



2023 - 2024

Family – Student Handbook for Chrysalis Charter School

*Encouraging the light
within each student to shine brighter.*

CHRYSLIS FAMILY-STUDENT HANDBOOK

2023-2024

Chrysalis's intent is to create a school that inspires students to soar higher in more ways than we, as a culture, expect from our schools. We express this metaphorically as "taking the ceiling off our school so students can soar higher". However, we have also learned that we need to maintain a floor beneath which students do not drop. This means there are certain expectations that students and families are expected to meet.

The basic expectations are:

- Students will maintain 90% attendance.
- Students will complete at least 90% of their assignments.
- Students and their families will behave in a way that supports the school's environment of learning and respect.
- Students will care for and return, in good condition, all school books and materials.
- Students and their families will pay or make arrangements to pay bills (for school lunches, after school care, camping trips, damaged materials, returned checks) in a timely manner.
- Students and their families engage and actively participate in their own or their child's education. This includes the expectation that families will contribute at least 40 hours of service to the school per year.

Families will receive periodic updates on where they stand in regards to these measures. When there is a concern, we will use our Problem Solving Procedure (for student issues) or Conflict Resolution Procedure (for parent issues) to find a solution. If students or their families continue to fall short of these expectations, Chrysalis will follow the steps described in this handbook and in the learning contract to resolve the situation.

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STUDENT EXPECTATIONS

90% ATTENDANCE

Classroom based educational programs can be very enriching for students. Here at Chrysalis teachers work hard to provide meaningful classes which tend to include frequent small group activities. Our teachers frequently use self-created curriculum or adapt existing curriculum to meet the needs of individual students and groups of students. Because Chrysalis is a science and nature school, a great deal of the classroom experience is based on what happens in these venues. This approach creates very dynamic classroom experiences that are difficult to reproduce for students who are not present. Additionally, when students return from absences or are frequently late, it takes teachers' in-class time and energy to catch students up. This can impose on the integrity of classroom teaching and the learning of all students. Therefore, it is important for students who choose a classroom-based education to be present as often as possible.

Attendance and Tardies

A condition of enrollment at Chrysalis is that a student maintains a 90% or higher attendance record -- unless there are extenuating circumstances as determined by either the teacher of record or the Chrysalis Board. Examples of extenuating circumstances would be a prolonged illness as documented by a letter from a doctor or a disruptive emergency within the family. This attendance expectation includes punctuality. Please notify the school in person or by phone, email or dated note about the reason within three days from the day your child was absent or on the same day if your child was tardy.

Definitions:

- Excused absence - missing an entire day for a reason listed in CA Ed. Code. Section 48205 (e.g. illness, medical appointment, death in the family, etc.) OR for a family or student need that has educational validity to it (e.g. family travel or to take advantage of a special educational offering).
- Unexcused absence - missing an entire day for any other reason.
- Preventable Tardy - arriving at school after 8:30 am for any reason besides an accident or detour that causes unavoidable delays.
- Timely completion of a short-term independent study packet clears an absence from the record. The child is counted as present for the day.

The school will use the procedures described below to help support students and families with excessive absences or tardies.

Short-term Independent Study

Chrysalis believes family involvement is very important to a child's education. We will try to accommodate a family or student need that has educational validity to it (e.g. family travel or to take advantage of a special educational offering) by offