME INSTITUTE'S SCHWARZENEGGER COMMUNITY SCHOOL**

### **INCLUSIVE EDUCATION**

Inclusive education means that all children are welcomed as members of the learning community and learn together in the same classrooms. Inclusive schools and classrooms welcome children of all cultural and linguistic backgrounds, income levels, and abilities. Inclusive education recognizes that every child is special, and that all have talents as well as unique learning styles. Many children are gifted in some areas, yet have difficulty with others. For example, a child may be a gifted artist, but have difficulty learning to read. CHIME Institute's Schwarzenegger Community School will provide the services and support that every child needs to achieve their potential, and to reach high academic standards.

Inclusive education benefits all children in the classroom. Research shows that students with disabilities are happier, feel more accepted as part of the group, and have better self-esteem. Students without disabilities develop greater sensitivity and are more accepting of people who are different from them. Research has also found that students with and without disabilities fare at least as well academically in inclusive settings as they do in segregated settings.

### **DIVERSITY**

Children are diverse in learning styles, language and cultural backgrounds, developmental levels, social and emotional understandings, and learning abilities. Our goal is to respond in ways that honor the richness of this diversity. This means understanding instruction from the point of view of our students and using approaches that will help them be part of the academic and social life of the classroom and school community. Additionally, it means that students, teachers, and parents respect and appreciate diversity, realizing that everyone contributes in unique ways.

### **MULTILINGUAL PERSPECTIVES**

An understanding and appreciation of students' home languages and cultures is an essential part of the CHIME approach. Creating a learning environment where all language learners are accepted and

valued is crucial to successful instruction, and builds students' positive self-concepts. Parents are encouraged to continue to use their home language with their children, both in conversations and in daily reading.

### **INTEGRATED COURSEWORK**

CHIME Institute's Schwarzenegger Community School will integrate content from different curriculum areas. Integrated coursework helps students see how knowledge is connected, so that they can move away from viewing learning as the accumulation of isolated facts. Integration also helps develop life-long learning habits, in that it encourages students to look for meaning in everyday events, and to see that new information from other areas can be useful. Integration also offers the opportunity for students to apply their strengths in different areas of the curriculum.

An example of integration of curricular goals might be between language arts and mathematics, where students examine kinds of questions by collecting data on question usage in their own classroom. For example, how often do teachers ask Yes-No questions? Who asks more questions—students or teachers? Do all questions reverse the subject and verb? In this example, students would study language arts by learning about questions. At the same time, they would learn math while they collect and analyze data, using math to gain a deeper understanding of questions.

### **TECHNOLOGY**

CHIME Institute's Schwarzenegger Community School will produce students who are capable information technology users. We will create students who are information seekers, analyzers, evaluators, problem solvers, and decision makers. Creative and effective uses of technology will be interwoven throughout the content areas so that not only will students become effective communicators, collaborators, publishers, and producers, they will also have the tools to be informed, responsible, and contributing citizens as they grow into adulthood.

### **DEEP LEARNING**

CHIME Institute's Schwarzenegger Community School resolves to take the time that it requires for students to "go deep" with their learning. Our goal is not to teach a list of skills "a mile wide and an inch deep." Rather, the curriculum will be organized around central questions and themes which will encourage students to "uncover" the curriculum, taking the time required to construct meaning. At the same time, teachers adapt instruction for individual needs. The Block Scheduling approach adopted by CHIME reflects the commitment the school and its faculty have to ensuring that deep learning can occur for all students.

As with an integrated curriculum, the idea of going deep will provide a model for life-long learning habits. Studying in depth reinforces our goal of helping the students know what it means to be a reflective learner, of what it takes to truly understand something. Taking the time that one needs to understand in depth is to be expected and honored. Slowing down enough to be thoughtful workers and careful thinkers is a curricular goal, as well as a hallmark of an educated perspective.

### **SOCIAL LEARNING AND POSITIVE BEHAVIORAL SUPPORT**

A strong social community among students, parents, and professionals is integral to CHIME. When students feel safe, welcome and important to the community, they can operate at their maximum potential.

Because students are learning to understand their roles as social beings, the program will present positive behavioral support for them as they grow. Social skills instruction will be embedded in all areas of the curriculum. The goal is to help students to understand themselves as members of a community, to develop respect for others, to appreciate, to express their ideas, and to solve problems with others through positive, honest and direct interaction.

To establish a sense of community, students will share their work with each other and with the community at large. For example, the CHIME Institute's Schwarzenegger Community School will frequently engage in activities that will welcome the community to attend and see the learning occurring at CHIME.

Positive behavior support programs (PBIS) emphasize respecting and valuing the learner, as well as building appropriate behaviors and skills to replace challenging behaviors. The staff will use a “Gentle Teaching Sequence”: Ignore/interrupt, Redirect and Reward. Teaching, encouraging, reminding and consistently reinforcing expected behavior will create a proactive, positive climate and less need for reacting to rule violations.

We ask that parents also interact in a positive, supportive manner with all children, fellow parents and our staff members. It is important that we model and practice respectful conflict resolution at all times.

### **THE GOVERNING BOARD**

The governing board of the CHIME Institute’s Schwarzenegger Community School is the Board of Directors of the CHIME Institute for Children. The CHIME Institute for Children (hereafter referred to as "The CHIME Institute") is organized as a 501(c) 3 nonprofit corporation whose purpose is to establish and maintain programs for children and their families in community settings.

The CHIME Institute Board of Directors governs the CHIME Institute’s Schwarzenegger Community School according to its bylaws. The Board of Directors’ major roles and responsibilities include establishing and approving all major educational and operational policies, approving all major contracts, approving the school’s annual budget, overseeing the school’s fiscal affairs, and selecting and evaluating the administrative staff.

The CHIME Institute operates in a partnership with California State University, Northridge (CSUN). The CHIME Institute’s Schwarzenegger Community School operates as a laboratory for preparing teachers and other school personnel and for research on relevant educational issues. For this reason, CSUN faculty is represented on the Board of Directors and on governance committees, along with parents, CHIME Institute’s Schwarzenegger Community School staff, and community members.

## **DAILY OPERATIONS**

### **CALENDAR AND SCHEDULE**

#### **CALENDAR**

CHIME Institute Schwarzenegger Community School follows a single-track calendar. This calendar provides an opportunity for teachers to participate in staff development, and for students to participate in extended enrichment or extra-curricular activities.

The calendar for 2024-2025 is as follows:

Opening Day: 8/12/24

On-Track: 8/12/24 - 11/22/24 **71 days**

**Break: 11/25/24-11/29/24**

On-Track: 12/2/24 – 12/20/24 **15 days**

**Break: 12/23/24-1/6/25**

On Track: 1/7/25- 4/4/25 **61 Days**

**Break: 4/7/25-4/18/25**

On Track: 4/21/25-6/5/25 **33 Days**

Last Day: 6/5/25

Total **180 days**

**BELL SCHEDULE**

Students at CHIME Institute’s Schwarzenegger Community School will engage in deep learning and integrated curriculum that meets diverse needs through the use of block scheduling. The following is a table depicting CHIME’s schedule for students:

**Bell Schedules 2024 - 2025  
Elementary**

**Regular Day/Short Tuesday**

Grade	Recess	Eat	Play
TK	9:45 - 10:00	11:15 - 11:30	11:30 -11:45
K	9:40 - 10:00	11:40 - 11:55	11:55 - 12:20
1	10:00 -10:20	12:05 - 12:20	12:20 - 12:45
2	10:20 - 10:40	12:05 - 12:20	12:20 - 12:45
3	10:20 - 10:40	12:30 - 12:45	12:45 - 1:10
4	10:20 - 10:40	12:10 - 12:25	12:25 - 12:50
5	10:40 - 11:00	12:10 - 12:25	12:25 - 12:50

**Minimum Day**

Grade	Break
TK	TBD
K	9:45 - 10:15
1	9:45 - 10:15
2	10:15 - 10:45
3	10:15 - 10:45
4	11:00 -11:30
5	11:00 -11:30
MS	10:20 - 11:00

## Bell Schedules 2024 - 2025 Middle School

### Monday

Per. 1	8:10 - 8:55
Per. 2	9:00 - 9:45
Break	9:45 - 10:05
Per. 3	10:10 - 10:55
Per. 4	11:00 - 11:45
Lunch	11:45 - 12:25
Advisory	12:30 - 1:15
Per. 5	1:20 - 2:05
Per. 6	2:10 - 2:55

### Tuesday – Friday

Per. 1/4	8:10 - 9:30
Break	9:30 - 9:45
Per. 2/5	9:50 - 11:10
Break	11:10 - 11:25
Per. 3/6	11:30 - 12:50
Lunch	12:50 - 1:30
Advisory	1:35 - 2:10
Academic Enrichment	2:15 - 2:55

### Short Tuesdays

Per. 1	8:10 - 9:35
Break	9:35 - 9:55
Per. 2	10:00 - 11:25
Lunch	11:25 - 12:00
Per. 3	12:05 - 1:30

### Minimum Day

Per. 1	8:10 - 8:50
Per. 2	8:55 - 9:35
Per. 4	9:40 - 10:20
Break	10:20 - 11:00
Per. 5	11:05 - 11:45
Per. 6	11:50 - 12:30

### STARTING SCHOOL

Attending a new school, and returning to school, can be stressful for both parents and students. We want to recognize and support the emotional needs of each student, but at the same time support their independence and successful adjustment to school. We encourage you to do everything possible to help your child feel comfortable in their new environment, but also to recognize that sometimes it's best to leave and allow the teacher and other students to begin the inclusion process. If you have concerns about your child's adjustment on the first day, please discuss them with your child's teacher so that a plan may be implemented to facilitate the transition.

### CHIME INSTITUTE'S SCHWARZENEGGER COMMUNITY SCHOOL MUST RECEIVE THE FOLLOWING INFORMATION BY THE FIRST DAY OF SCHOOL:

### **Emergency Information:**

Every family must complete or update emergency information every school year before classes begin. Information will be sent to all families giving them login information so they can access the PowerSchool Parent Portal. Emergency information is completed on line through Powerschool. **We must**

**be able to reach you at all times in the event of an emergency.** Please alert the office and update the portal immediately if any of the following information changes:

- Home address
- Home, work and cell phone numbers
- Doctor's phone number
- Names and phone numbers of people who are authorized to be called in case of an emergency or to pick up your child after school

### **Immunization Records**

The school must have updated immunization records on all students. State law requires that we receive immunization records prior to the enrollment of the student. Please note that there are immunization requirements for students entering Kindergarten and in the 7<sup>th</sup> grade – students must show proof of the Tdap vaccine and all required vaccinations or they will not be able to attend school.

### **Eligibility Survey for Federally Funded Program 2024-2025**

Every family **must** fill out an Eligibility Survey for Federally Funded Program (or, "My Child's Fair Share Form") before beginning classes and turn this into the office. We must ask you to fill out the survey so that we may use the information to determine what governmental aid the school can receive. This information is handled confidentially, **and is required by each family for grant demographics regardless of qualification.** If you are in need of free or reduced breakfast/lunch or after school care, we cannot provide this service until the Survey for Federally Funded Programs is complete. Please refer to <https://www.mealmanage.com/>

### **LATE ARRIVAL & TARDY POLICY**

School begins promptly at 8:10, 8:30, and 9:00 AM. Students arriving after their designated time must first go to the office to receive a pass to go to class. This is necessary to ensure that we have accurate attendance records, as well as to assure the students' safety.

Parent(s)/Guardian(s) of younger students are encouraged to accompany their student to the office when late. If this is impossible, students must have a note from their parent or guardian with the date, the student's full name, and the reason why they are tardy. This information may be included in School Pass as well. It is important that all students are on time to all classes. When a student is tardy, it disrupts the instructional process for other students and the teachers.

Please note that hot drinks are not allowed in school . If you stop for a hot drink before school, make sure you drink it before 8:10 AM! Students that bring hot drinks into the office or class will be asked to throw them away by an office staff member or teacher.

### **6<sup>th</sup> – 8<sup>th</sup> Grades Only:**

Tardies can affect the student's Citizenship grade, and can also affect their academic grade as well.

- A student is tardy unless seated in their assigned seat before the tardy bell rings.
- Students who arrive after 8:10 AM must report to the office for a pass to go to class.
- Three unexcused tardies per grading period will earn a "U" in Citizenship in the class where the tardies occurred including Advisory/Academic Enrichment.

- U's in Citizenship will affect student's participation in extra-curricular activities and/or the 8<sup>th</sup> grade culmination ceremony.
- **Chronic tardies will result in a Student/Parent/Guardian conference and in CHIME fulfilling its requirement to report student attendance to the State Attendance Review Board.**
- Tardies will be recorded on the progress reports and the semester report cards.
- Acceptable reasons for excused tardies are:
  - a. Illness
  - b. Medical and Dental Appointment (verified by a note from the Medical or Dental office)
  - c. Family Emergency
  - d. Funeral
  - e. Religious events

The reason must be recorded in School Pass on the day of the event, before noon, under Absences/Notes.

### DISMISSAL

- The instructional day ends at 2:00 PM for children in TK and Kindergarten, 2:40 PM for 1<sup>st</sup> – 3<sup>rd</sup> graders, and 2:55 PM for our 4<sup>th</sup> – 8<sup>th</sup> graders. Parents of TK and Kindergarteners can pick up their child at the Corbin gate, which will be opened at 2:00.
- In an emergency only, students remaining on campus after 3:15-*must* attend our After School Program and will be charged accordingly **(\$8 per hour)**.
- The Afterschool Program begins at 2:45 and continues until 5:30 PM. The Afterschool Program has its own sign-in and sign-out policy. Each family is required to fill out an Afterschool Agreement and Credit Card Payment Form in order for their child to participate. If a family is in need of a free/reduced program, the family must communicate that need to the school Principal.
- **There is no drop-in afterschool care. Families must sign up a month in advance requesting a fterschool care for the next month.**
- Please note that CHIME Institute's Schwarzenegger Community School does not provide supervision outside the gate after it is closed and locked. Students are *never* permitted outside of the gate or in the neighboring areas after school hours (this includes our 6<sup>th</sup> – 8<sup>th</sup> graders). CHIME is not responsible for off campus supervision (i.e. anywhere outside of school gates, including the sidewalk areas and the surrounding neighborhood) after school. All children who remain after school are required to attend our afterschool program until parents can be reached. Students who are not picked up after school (TK-8) will be escorted to the afterschool program.
- 5<sup>th</sup> – 8<sup>th</sup> graders will be permitted to walk, bicycle, skateboard, etc. off of campus, but they may not remain around the campus after school. Parents must fill out a form from the office if they are permitting their child to walk, bicycle, or skateboard off campus. Bicycles must be licensed and registered. Bicycles must be parked and locked in the rack in front of the school. Students must wear helmets (IT IS THE LAW). At 3:15 pm, the main gate will be closed and locked and any remaining students will be escorted to our afterschool program. Students who walk off campus may not come back on campus.
- Skateboards cannot be used on campus. 6<sup>th</sup> – 8<sup>th</sup> graders may ride their skateboard to school, but once on campus it must be dropped off in the main office.
- Students may leave campus through the Jumilla (Garden Gate) or Corbin (Play Structure) gates. Students with a walk off pass must leave through **the upper Jumilla gate near Wells Dr.** Elementary students must be accompanied by an older sibling. After 3:15 all students must leave campus through the Main Office only unless they are enrolled in the Afterschool program.

### Afterschool

In order to create the most organized, safe, and caring after-school program, we have changed our policy and no longer allow drop-ins for after-school. You must sign up no later

than the 25th of the month prior. For example, Sign up by September 25th for the month of October. Here is more information about the Afterschool Care program:

[https://www.chimeinstitute.org/apps/pages/index.jsp?uREC\\_ID=3219971&type=d&pREC\\_ID=1796658](https://www.chimeinstitute.org/apps/pages/index.jsp?uREC_ID=3219971&type=d&pREC_ID=1796658)

Here's how to sign up for Afterschool

1. Open the following document and complete the form\_

<https://4.files.edl.io/0814/08/01/23/210118-185fffa5-31fe-4ef7-88eb-e4149da2c1f0.pdf>

If you need to submit a new credit card, please email [jcato@chimecharter.com](mailto:jcato@chimecharter.com)

2. Log into your SchoolPass app and sign up for any days your child will attend. Here is a training video to show you how it's done:\_

<https://share.vidyard.com/watch/oHJxPAq5N27PkWD58HPait?>

This should be available by the end of the week.

Note: new-to-CHIME families will not have access to schoolpass just yet but you will receive an invitation email in the coming weeks.

3. Use SchoolPass app to make any changes (if you end up not needing after-school care)

4. You will be billed within 15 days of the end of the month.

Email [schoolpass@chimecharter.com](mailto:schoolpass@chimecharter.com) for help with the app

Email [jcato@chimecharter.com](mailto:jcato@chimecharter.com) or

Email [mquintero@chimecharter.com](mailto:mquintero@chimecharter.com) for general after-school program questions.

## **SCHOOL PASS**

**UPON ENROLLEMENT, FAMILIES WILL RECEIVE A WELCOME EMAIL FROM SCHOOL PASS. IF YOU DO NOT RECEIVE AN EMAIL, PLEASE CONTACT THEM AT [SCHOOLPASS@CHIMECHARTER.COM](mailto:SCHOOLPASS@CHIMECHARTER.COM)**

## **PERSONAL EMERGENCY**

In cases of emergency during the school day, your child will only be released into the custody of those people whom you have previously identified as emergency contacts. Persons not identified as an emergency contact can pick up a student only if the parent has sent an email to the office notifying the school of the person's identity. Any person picking up your student will be asked to verify their identity. No one under the age of 18 may pick up a student.

## **LEAVING THE SCHOOL DURING THE DAY**

If you must pick up your child early for an appointment during the day, please sign them out on School Pass. Please state the reason for leaving early and the time of pickup. **Please keep doctor and dental appointments during school hours to a minimum. Students will not be asked to leave class and wait in the office for their parents to arrive to pick them up early. They will called to the office when you arrive.**

## **Authorizing People Not on Emergency Cards for Student Pick-Up (i.e. Playdates)**

You can authorize a parent to pick up your child/ren by adding them in SchoolPass as Carpool or as Driver if they are not CHIME parents.

### **VISITING THE SCHOOL**

We regret that it is not possible to allow guests of individual students on our campus.

All parents / guardians and other visitors must present their driver's license and sign in at the office and wear the badge that is issued. This is necessary to assure a safe environment. Observations will be scheduled with the teacher, in advance, for a 20-minute observation time period once a trimester (TK-5<sup>th</sup>) or once a semester (6<sup>th</sup>-8<sup>th</sup>).

### **HEALTH AND ABSENTEEISM**

#### **REPORTING ABSENCES:**

All Absences must be reported in the School Pass App on the day of the absence before noon. Click on the + icon, then click Absent, and then follow the Prompts. Please state the reason for the absence under Notes.

#### **Illness:**

For your child's protection and the protection of others please do not send your child to school sick. If your child complains of feeling sick at school, depending upon the severity, you may be contacted to pick up your student. After a five-day absence, a doctor's note will be required for the student to return to school.

**TK-5<sup>th</sup> Grades** – If possible, please try to get a copy of the homework your child missed during their absence.

**6<sup>th</sup> – 8<sup>th</sup> Grade Only** - Students are responsible for class assignments and homework given during their absence. Daily homework assignments are posted on Google Classroom. You must register with this website in order to receive the homework postings via email. If you choose not to register with the website, you can still view the homework postings. If you do not have internet access at home, please call the Advisory teacher to help you to collect the HW for your child.

Whenever possible do not schedule vacation/days off during school days. Assignments must be requested 2 weeks ahead of time. It is the student's responsibility to turn in missed work upon their return. Unfinished work will receive no credit.

#### **ABSENTEEISM**

Please read the school calendar carefully and plan your vacations around it. Regular attendance at school is necessary for children to progress academically, as well as to be part of the social community of the school.

In addition, the school receives funds based on the number of days that children attend school. These funds are called ADA funds, for Average Daily Attendance. Regular attendance of all children will help to assure that the school receives the funds needed to provide a high-quality instructional program, so good attendance is encouraged. Strong daily attendance is also an indicator of a quality educational program.

**Students may request Independent Study for any anticipated absences. Completing contracted work while a student is out of school will allow for the school to receive ADA funds for absences.**

***Note: Ten consecutive or more absences or tardies may be reported to the state, whether they are excused or unexcused.***

Excused absences are defined as absences due to personal illness or injury, unavoidable medical or dental appointments, religious holidays, bereavement, and serious family situations. Vacations and absences for personal convenience are not excused absences. Students who anticipate an excused absence must arrange for Independent Study to make-up work with their teachers prior to the absence. Students who have unexpected excused absences must see their teachers upon their return to make up any missed work.

### **MEDICATION**

A doctor's medical authorization **will be required** for all medical protocols, including medications to be administered at school. Medications will be stored and administered in the school office. All medications, over the counter and prescription, cannot be administered by school staff unless the school has written authorization from your student's physician. Forms for your physician to fill out are available in the office. All medications must be handed to the office by an adult in their original container with a prescription label.

### **6<sup>th</sup> – 8<sup>th</sup> Grade Only: Advisory/Academic Enrichment**

Every day, students will go directly to 1/4 period. Students will have the same Advisory teacher all year long. Students' Advisory period is right after lunch. In this class teachers will focus on the academic and social needs of students. Following Advisory is Academic Enrichment. The focus of this class is Reading and Math intervention using iReady. **This class will be graded and counted in the student's GPA.** Three unexcused tardies to Advisory or Academic Enrichment will result in a "U" on the student's report card in Citizenship

### **8<sup>th</sup> Grade Math**

Starting in 6<sup>th</sup> grade, all students will be given an opportunity to take an assessment to determine Math readiness for placement in Algebra. These classes are not interchangeable; once a student is enrolled, they must take the same course for the entire year. For placement determination, the teachers will take into consideration CAASSP scores, report card grades, iReady grades, teacher created assessments, and the end of the year assessment to determine which course will be the best fit for the student. Many high schools require further assessment in order to prove students have mastered *Algebra 1* concepts. Students who take 8<sup>th</sup> Grade Math will be required to take Algebra 1 in 9<sup>th</sup> grade; this course does not qualify as high school Algebra.

Students who take *8<sup>th</sup> Grade Math* will take the General Math California State Test. Students who take *Algebra 1* will take the Algebra California State Test.

### **EIGHTH GRADE ACTIVITIES**

Eighth grade students may attend the following extra-curricular activities only if they have a 2.0 grade point average at the time of event:

- East Coast Trip
- Eighth Grade Picnic
- Eighth Grade "End of the Year" Field Trip

- Sports events
- **Students may not attend extra-curricular activities if they did not attend school on the day of the event.**
- Please note: this is not an all-inclusive list. Other events, such as dances, may be spontaneously planned during the year. The same 2.0 grade point average applies.

### **CHIME INSTITUTE'S SCHWARZENEGGER COMMUNITY SCHOOL'S CULMINATION REQUIREMENTS – 8TH GRADE ONLY**

- A certificate is awarded to those pupils who have satisfactorily completed the Middle School requirements as prescribed by the Board of Education.
- In order to receive a certificate, each pupil:
  1. Must pass 10 out of the 12 subjects in the final two semesters (8<sup>th</sup> grade year).
- In order to participate in culmination exercises and eighth grade activities, each pupil:
  1. Must pass 10 out of the 12 subjects in the final two semesters of middle school.
  2. May not receive more than three U's in Citizenship during the school year. Note: Three unexcused tardies equals one 'U' in Citizenship. Must clear all school debts including textbooks and the after-school program.
  3. Must not sustain any serious disciplinary infraction during the 8<sup>th</sup> grade year. **THIS MAY KEEP A STUDENT FROM PARTICIPATING IN THE CEREMONY.**
  4. Must have the approval of administration.

### **6<sup>th</sup> – 8<sup>th</sup> Graders - STUDENT ID POLICY**

Students will be given Student ID after picture day in September. Students are required to bring their student ID's to school on a daily basis. Student ID's are required to attend field trips, school dances, and other school functions. Student ID's are required to check out P.E. equipment for use during nutrition and lunch and are also needed for approved walk-off privileges after school.

### **TK-8<sup>TH</sup> GRADES - LUNCH AND SNACKS**

**Please send a healthy snack and lunch each day.** There will be an opportunity for children to eat healthy snacks in the morning during recess/nutrition. Students may also have a healthy snack after school if they stay in afterschool. The following are suggested healthy snacks/lunches: fruit, vegetables, sandwiches, crackers, cheese, bread, fruit juice, milk, water, beans, pretzels, corn nuts, granola bars, nuts (no peanuts), and seeds without shells. **Please do not bring soda or candy or coffee drinks. These items will be taken away from your child and returned at the end of the day.**

We have a breakfast/lunch program here at CHIME. Free breakfasts and lunches are available to everyone whether or not they qualify for the free/reduced lunch program.. Please utilize online ordering. <https://www.mealmanage.com//>

The CCA sponsors a Fun Food Fundraiser every Wednesday through Friday. This hot lunch program supports the Arts at CHIME and requires a fee. You can create an online account at <https://chime.h1.hotlunchonline.net>

**We have several students with severe peanut allergies. Please do not send your child with any food containing peanuts or peanut products.**

## **6<sup>TH</sup> – 8<sup>TH</sup> GRADES ONLY - PHYSICAL EDUCATION**

CHIME Institute's Schwarzenegger Community School takes physical education very seriously. Please note that CHIME only accepts a parent/guardian's excuse note for **one P.E. period**. If a student is going to need to "sit out" for *more than one period*, a doctor's note will be required. If a student does not have a doctor or parent/guardian's note and does *not* participate in Physical Education, the student will not receive any points for the day. All students must participate in all physical education activities offered at CHIME to the best of their ability. Students that do not participate in P.E. will be given an alternate written assignment as provided by the P.E. coach. Please note that the mile run is a requirement under the California State Standards. Students must come to school dressed in P.E. dress code on P.E. days, which includes athletic shoes. On free dress days, students must participate in P.E. and must wear athletic shoes. Students can purchase CHIME approved PE attire on Wednesdays in Room 23.

## **AFTER-SCHOOL PROGRAMS / EXTRA-CURRICULAR OPPORTUNITIES**

After School Program will be available from 2:45 PM until 5:30 PM, starting the first week of school for a fee of **\$8.00** per hour. If the student does not have any homework that day, they can either read silently or participate in activities as designated by the afterschool coordinators. ALL families are required to fill out an Afterschool Program form in case of emergency, and must include the credit card payment form. Due to liability issues, your child **must be enrolled prior to attending**. **There is no drop-in afterschool care.**

**If a child is not picked up by closing, the family will be charged \$1 per minute after 5:30 PM to be paid upon arrival of the parent.**

## **Off-Track and After School Enrichment Programs**

Enrichment programs will be offered during the summer and after school. These will be at a cost to be determined. Please check our website for enrichment courses.

## BIRTHDAYS & CELEBRATIONS

We will be celebrating birthdays once a month on a Friday. During the morning assemblies the names of the students who have birthdays in that month will be recognized, and in the afternoon the teachers will host a party. If you would like to celebrate a birthday, please contact your child's teacher. If you bring a snack to share, please make arrangements with the teacher and bring enough for every student in the class, and keep the nutrition policy in mind when planning your celebrations in school. For celebrations outside of school, *unless all students in the class are invited to your child's party, invitations **can not be given out in school***. Please note that we will may still engage in a monthly bake sale, but we will ask that families consider portion size when bringing items (no oversized muffins) and please offer healthy items such as fruit kabobs as well. We will still have our weekly popsicle sales, and the occasional treat in class *when it is connected to a curricular activity*.

Please note that we do not allow sugary snacks, candy, cupcakes, cakes, etc. to be served at school for children's birthdays. If you want to bring a healthy snack, here are some suggested healthier options:

- Popcorn, yogurt, mini muffins, banana bread, zucchini bread, fresh fruit, guacamole, fruit kabobs with yogurt dip, trail mix, bagels w/cream cheese, dark-chocolate dipped strawberries, pretzels, pizza bites, hummus and pita chips, etc.

We have moved toward a healthier school environment; therefore, we ask that you not bring candy, cupcakes, cookies, and sugary treats to school even for Halloween and Valentine's Day celebrations. Students may share Valentine's cards, stickers, pencils, etc.

## 6<sup>TH</sup> – 8<sup>TH</sup> GRADE ONLY - TEXTBOOKS

All students (6<sup>th</sup> – 8<sup>th</sup>) have access to textbooks in order to enhance their learning. It is the responsibility of each student and parent/guardian to care for these textbooks. When books are lost, abused, or stolen, parents/guardians must reimburse the school for the cost of the textbook. CHIME is not responsible for incurring fees due to lost, abused, or stolen textbooks. The average cost of a new textbook is \$75.00 for each book.

If a textbook is lost or stolen, the student is to check with the teacher. If the student is unable to locate the book entirely, they should immediately pay for the lost book in the office so that they can receive a new book. 6<sup>th</sup>-7<sup>th</sup> grade students are responsible for turning in their textbooks at the end of the year. If they fail to do so, their report card will be held until the book is returned or payment is made. 8<sup>th</sup> grade students that do not clear textbook fees at the end of their year will not be able to participate in the culmination ceremony.

## 6<sup>TH</sup> – 8<sup>TH</sup> GRADE ONLY - HONOR ROLL

Students that have a 3.5 grade average or higher will be on our "CHIME Honor Roll". Honor Roll students will be recognized at the end of the semester. Please note: if students have 3 or more unexcused tardies in a class (including Advisory/Academic Enrichment), they will **not** appear on the Honor Roll. Students that have any U's, D's, or F's at the time the honor roll grades are checked will not appear on the Honor Roll. The honor roll is not negotiable. CHIME's Honor Roll is not just for grades; we honor students for timeliness to school in other ways throughout the year. Timeliness to school prepares students for a successful future in high school and the workplace.

## **6<sup>TH</sup> - 8<sup>TH</sup> GRADE ONLY - HOMEWORK AND GRADING**

Homework that is of reasonable quantity and difficulty will be assigned to reinforce and strengthen skills and concepts learned in school. Homework may be assigned daily in all academic classes. Students will be guided to track their homework on Google Classroom. Assignments are posted on Google Classroom. Grades and may be viewed anytime on Powerschool.

Each student should attempt to complete homework independently, but may need assistance. If your child needs assistance, please do not do it for them. Please guide your child, allowing them the opportunity to do their own work. Work copied from another source or generated by AI is not considered a student's own work.

It is the student's responsibility for making up the assignments they missed due to being absent. Students may not make up classwork or homework for unexcused absences that involve behavioral infractions such as suspension unless approved by Administration.

Teachers will provide the materials needed to make up the assignment(s) *at the student's request*. Students must request make-up work **the next class day after being absent**. Make-up work is due the following class period.

For extended absences, please contact your child's Advisory teacher, who will then collect the homework for you. You must then collect the homework from your child's Advisory teacher in person. If you have a planned extended absence, assignments must be requested 2 weeks in advance. Please request an Independent Study.

**Students may request Independent Study for any anticipated absences. Parents and students must sign the contract. Completing contracted work while a student is out of school will allow for the school to receive ADA funds for absences.**

### **Homework**

Each child should attempt to complete homework independently, but may need assistance. If your child needs assistance, please do not do the work for them. Please guide your child, allowing them the opportunity to do their own work.

If your student's homework is consistently too difficult, please let the teacher know. Homework should be challenging, but not impossible.

Please have the following materials available at home for homework assignments:

sharp pencils	lined paper	blue/black pens	scissors
crayons and/or markers	ruler	calculator	tape
white out tape	dictionary	colored paper	glue

### WAYS TO SUPPORT AND MONITOR HOMEWORK

By looking over your child's schoolwork, you can learn about what is happening at school and spend quality time with your child. Here are some ways to make the most of this experience:

- Establish a regular quiet place and time for homework. This helps children to develop good study habits that can last a lifetime.
- Sit down with your child and give them your full attention. Turn off the television and cell phones and do not allow interruptions during this special time.
- Ask your child to tell you about the work they show to you. Ask your child to point out their favorite and least liked kinds of schoolwork. Ask what was most and least difficult.
- Do not expect your child's work to be perfect. Making errors is part of learning. If you emphasize your child's errors, they may discard papers that are less than perfect, and be reluctant to share work with you.
- Let your child choose a few samples of their schoolwork to display on a bulletin board or the refrigerator, or to paste in a scrapbook. An inexpensive photo album works well for this.

## CHIME Charter SCHOOL DRESS CODE (TK-8)

**Updated 2022-2023**



All CHIME students shall be required to show proper attention to personal cleanliness, health, neatness, safety and suitability of clothing and appearance for school activities. In every case the dress and grooming of the student shall be clean and shall not:

- Cause actual distraction from or disturbance in any school activity or actually interfere with the participation of a student in any school activity
- Create a hazard to the safety or health of him/herself or others

The California legislature has determined that gang apparel is hazardous to the health and safety of the school environment, and therefore, the wearing of such apparel may be restricted. Clothing with profanity or an “R” rating—including illegal acts, substances, and violent and sexual content—are prohibited. Our dress code is gender neutral; students will not be disciplined or prevented from wearing attire that is commonly associated with various genders.

### DRESS CODE SUPPORT

All students attending CHIME Charter School are required to follow the school dress code. The purpose of a dress code is to facilitate education, not to inhibit any person's taste in attire or appearance. To help provide and maintain a proper environment where our students are safe and able to go about the business of learning, CHIME has adopted the following Dress Code Policy.

Our dress code is defined as follows:

**SHIRTS: · Solid, stripes, patterns and appropriate designs.** Polo shirts, tank tops, plain t-shirts, short-sleeved or long-sleeved in any color or pattern including sports tees. Shirts should cover the body from the base of the neck to the top of the pants, skirts, shorts and from shoulder to shoulder. CHIME apparel may be worn any time.

**PANTS / SKIRTS / SHORTS: · Solid, Stripes, or patterns.** Pants, skirts or shorts in any color, including denim, of an appropriate length · Pants should cover the body from the waistline to the mid thigh or lower for shorts or pants. They should be in good repair and free from rips or tears.

**OUTER WEAR · Any color or design** Sweaters, lightweight jackets, hoodies, coats, and flannels may be in any color or design including sports teams.

**SHOES · Closed-toed with a back covering the heel.** Dress or athletic shoes must be closed-toed, comfortable and appropriate. **On P.E. days, students must wear athletic shoes that provide support.** For safety reasons platform shoes and high heel shoes are not acceptable.

**GYM CLOTHES (6th – 8th Grade Only):** · Must wear sweats or shorts in navy or royal blue · Short sleeve shirts should be solid gray. · There are no provisions for changing into gym clothes at school; students must come dressed for gym on days that they are scheduled to have P.E. · Athletic shoes that provide support must be worn on P.E. days, even on special event days.

**Approved athletic clothing is available for purchase through the athletic department.**

**MISCELLANEOUS:** · No visible undergarments · No sunglasses (unless prescribed by a doctor) · No visible facial or body piercing except pierced ears. · No jewelry or accessories that could be considered unsafe or dangerous (large hoops or dangling styles) · **No hats, hoods, beanies, or baseball caps are to be worn indoors.** (Exceptions can be made for health or religious reasons.) Insignias on all hats must be appropriate · Grooming (such as applying makeup) is to be done at home. · No extreme makeup. · Any article of clothing, stickers, logos, or fake tattoos, jewelry, or paraphernalia in conflict with health and safety concerns, symbolizes gang affiliation, profanity, violence, drug use, tobacco, alcohol, has a sexual connotation, or is offensive to any gender, religion, or ethnic group is not permitted.

**Note: This is not an all-inclusive list.** The administration reserves the right to modify the dress code in regard to any items which become associated with gang membership, affect the safety and/or security of the campus, or disrupt the learning environment.

### **LOST AND FOUND:**

TK-8 Lost and Found is located in the lunch area adjacent to the auditorium. This area is mainly used for clothing items, lunch boxes, water bottles, etc. All other items (cell phones, jewelry, etc.) will be brought to the office. All articles, when found, should be turned in immediately to the appropriate location. CHIME Institute's Schwarzenegger Community School is not financially responsible for *any* items brought on campus by a student, faculty, or staff member. We discourage bringing personal property to school, particularly large sums of money, expensive clothing, jewelry, watches, cell phones or AirPods. All lost and found items located in the office and in the lost and found will be donated monthly. It would be helpful if you would take the time to put your child's name (first and last) on clothing items so that they may be returned. Small items of value, such as jewelry will be in the office. At various times throughout the year, notices will be posted informing families that any items not picked up will be donated.

### **DISCIPLINE POLICY:**

The discipline policy of the CHIME Institute's Schwarzenegger Community School is based on concepts of positive behavioral support (PBIS) and a progressive discipline process (Restorative Justice) that will involve the students, school staff, parent(s) and/or legal guardian(s) and the student's caregiver(s). The discipline policy is guided by the notion that students should be held accountable for their behavior. The climate of the CHIME Institute's Schwarzenegger Community School will be one of support, understanding and respect. Every effort will be made to model appropriate behavior and to be proactive in preventing the need for students to engage in undesirable behavior. In short, CHIME is committed to providing its students an opportunity to experience the benefits of the curriculum in an environment that fosters their potential, self-esteem and well-being. Certain expectations of the students are therefore essential to achieving these aims.

### **USE OF ELECTRONIC EQUIPMENT SUCH AS CELL PHONES:**

It is the policy of CHIME to prohibit the use of cell phones or any electronic signaling device by students on campus during normal school hours. Radios, CD players, video games, game players, IPODS, IPADS or any other electrical devices may NOT be brought onto the campus. If your student needs an electronic device to support their curriculum, a parent or guardian needs to sign a waiver releasing CHIME Institute's Schwarzenegger Community School of all liability. Students are permitted to possess cell phones on campus provided that any such device shall remain —off and stored in a locker, backpack or in the classroom where it is not visible during normal school hours. **Students may not use cell phones during the afterschool program.** For District, state and national assessments, students are prohibited access to any unauthorized electronic devices at any time during the entire testing session.

. Cell phone use on a school bus or private auto (field trips) is for emergency purposes only; driver authorization is required. CHIME is not responsible for lost or stolen cell phones or other personal items of value such as iPods, AirPods, Apple watches, cameras, electronic games, radios, CD players, computers, etc.

Laser pointers are also strictly prohibited at all times and will be confiscated. CHIME Institute's Schwarzenegger Community School is not responsible for the damage or loss of any cell phone, radio, CD player, video game, game players, IPODS, or *any* other electronic device at *any* time.

Cell phones and all other electronic devices will be confiscated by any CHIME Institute's Schwarzenegger Community School employee if taken out during the school day. Texting or picture taking is never allowed, and the principal may request that parents/guardians check their student's cell phone activity. Students may not have obscene or inappropriate pictures in their cell phones. Never send your child to school with an electronic device that has an internet connection that is not filtered by the CHIME server. Confiscated cell phones will be returned at the end of the school day. Parents will be notified if students have their cell phones confiscated more than one time.

Parents/guardians should contact the school to get in touch with their children. Parents/guardians are welcome to call the office or come in at any time during the school day. Please do



# CHIME Charter CELL PHONE POLICY

Cell phones may not be **on, operational or visible** from the time the students arrive on campus until they leave campus. Students are encouraged to keep the phones in their lockers; however, phones may also be secured in the classroom.

Cell phones may not be used in afterschool.

## REMINDER:

Students may NOT call parents from their cell phones during the school day.

Parents may NOT call students' cell phones during the school day.

All calls must be made through the office

If a cell phone is confiscated, due to non-compliance of the policy, it will be held in the office and returned to the students at the end of the school day.

Parents will be notified.

Bluetooth devices, including air pods, and smart watches may not be used during the school day. Thank you.

Revised August 6, 2024

## Internet Photography

***CHIME expects that all students, families, and employees practice appropriate behavior with respect to photographing and posting photos of students online. Individuals should not photograph students and post their images online without permission from parents. Families in our community have differing values and expectations regarding photographs on the internet therefore the default position of community members should be to seek parental permission prior to posting photos.***

### **EXPECTED STUDENT BEHAVIOR – Please see Addendum at the end of the handbook for additional information regarding progressive discipline.**

Students should always remember that their behavior at school and school-related activities is a reflection not only on themselves but also on CHIME Institute's Schwarzenegger Community School. The following is what is expected from a CHIME Institute's Schwarzenegger Community School student.

#### **GENERAL RULES**

Students should:

1. Be safe
2. Be respectful
3. Be responsible

#### **LUNCH-TIME AND RECESS RULES TK-8**

Students should:

1. TK - students follow teacher directions
2. K – 5<sup>th</sup> Eat first, play second
3. Middle school 6<sup>th</sup> – 8<sup>th</sup> may eat or play first but must clean up eating area before leaving
4. K – 5<sup>th</sup> remain seated while eating until they are excused by the playground supervisors. No food or drink may be taken from the eating area.
5. TK- 8<sup>th</sup> Clean up after themselves and not throw food or run in the lunch area. Follow directions for trash pickup.
6. TK – 8<sup>th</sup> Recycle the appropriate items from their lunch box.
7. TK – 8<sup>th</sup> Respect other students' and adults' eating time by not engaging in active games or loud activities in the eating area.

#### **CAMPUS-WIDE RULES**

Students should:

1. Be courteous and respectful at all times, and greet visitors to the campus.
2. Stay in designated areas only.
3. Wait to enjoy gum after school.
4. Throw all trash away in a trashcan, and recycle all recyclables.
5. Lock bicycles in the bicycle rack (CHIME is not responsible for stolen bicycles).
6. Only ride skateboards off campus grounds. (Stored in office during the day)
7. Refrain from using profanity, racial or homophobic slurs.
8. Abide by the following prohibitions: gambling, lying, fighting, possessing inappropriate literature or material, trading cards, or involvement in verbally or physically abuse of another individual.
9. Cell phones, radios, CD players, video games, IPODS, IPADS, MP3s, or other electrical devices must not be used during school hours. The use of all electronic devices is not allowed on campus. Laser pointers are strictly prohibited at all times and will be confiscated.

10. Display respect towards others by not tampering with cars on campus, bringing matches, lighters, or any type of explosive device to school or any form of weapon on campus, or not leaving campus without permission.
11. Vaping devices and tasers are strictly prohibited.
12. Students are to recognize the individual strengths and abilities of each person on campus by showing respect to all students and adults and refrain from name-calling, using slurs, or engaging in other demeaning or potentially humiliating actions including bullying.
13. 3. Students may not bring their own sports equipment to school. CHIME will supply sports equipment for play, physical education, and after school sports activities.

<b>Conduct NOT permitted:</b>	<b>Conduct that IS permitted:</b>
Bullying/intimidation	Learning and following school and classroom rules.
Weapons possession	Solving conflicts maturely, without physical or verbal violence.
Fights, threats, and/or violence	Keeping a safe and clean school, that is free from graffiti, weapons, and drugs.
Drug possession and/or sale of drugs	Being a good role model and helping to create a positive school environment.
Graffiti and/or vandalism	Reporting any bullying, harassment, or hate-motivated incidents.
Gang activity	Displaying good sportsmanship both on the athletic field and playground.
Cheating and/or plagiarism In some instances, the use of AI may be considered plagiarism	Attending school on time, with books and supplies, and being prepared to learn.
Forgery and falsification	Keeping social activities safe.
Sexual harassment and/or assault	
Blackmail and/or extortion	
Prejudice and hate crimes	
Robbery and stealing	
Fireworks and/or firecrackers	

### **FIELD TRIP RULES**

Students should:

1. Be on their best behavior.
2. Pay strict attention to the directives of the moderator and/or chaperone(s).
3. Pick up all personal trash on the bus or personal vehicle or at the field trip site.
4. Show respect and courtesy to all non-CHIME Institute's Schwarzenegger Community School persons.
5. Represent CHIME Institute's Schwarzenegger Community School through positive words and deeds.
6. Wear appropriate clothing in accordance with the school dress code.
7. No cell phone use on the bus or anywhere else requested by teachers or other adults.

### **BACKPACKS AND BOOK BAGS**

Backpacks and book bags are a desirable and necessary part of school life. However, there are times when they pose certain problems. Students are asked to follow individual classroom teacher's directions as to where to keep bags. In order to keep the campus safe, we expect students to make sure that their bags do not block doorways or hallways. Students may store bags in the designated areas. Hooks are provided for grades TK-5. Middle school students will be assigned lockers. Students are expected to adhere to the following:

1. Backpacks/book bags are considered the personal property of the student. No student may go into another student's bag without permission.
2. Backpacks/book bags are expected to be maintained so that they provide a positive form of organization for the student. In some cases, teachers will assist students in learning how to maintain an orderly backpack. Parents/Guardians are encouraged to also assist in this endeavor.
3. If the student's backpack is stolen, the parent/guardian is financially responsible for property belonging to CHIME.
4. Students in 6<sup>th</sup> – 8<sup>th</sup> grade must keep their backpacks in their lockers. **Please keep size in mind when purchasing a backpack so that it fits in the lockers. Backpacks with wheels do not fit in lockers.**

### EMAILS

One of the best ways to communicate with teachers and/or the division principal is via email. All email addresses can be found on our website [www.chimeinstitute.org](http://www.chimeinstitute.org). Please allow 24 – 48 hours for CHIME's faculty to respond to emails. In order to respect teachers personal time emails may not be answers after 5 p.m. or on weekends, holidays, or extended breaks. All staff emails are the first initial of their name, last name @chimecharter.com (i.e. jdoe@chimecharter.com)

### TRANSCRIPTS, RECORDS, ETC.

Our office staff is happy to help you with any paperwork that you need. Please provide the office with 24-hour notice for special requests such as transcripts, report cards, immunization records, and/or testing records. We will be happy to provide you with whatever you need with the proper notice.

### HARASSMENT & DISCRIMINATION Policy:

CHIME Institute's Schwarzenegger Community School is committed to providing a learning environment that is free from harassment in any form. Harassment of any student by any other student, or employee, is illegal according to Civil Code (California Educational Code 212.5) and is strictly prohibited. The school will treat allegations of harassment seriously and will review and investigate such allegations in a prompt, confidential, and thorough manner.

A charge of harassment shall not, in and of itself, create the presumption of wrongdoing. However, substantiated acts of harassment will result in disciplinary action, up to and including suspension or dismissal. Students found to have filed false or frivolous charges will also be subject to disciplinary action, up to and including dismissal.

Harassment occurs when an individual is subjected to treatment, or a school environment, which is hostile or intimidating based on the individual's sex, gender, gender expression, age, marital status, disability, race, religion, creed, color, or national origin.

Harassment can occur any time during school or during school-related activities. It is the student's responsibility to:

1. Conduct themselves in a manner which contributes to a positive school environment.
2. Avoid any activity that may be considered discriminatory, intimidating, or harassing.
3. Consider immediately informing anyone harassing them that the behavior is offensive and unwelcome.
4. Report all incidents of discrimination or harassment to the administration.
5. Immediately discontinue conduct when informed that it is discriminatory, intimidating, harassing, or unwelcome.

**Harassment/Discrimination includes, but is not limited incidents related to:**

- Physical Bullying
- Verbal Bullying
- Social/Emotional Bullying

- Electronic or Cyberbullying
- Racial Bullying
- Religious Bullying
- Sexual Bullying
- Disability Bullying

CHIME prohibits discrimination and harassment based on an individual's sex (including sexual orientation or gender identity, pregnancy, childbirth or related medical condition); ethnicity (such as race, color, national origin, and ancestry); religion (including religious accommodation); disability (mental or physical disability or reasonable accommodation); age; marital status; or any other basis protected by federal, state, local law, ordinance, or regulation. Harassment based on any of the above-protected categories is a form of unlawful discrimination and will not be tolerated by CHIME. Harassment is intimidation or abusive behavior toward a student or employee that creates a hostile environment and that can result in disciplinary action against the offending student or employee. Harassing conduct may take many forms, including verbal remarks and name-calling, graphic and written statements, or conduct that is physically threatening or humiliating.

This nondiscrimination policy covers admission or access to, or treatment or employment in the administration of any of its employment, educational programs, admissions policies, athletics, recreational, and other school-administered programs. The lack of English language skills will not be a barrier to admission to or participation in programs or activities.

The Principal is designated to handle all inquiries or complaints regarding its efforts to comply with and carry out its responsibilities related to discrimination or harassment based on a student's sex (Title IX); sexual orientation or gender identity (Title 5, CCR, §4910); race, color, or national origin (Title VI); or mental or physical disability (Section 504).

## **BULLYING**

CHIME is committed to providing a safe learning and working environment and will not tolerate bullying or any behavior that infringes on the safety or well-being of students, employees, or any other persons within the school's jurisdiction; and will not tolerate retaliation in any form when bullying has been reported.

Bullying is defined as aggressive behavior that involves an imbalance of real or perceived physical or psychological power among those involved. Typically, the behavior is repeated over time and includes the use of hurtful words or acts.

Bullying behaviors may include, but are not necessarily limited to the following:

- Verbal: Hurtful name-calling, teasing, gossiping, making threats, making rude noises, or spreading hurtful rumors.
- Nonverbal: Posturing, making gang signs, leering, staring, stalking, destroying property, using graffiti or graphic images, or exhibiting inappropriate and/or threatening gestures or actions.
- Physical: Hitting, punching, pushing, shoving, poking, kicking, tripping, strangling, hair pulling, fighting, beating, biting, spitting, or destroying property.
- Emotional (Psychological): Rejecting, terrorizing, extorting, defaming, intimidating, humiliating, blackmailing, manipulating friendships, isolating, ostracizing, using peer pressure, or rating or ranking personal characteristics.

- Cyber bullying: Sending insulting or threatening messages or pictures by phone, email, websites or any other electronic or written communication.
- Creating unauthorized Facebook, Instagram, Tik Tok, Snapchat, or Twitter accounts

Administrators, staff, and parents are responsible for creating an environment where the school community understands that bullying behavior is inappropriate and will not be tolerated. Students must also take responsibility for helping to create a safe environment:

- Treat everyone with respect. Be sensitive as to how others might perceive your actions or words.
- Do not engage in or contribute to bullying behaviors, actions, or words. (Be an Upstander, not a Bystander)
- Report bullying behavior to a trusted adult.
- Never engage in retaliatory behavior or ask, encourage, or consent to anyone's taking retaliatory action on your behalf.

### **CHIME Bullying Procedures**

Reports of bullying can be made by any individual in the CHIME community – parents, students, or staff. Individuals are encouraged to make reports to an administrator as soon as possible so that a proper investigation of the bullying behavior can occur. Reports can be made in person or via email to any administrator at the school. The administrator will then appoint the appropriate person to conduct the investigation or conduct the investigation themselves.

Reports of bullying will be investigated thoroughly by administration or their appropriate staff designee and a determination concerning the nature and extent of bullying will be made.

Students who are found to have engaged in bullying will be subject to both intervention plans as well as school consequences. Intervention plans may include (but are not limited to) restricted free time, additional adult supervision, prescribed schedules of activities, counseling sessions, peer mediation, and participation in bullying diversion curriculum. Consequences may include (but are not limited to) loss of school privileges, in-school suspension, or out of school suspension.

(If the parents feel that a suspension is not justified, they may appeal the principal's decision. A Suspension Appeal Form should be requested. The appeal may only be submitted from the day of suspension up to five school days following the day of the student's suspension.)

All parties involved and their parents will be informed to the greatest extent appropriate of the outcomes of the bullying investigations, the plans/consequences put in place as a result of the investigation, and future changes to the specified plans when they occur. It is the expectation of the CHIME school community that parents will cooperate, support, and partner with the school during the investigation process and the implementation of intervention and consequences. The success of each child and the promotion of a healthy school climate relies on the support and partnership of parents and families.

Students who continue to engage in bullying behavior despite intervention and/or consequences may be subject to expulsion. School administration will use appropriate discretion in all such cases and refer expulsion cases to a disciplinary committee. The disciplinary committee will hear the expulsion referral, make a determination based on the facts of the matter, and render a recommendation to the CHIME school board. This procedure follows the guidelines set forth in CHIME's charter but does not in any way subordinate any appropriate codes and laws applicable to charter schools in state and federal law which govern the expulsion of students.

## **SAFETY**

CHIME Institute's Schwarzenegger Community School is committed to providing a safe environment for its students and all persons that enter the campus grounds. To facilitate this, certain rules and regulations have been formulated. It is expected that all students and adults will cooperate with these regulations.

### **EARTHQUAKE/FIRE/LOCKDOWN**

*School employees will:*

1. Participate in all emergency training and drills.
2. Stay calm and direct students in the event of a real emergency.
3. Follow the designated school plan.

*Students will:*

1. Participate in all emergency training and drills.
2. Remain as calm and quiet as the situation allows.
3. Duck and cover in an earthquake situation until given the all-clear signal.
4. Leave the building in a quiet and orderly manner when told to do so.
5. Line up in the designated area for attendance to be taken.
6. Follow all adult directions.
7. Be on their best behavior until given the all clear or, in case of a major emergency, until a parent or guardian picks them up.

### **MAJOR SCHOOL SAFETY REGULATIONS**

To maintain the safety of the campus, the following major regulations have been adopted. Failure to abide by these regulations will result in severe consequences.

1. **Drug use/abuse** - the use, sale, or possession of drugs, vaping devices, tobacco, or alcohol on campus, during the school day, at after school functions, or school sponsored trips, are regarded as a severe breach of school rules. This includes students who attend school-related functions under the influence of a drug or alcohol. A student guilty of any of these infractions will be dealt with in the most serious possible manner.

2. **Gang Involvement** - Any type of gang activity or gang association will not be tolerated. Gang symbols on notebooks, backpacks, etc., or gang clothing are not allowed on campus.

3. **Weapons** - Possession of firearms, knives, tasers, or any explosives on campus is expressly forbidden. This rule also applies to toy weapons, paintballs, darts and any ordinary objects that are used in a harmful or dangerous manner.

4. **Theft and Vandalism** - Students are expected to respect the school's property as well as property belonging to others on campus and in the community. Taking property belonging to others and vandalism are considered serious offenses.

5. **Hitchhiking** - This is a dangerous practice and prohibited by CHIME Institute's Schwarzenegger Community School. Students stranded at school are required to contact the front office or other appropriate school personnel.

6. **Visitors on Campus** - For security purposes, **ALL** visitors must sign in with the front office upon entering the school grounds. Students are not allowed to bring friends to school or school functions without prior approval from the Administration.

**7. Leaving Campus without Permission** – This is a serious violation. Parent(s) or guardian(s) and police will be notified immediately.

### **DISCIPLINARY CONSEQUENCES**

When there is divergence from these expectations, the staff, the student, and the student's parent(s)/ legal guardian(s) will seek age-appropriate interventions which redirect inappropriate behaviors into more successful behaviors with the least disruption to the student(s) educational program and the class. A desire of the discipline process is to maintain the child in the learning environment and implement interventions that are least restrictive to the individual(s) involved.

This discipline policy will not be implemented in a manner that is discriminatory, arbitrary or capricious, and will follow general principles of due process. Students and their parent(s)/legal guardian(s) will sign agreements related to their understanding of and responsibility to the standards set forth in the discipline policy as explained in this Student/Parent Handbook.

These policies, procedures and regulations are part of CHIME Institute's Schwarzenegger Community School's Student/Parent handbook. Students attending CHIME Institute's Schwarzenegger Community School, as well as their parent(s) or legal guardian(s), will be required to sign an official school document agreeing to abide by all these school policies. Continued attendance at CHIME Institute's Schwarzenegger Community School will be contingent upon signing the aforementioned official school document.

### **TK-8 SCHOOL RULES**

Be Safe  
Be Respectful  
Be Responsible

#### ***Adhering to School Rules may result in the following:***

- Verbal or written praise/positive reinforcement
- Positive calls or notes home
- Enrichment activities
- Computer time
- Tangible rewards
- Points towards assignments or tests
- Awards and / or other public recognition.
- Success in learning!

#### ***Not adhering to School Rules may result in the following:***

- Verbal and / or written warnings
- Loss of Privileges
- Notices to parent(s)/legal guardians by telephone, email and/or letter
- Parent / Staff / Student Conference
- Lunch Monitoring
- After School Community Service
- Parent/Guardian in classroom with student
- Contracts

- In-School or out of school suspension
- Disciplinary Committee/Probation
- Alternative Educational Placement [Expulsion]

Parents/Guardians and students (when appropriate) will be asked to participate on the Student Success Team (SST) if a student's behavior is not improving. The team will develop appropriate modifications and intervention strategies.

Students who habitually fail to comply with school policies by chronically engaging in rule violating behavior even after the positive behavioral supports have been implemented and/or who present an immediate threat to health and safety may face an alternative in-school placement (in-house suspension) or suspension from school depending upon the severity of the infraction. Individual behavior support or intervention plans will be designed for the most persistent rule violators.

If rule violating behaviors continue after intervention, the Student Success Team (SST) and/or Discipline Committee may determine that CHIME Institute's Schwarzenegger Community School is not the most appropriate placement for the student (i.e. expulsion). In such cases, the SST and/or Discipline Committee will then seek an alternative educational placement for the student. It is important that the parent(s) participate on the SST and be active partners in these decisions.

## **FAMILY INVOLVEMENT**

Family involvement and collaboration are central to the mission of the CHIME Institute's Schwarzenegger Community School. This chapter describes types of family involvement, as well as processes for home-school communication and collaboration.

### **TYPES OF FAMILY INVOLVEMENT**

Families may participate in several different ways, depending upon their preferences, strengths and resources. The following sections are adapted from the CHIME Institute's Schwarzenegger Community School Petition.

### **UNDERSTANDING AND SUPPORTING THE SCHOOL MISSION**

All parents/guardians are expected to support the mission of CHIME Institute's Schwarzenegger Community School. The development of an inclusive learning community requires the support of families. Therefore, it is essential that all parents/guardians fully understand and are committed to supporting the mission, vision, and goals of the school. These are some ways that families can learn about and support the school mission:

- Read and honor the Home-School Agreement which describes family and school responsibilities including the obligation to embrace the school's vision of an inclusive and fully accessible learning community;
- Read this Parent/Student Handbook, which provides information about the school's mission, vision, goals and educational program, as well as parent/guardian responsibilities; and
- Attend webinars, Zoom meetings, workshops and seminars to learn more about inclusive and accessible education, individual differences represented by students in the school, educational approaches used in the classrooms, and strategies for supporting students' learning at home and in the community.

### **INVOLVEMENT IN THEIR STUDENTS' EDUCATIONAL PROGRAMS**

All parents/guardians are expected to be involved in their children's educational programs.

The CHIME Institute's Schwarzenegger Community School supports a family centered approach, which honors parents' and/or guardians' priorities, concerns, and goals for their children. Family members are valued members of the educational team, contributing knowledge about their individual children's characteristics, learning styles, needs, and preferences. Ongoing communication between home and school, as well as a respectful and collaborative approach, helps to assure meaningful participation by families. Such participation will be supported through such strategies as:

- Parent/Guardian involvement in identifying goals and priorities for their children's educational plan. These plans are based on an assessment of each child's level of functioning and learning styles, and developed through collaboration between teachers, staff, and when appropriate, the student;
- Regular communication on students' performance, via the use of PowerSchool, (6<sup>th</sup> – 8<sup>th</sup>), progress reports, and communication with students' teachers;
- Two conferences per year to discuss goals and review portfolios; Parent/Teacher conferences (fall) and Student Led conferences (spring)
- Family volunteering in the school via the CHIME Community Association, CCA;
  - Volunteers must attend an orientation and provide proof of TB clearance.
  - Any volunteer for the school engaged in an activity that is not directly supervised by a school staff member and who may have contact with students must in advance submit to a Department of Justice fingerprint background check.
- Collaboration with staff when problems or concerns arise.

#### **INVOLVEMENT IN SCHOOL DECISION MAKING**

Families are partners in the governance of the school. Families will be involved in decision-making in regard to the overall school program, and are encouraged to participate in the following ways:

- Representation on the Board of Directors; and
- Representation on each Governance Committee.
- Participate in the CCA (CHIME Community Association) to plan with other parents and input on school policy, procedures, school events, fundraising, etc.
  - Responding to Parent Surveys
  - Participation in Webinars, Zoom meetings, workshops, meetings etc.

#### **SERVING AS RESOURCES TO THE SCHOOL**

Families will be expected to share their time and expertise to support the Charter School. Each parent/guardian will be asked to volunteer in the school or by contributing in some other way. Examples of volunteer opportunities include the following:

- Participation on the Board of Directors or one of the Governance Committees;
- Joining the CCA (CHIME Community Association)
- Providing assistance in the school, such as morning or afternoon supervision;
- Providing enrichment experiences in various subject areas including music, computers, art, languages, or sports;
- Sharing information about their cultural background and experience with students;
- Working on fund raising projects;
- Facilitating community service or service-learning projects; and
- Volunteer time for campus beautification.

#### **HOME/SCHOOL COMMUNICATION**

The CHIME Institute's Schwarzenegger Community School has a strong commitment to family/teacher collaboration. Families are encouraged to stay in contact with their child(ren)'s teacher(s) throughout the year.

### ***Communication with Teacher***

Each student (6<sup>th</sup>-8<sup>th</sup> grade) is required to review this Parent/Student Handbook. Parents/Guardians are encouraged to check Google Classroom and Powerschool daily to oversee homework assignments and monitor/acknowledge homework completion, and oversee grades. Families may also contact teachers by e-mailing or calling the school office and leaving a message or making an appointment for a conference. Teachers are available via e-mail and all class work and homework are posted on Google Classroom and on our website, <http://www.chimeinstitute.org> (6<sup>th</sup> – 8<sup>th</sup> grade only). Please allow 24-48 hours for CHIME faculty to return emails. Teachers are **not** available immediately before or after school, as this time is reserved for co-planning or “debriefing” amongst staff members, which is an integral part of the CHIME educational program. Teachers are not available after 5 pm, on weekends, or during school breaks. If there is a need to conference with a teacher, and / or the principal, kindly make an appointment with the school office.

**No drop-in conferences, please.**

## **Non-UCP Complaint Process**

If a family has a complaint which does not conform to the requirements of the Universal Complaint Procedure, they are encouraged to resolve the complaint in partnership with the school at the lowest level with the staff most directly connected to the conflict.

To that end, families should make every effort to resolve complaints in partnership with their child's classroom teacher. If, given the nature of the complaint, this resolution pathway is not appropriate or is ultimately not successful, families may make an appointment to meet with their division principal (Tk-4 or 5-8) in an attempt to resolve their complaint.

If, after an attempt to resolve a conflict with their child's division principal, the resolution is not successful, families may request a meeting with the Executive Director in an attempt to resolve their complaint.

If resolution efforts in partnership with the Executive Director are not successful, parents may contact the CHIME Board of Directors at [psmith@chimeinstitute.net](mailto:psmith@chimeinstitute.net) or may speak during public comment at a monthly Board of Directors meeting to petition the Board to help resolve their conflict.

### ***Communication from the Office***

The weekly packet and all essential school-wide information will be posted on Parent Square and our school website, [www.chimeinstitute.org](http://www.chimeinstitute.org), weekly. It is important that the office has your current email. Flyers to communicate critical information, notices or events will be **posted on our school website on Fridays**. An email reminder to check the website will be sent out on Fridays as well.

### ***Communication with the Office***

Please call the school office if you need to speak with the Principal or Office Manager. If someone is not available to speak with you immediately, please leave a message and someone will return your call. If your conversation will require a long time or you need to speak to the Principal in person, **please schedule an appointment**.

### ***Communication with Students during the School Day***

If you need to communicate with your child during school, call the office and leave a message for your child. That message will be given to your child. Please do not call your child's cell phone or text them during the day. A child will be called to the phone **only** in an emergency. Please make all car-pool and after school pick up arrangements with your child in advance and on SchoolPass.

### ***Team Meetings and Conferences***

Team meetings that include your student's participation and development of student goals for the year will be held on identified days during the school year at the request of parents/guardians or teachers. At these times, students will meet with their teacher(s) and parent(s) or guardian(s) to discuss their strengths and needs and to establish academic and social goals for the school year. In addition, staff will make themselves available for team meetings upon a parent/guardian's request.

1. IEP/504 Meetings
2. SST Meetings
3. Parent/Teacher Conferences
4. Student-Led Conferences

The following are suggestions for preparing for all conferences with teachers. These suggestions will help you to get the most out of these experiences:

- Think about your questions in advance, and write them down.
- Think about your goals and priorities for your child, and write them down.
- Think about issues or concerns that you want to share with the teacher. It is helpful for a teacher to know what is influencing a child's attitude, behavior or performance.
- Take notes during the meeting.

### **PARENTS AS VOLUNTEERS/OBSERVERS**

- Observations - Please contact the office and arrange a time to observe. Observations will be scheduled with the teacher, in advance, for a 20-minute observation time period once a trimester (TK-5<sup>th</sup>) or once a semester (6<sup>th</sup>-8<sup>th</sup>).
- All parents/guardians are encouraged to participate in the school as volunteers.

**Volunteering** – The teacher will coordinate and schedule all parent volunteers in the classroom.

Education is one of the most important missions of CHIME Institute’s Schwarzenegger Community School. The school’s success depends upon the quality and commitment of all adults, including our volunteers. We are all models to the student body. We thank all family volunteers who give their time to our students. They are very important contributors to our students’ education. We would appreciate the family volunteers to follow these guidelines:

- Use Positive Behavior Support.
- Respect confidential information.
- Do not discuss students with anyone.
- Know and support the school rules and procedures.
- Model peaceful solutions and encourage cooperation at all levels.

We ask that families interact in a positive and supportive manner with all students and staff. Family volunteers are to practice respectful conflict resolution at all times.

**TO BECOME A CLASSROOM VOLUNTEER, YOU MUST FOLLOW THESE PROCEDURES:**

- Contact the teacher by email, and indicate your preferred days and times to volunteer.
- Complete required orientation sessions with an administrator prior to service.
- Any volunteer for the school engaged in an activity that is not directly supervised by a school staff member and who may have contact with students must in advance submit to a Department of Justice fingerprint background check.
- To assure student health and safety, all classroom volunteers will be required to provide TB test results.
- Before entering the classroom, you must sign in at the office and obtain an identification tag. Display this tag at all times.
- In the classroom, please follow directions of the teacher and instructional assistant. Please ask questions if anything is unclear to you.

**CHIME INSTITUTE’S SCHWARZENEGGER COMMUNITY SCHOOL AS A DEMONSTRATION SITE**

The CHIME Institute’s Schwarzenegger Community School is a national model of best practices in inclusive and accessible education. It is being operated by the CHIME Institute in collaboration with California State University, Northridge (CSUN) and the Los Angeles Unified School District (LAUSD), and will serve as a laboratory and demonstration site for preparing teachers and other educators.

The partnership with the University and School District will have many benefits for students at the CHIME Institute’s Schwarzenegger Community School:

- University faculty will be involved in school governance and design of the curriculum, and they will be available to consult with classroom teachers and other staff.
- As a laboratory school, CHIME Institute’s Schwarzenegger Community School has attracted highly qualified, fully credentialed teachers and other staff, who wish to have an affiliation with the University.
- University students from many fields, including education, child development, physical education, and the arts, will participate in the classrooms. In addition to providing extra help for classroom staff, these students will enrich the program by bringing in new ideas and expertise.
- University and School District personnel will assist with grant writing and development efforts, to obtain resources that will support the School’s mission.

Some aspects of a laboratory school require special understanding by families. A laboratory school serves as a place where University students can learn and practice their skills as educators, with modeling and guidance of experienced teachers and staff. It is important to remember that these students are learning. While they should be (and usually are) well prepared for their assignments, they will not perform perfectly or demonstrate best practice in every instance. Families should be assured; however, that teachers and staff have the welfare of the children as their top priority and will always assure that children are safe and well served. Moreover, most parents and teachers find that University students are a great help in the classroom, and that they often contribute by bringing in current practices that are informative for the teachers and staff, and beneficial to the children.

**Parents/Guardians are urged to communicate directly with their child's teacher(s) if they have questions about University students.** The University students themselves may be unsure of how to answer questions or may lack the background knowledge needed to adequately respond to a family's concerns.

## STUDENT/PARENT/TEACHER CONTRACT

The students of the CHIME Institute's Schwarzenegger Community School will work cooperatively to become self-directing, think critically, develop social competence, respect their diversity, and actively seek learning opportunities. The teachers of the CHIME Institute's Schwarzenegger Community School will establish the highest standards and expectations for student achievement, promote a foundation for life-long learning, model appropriate behaviors and attitudes expected of students. The school community including parent(s)/caregiver(s), faculty, staff, administrators, and community members, will work cooperatively and collaboratively to create an enriching learning environment in which all partners are empowered by their own sense of ownership and responsibility to the school.

**Staff Pledge:** I agree to carry out the following responsibilities to the best of my ability:

- Teach classes through interesting and challenging lessons that promote student achievement.
- Endeavor to motivate students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress via email, PowerSchool, [Google Classroom](#), and progress reports (6<sup>th</sup> – 8<sup>th</sup> only).
- Provide a nurturing, safe and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision-making and consistently work with families and school colleagues to make schools accessible and welcoming places for families that help each student achieve the school's high academic and behavioral standards.
- Respect the school, students, staff and families.
- Modify curricular experiences to meet the individual, educational, and social needs of students.

**Student Pledge:** I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Communicate regularly with my family and teachers about school experiences so that they can help me to be successful in school.
- Regularly check my grades and homework online (6<sup>th</sup> – 8<sup>th</sup> only).
- Do homework and read every day or evening after school.
- Respect the school, classmates, staff and families.

**Family Pledge:** I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework.
- Read to my child or encourage my child to read every day.
- Ensure that my child is on time and attends school every day; gets adequate sleep, regular medical attention, and proper nutrition; and follows the school cell phone policy, and dress code.
- Regularly monitor my child's progress in school through the homework and grades online.
- Participate as much as possible in school activities such as decision-making, volunteering and/or attending family – teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students and families.
- Support the school's commitment to inclusive and accessible education.
- Volunteer

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Student

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Parent / Guardian

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Teacher

## **CHIME Institute's Schwarzenegger Community School**

### **INDEPENDENT STUDY BOARD POLICY**

The charter school operated by CHIME Institute's Schwarzenegger Community School (hereinafter "Charter School" or "CHIME") may offer independent study to meet the educational needs of students enrolled in the Charter School in accordance with applicable law.

Independent study is an optional educational alternative in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core curriculum.

The Director or designee retains discretion to approve independent study written agreements for students. Families interested in independent study should contact their Director or designee or the main office. Charter School will provide appropriate existing services, supports, technology and resources to enable students to complete their independent study program successfully.

The following independent study policies have been established by Charter School Board in alignment with Education Code ("EC") § 51744 et seq., and adopted pursuant to EC § 51747 and 5 C.C.R. § 11701:

1. For each student in independent study, Charter School will assign a certificated teacher or teachers of record to coordinate, evaluate, and provide general supervision of the student's independent study instruction. (EC § 51747.5(a).)

2. For students in independent study in any grade level, the maximum length of time that may lapse between the time an independent study assignment is made and the date by which the student must complete the assigned work is twenty (20) school days. (EC § 51747(a).)

3. The Director or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers: a. When any student fails to complete three (3) assignments during any period of twenty (20) schooldays. b. In the event a student's educational progress falls below satisfactory levels as determined by ALL of the following indicators:.

i. The student's achievement and engagement in the independent study program, as indicated by the student's performance on student-level measures of student achievement and student engagement set forth in EC § 52060(d)(4)-(5).

ii. The completion of assignments, assessments, or other indicators that show the student is working on assignments.

iii. Learning required concepts, as determined by the supervising teacher.

iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher. (EC § 51747(b)(2).)

4. For purposes of conducting the evaluation in Section 3, a student is deemed to be making satisfactory educational progress if the student is on track to enter the next grade level at the completion of the current school year and/or progressing toward their goals pursuant to their individualized education program ("IEP"). A written record of the findings of any evaluation will be maintained in the student's permanent record. This record will be maintained for a period of three years from the date of the evaluation and if the student transfers to another California public school, the record will be forwarded to that school. (EC § 51747(b).)

5. Charter School will provide content to students aligned to grade level standards that is substantially equivalent to in-person instruction. (EC § 51747(c).)

6. For students who participate in independent study at Charter School for more than fifteen (15) school days per year:

6.1. Tiered reengagement strategies: If a student does not generate attendance for more than 10 percent of required minimum instructional time over four continuous weeks of the school's approved instructional calendar, students found not participatory in synchronous instruction pursuant to EC § 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span, or for students who are in violation of their independent study written agreement, Charter School shall:

a. Verify current contact information for each enrolled student;

b. Notify parents or guardians of lack of participation within one school day of the recording of a non-attendance day or lack of participation (e.g., via email, message, text, telephone, letter, etc.);

c. Reach out to the student directly and/or parents or guardians, as well as health and social services as necessary, to determine student's needs for reengagement;

d. If the student has failed to complete three (3) assignments during any period of twenty (20) schooldays or is failing to make satisfactory educational progress as defined in Section 3 herein, Charter School will schedule a pupil-parent-educator conference (a meeting involving all individuals who signed the student's written agreement) to review the student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being; and e. Implement any Charter School programs intended to address chronic absenteeism, as applicable. (EC § 51747(d).)

6.2 Based on each student's grade level, their teacher(s) of record will schedule and offer opportunities for synchronous instruction and daily live interaction at least as frequently as set forth in subsections a-b below. (EC § 51747(e).) "Live interaction" means interaction between the student and Charter School staff, and may include peers, to maintain school connectedness. Examples of live interaction include check-ins, progress monitoring, provision of services, and instruction, and live interaction can be in-person or in the form of internet or telephonic communication. "Synchronous instruction" means classroom-style instruction, designated small-group instruction, or one-on-one instruction delivered in person or in the form of internet or telephonic communication by the student's assigned teacher(s) of record, and involving live two-way communication. (EC § 51745.5.)

a. For students in grades TK-3, inclusive, the Charter School will schedule and offer opportunities for daily synchronous instruction.

b. For students in grades 4-8, inclusive, the Charter School will schedule and offer opportunities for weekly synchronous instruction and daily live interaction. Charter School will document each student's participation in live interaction and synchronous instruction on each school day, as applicable, in whole or in part, for which live interaction or synchronous instruction is provided as part of the independent study program. A student who does not participate in scheduled live interaction or synchronous instruction on a school day will be documented as non-participatory for that school day for purposes of pupil participation reporting and tiered reengagement pursuant to EC § 51747. (EC § 51747.5(c).)

6.3 A student's parent or guardian may request their student return to in-person instruction from independent study by making a written request to the Director or designee or their assigned teacher(s) of record. If there is capacity in Charter School's in-person program at the student's grade level, Charter School will transition the student within five schooldays. If there is not capacity in Charter School's in-person program at the student's grade level, Charter School will help the student transition to enrolling in the in-person program offered by their district of residence, will transfer the student's educational records within five schooldays, and offer the student an opportunity to join Charter School's waitlist. (EC § 51747(f).)

6.4. Sections 6.1, 6.2, and 6.3 of this policy do not apply to students enrolled in a comprehensive school for classroom-based instruction who:

- a. participate in an independent study program for fewer than 16 schooldays in a school year;
- b. are enrolled in a comprehensive school for classroom-based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse. Local educational agencies shall obtain evidence from appropriately licensed professionals of the need for pupils to participate in independent study pursuant to this subdivision; or
- c. independent study offered due to school closure or material decrease in attendance for 15 school days or less for affected pupils under one or more of the circumstances described in Education Code Sections 41422 and/or 46392, and 46393 for which the Charter School files an affidavit seeking an allowance of attendance due to emergency conditions. (EC § 51747(i).)

7. A current written independent study agreement for each independent study student will be maintained on file. Written agreements may include subsidiary agreements, such as course contracts and assignment and work records. Each written agreement will contain the following:

- a. The manner, time, frequency, and place for submitting a student's assignments, for reporting the student's academic progress, and for communicating with a student's parent or guardian regarding a student's academic progress.
- b. The objectives and methods of study for the student's work, and the methods used to evaluate that work.
- c. The specific resources, including materials and personnel, which will be made available to the student. These resources will include confirming or providing access to all students to the connectivity and devices adequate to participate in the educational program and complete assigned work.
- d. A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment, the level of satisfactory educational progress, and the number of missed assignments allowed prior to an evaluation of whether or not the student should be allowed to continue in independent study.
- e. The duration of the independent study agreement, including beginning and ending dates for the student's participation in independent study under the agreement. No independent study agreement will be valid for any period longer than one school year.
- f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.
- g. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the student's IEP or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), students in foster care or experiencing homelessness, and students requiring mental health support.
- h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class or program pursuant to EC § 48915 or 48917, the agreement also will include the statement that instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction. (EC § 51747(g).)
- i. Charter School will comply with the written independent study agreement signature requirements set forth in EC § 51747(g)(9), including:
  - i. For a student participating in independent study that is scheduled for fifteen (15) or fewer schooldays (must obtain signatures during the school year in which the independent study program takes place): Charter School will obtain a signed written agreement from the student, the

student's parent, legal guardian, or caregiver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the student, as applicable. \

ii. For a student participating in independent study that is scheduled for more than fifteen (15) schooldays (must obtain signatures before independent study instruction commences): Each independent study agreement will be signed, prior to the commencement of independent study, by the student, the student's parent, legal guardian, or caregiver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the student, as applicable. For purposes of this policy, "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.

iii. Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by 4 electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

j. The Executive Director may establish regulations to implement these policies in accordance with the law.

#### 8. Additional Independent Study Requirements:

a. Charter School will not provide any funds or other things of value to the student or his or her parent or guardian that a school district could not legally provide to a similarly situated student of the school district, or to his or her parent or guardian. (EC § 51747.3(a).)

b. Charter School may only receive funding for the provision of independent study to students who are residents of Los Angeles County or who are residents of a county immediately adjacent to Los Angeles County. (EC § 51747.3(b).)

c. A student with exceptional needs, as defined in EC § 56026, may participate in independent study greater than 16 days if the student's IEP specifically provides for that participation. If a parent or guardian of an individual with exceptional needs requests independent study, the student's IEP team shall make an individualized determination as to whether the student can receive a free appropriate public education in an independent study placement. A student's inability to work independently, the student's need for adult support, or the student's need for special education or related services shall not preclude the IEP team from determining that the student can receive a free appropriate education in an independent study placement. (EC § 51745(c).)

d. Charter School may claim apportionment credit for independent study only to the extent of the time value of student work products, as personally judged in each instance by a certificated teacher employed by Charter School, or the combined time value of student work product and student participation in synchronous instruction. (EC § 51747.5(b).)

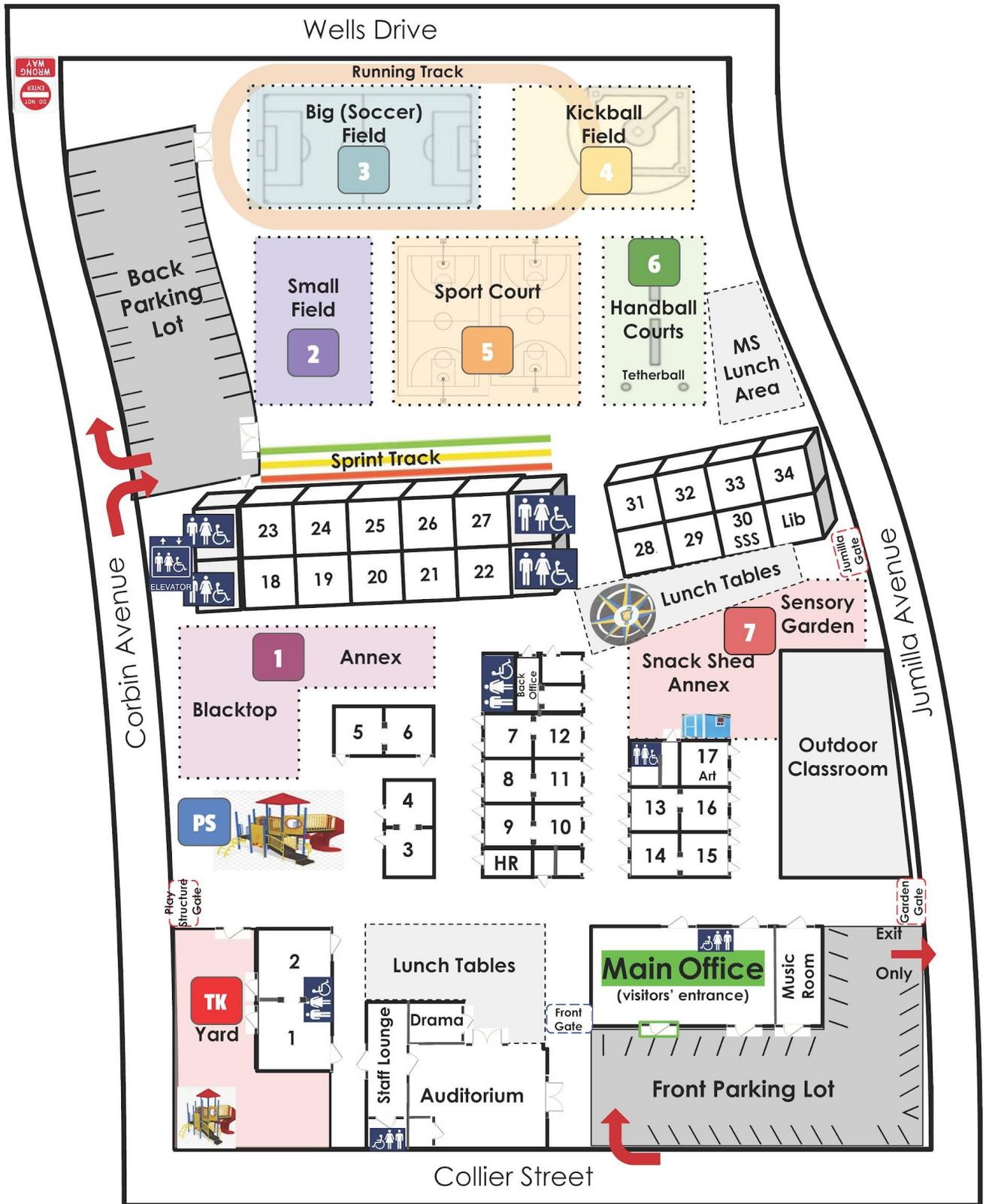
e. Charter School will maintain written or computer-based evidence of student engagement that includes, but is not limited to, a grade book or summary document that, for each class, lists all assignments, assessments, and associated grades. This includes documenting each student's participation in live interaction and synchronous instruction as described above in Section 6.2. (EC § 51747.5(c)-(d).)

f. Records of the independent study program will be maintained for audit purposes and shall include the following:

i. A copy of the independent study board policies.

- ii. A separate listing of the students, by grade level, who have participated in independent study identifying units of the curriculum attempted (also known as the “course of study”) and units of the curriculum completed by students, as specified in their written agreements.
  - iii. A file of all written agreements, with representative samples of each student’s work products and a signed acknowledgement by the supervising teacher indicating that he/she has personally evaluated the work or that he/she has personally reviewed the evaluations made by another certificated teacher.
  - iv. A daily attendance register, as appropriate to the program in which the students are enrolled, separate from classroom attendance records, and maintained on a current basis as time values of student work products are personally judged by a certificated teacher, and reviewed by the supervising teacher if they are two different individuals.
  - v. Any other documents charter schools are required to maintain as required by law. (5 C.C.R. § 11703.)
- g. Charter School will comply with all applicable law regarding independent study, including but not limited to ADA-to-certificated teacher ratio requirements and course-based independent study requirements (if applicable). (EC § 51745 et seq.; 5 C.C.R. 11700 et seq.)

# CHIME Charter TK-8 School Map



2024-2025 CHILME School Calendar V1.2

	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	Total Days
June						3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	
July	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31			
August						5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	15
September						5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	20
October						5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	22
November						4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	14
December						4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	15
January						9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31				19
February						9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	28					18
March						10	11	12	13	14	17	18	19	20	21	24	25	26	27	28						20
April						10	11	12	13	14	17	18	19	20	21	24	25	26	27	28						12
May						5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	21
June						5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	4
July						9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31				21
August						4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	180

7/22/2024 13:45:12

SWIS referrals are used to report and track ongoing behavioral interventions. Behaviors that can be SWIS-ed fall into two categories: minor and major

CHIME will use a progressive discipline method to address SWIS referrals.

Teacher/Para managed SWIS referrals (minor)	Admin managed SWIS referrals (major)
<p>Cell phone use (in class or out)</p> <p>Defiance (work refusal, talking back, not following directions)</p> <p>Disrespect (being rude or dismissive)</p> <p>Disruption (talking over others, making loud noises, wandering around and distracting others)</p> <p>Inappropriate language (cursing, sexualized language, inappropriate jokes not aimed at an individual)</p> <p>Out of assigned area (breaks/lunch)</p> <p>Physical contact (horseplay, Mutual play fighting)</p> <p>Tardies (multiple, already on-campus)</p> <p>Technology violations (not using computers for their intended use)</p>	<p>Abusive language/inappropriate language/profanity aimed at another (name calling, swearing at someone)</p> <p>Academic dishonesty (copying someone else's work, using AI)</p> <p>Bullying (repeated, unwanted interactions)</p> <p>Fighting (mutual participation in physical violence)</p> <p>Harassment (disrespectful messages in any format against any protected class)</p> <p>Lying (includes forgery)</p> <p>Physical aggression (physical contact where injury can occur)</p> <p>Property damage/vandalism</p> <p>Skipping class/truant</p> <p>Theft</p> <p>Threatening behavior (causing fear of injury or harm to people and property)</p>

Progressive Discipline progression for minor (staff managed) referrals:

Referral #s	Response
1st and 2nd	<ul style="list-style-type: none"> <li>• Conference with student</li> <li>• Restorative practices</li> <li>• Educational component (understanding the why)</li> </ul>
3rd through 5th	<ul style="list-style-type: none"> <li>• All of the above</li> <li>• Parent notification</li> <li>• Possible parent conference with teachers</li> <li>• Possible loss of privilege</li> </ul>
6th through 10th	<ul style="list-style-type: none"> <li>• All of the above</li> <li>• Parent conference with admin</li> <li>• CICO system implemented</li> </ul>
Over 10 in one semester	<ul style="list-style-type: none"> <li>• All of the above</li> <li>• Possible in-house/out-of-school suspension</li> <li>• Possible family meeting with the executive director</li> </ul>

Progressive Discipline progression for major referrals:

Referral #	Consequence
1st and 2nd	<ul style="list-style-type: none"> <li>• Conference with student</li> <li>• Restorative practices</li> <li>• Educational component (understanding the why)</li> <li>• Loss of privilege</li> <li>• Possible CICO</li> <li>• Parent notification</li> </ul>
3rd	<ul style="list-style-type: none"> <li>• All of the above</li> <li>• Possible in-house suspension</li> </ul>
4th	<ul style="list-style-type: none"> <li>• All of the above</li> <li>• Possible out-of-school suspension</li> </ul>
5th	<ul style="list-style-type: none"> <li>• All of the above</li> <li>• Possible family meeting with the executive director</li> </ul>

While we strive to utilize a progressive discipline approach, there are times when an act can be of such an intense or egregious nature that the consequence required reflects the intensity of the behavior rather than the frequency. This decision is at the discretion of the responding administrator.

Harmful language is defined as name-calling and/or targeted teasing. It can also include the use of words designed to insult or demean someone's race, religion, ethnicity, disability, sexual orientation, and/or gender.

Offense	Response
1st	<ul style="list-style-type: none"> <li>• Restorative practices                             <ul style="list-style-type: none"> <li>○ Circle with peer (when appropriate)</li> <li>○ Educational component (understanding the why)</li> </ul> </li> <li>• Parent notification</li> <li>• Document in SWIS</li> </ul>
2nd	<ul style="list-style-type: none"> <li>• All of the above</li> <li>• Harmful language interview</li> <li>• Loss of privilege (recess/lunch)</li> <li>• Possible admin meeting with family</li> </ul>
3rd	<ul style="list-style-type: none"> <li>• All of the above</li> <li>• Possible in-house suspension (full or partial day)</li> </ul>
4th	<ul style="list-style-type: none"> <li>• All of the above</li> <li>• Possible out-of-school suspension</li> </ul>
5th	<ul style="list-style-type: none"> <li>• All of the above</li> <li>• Possible meeting with Executive Director and family</li> </ul>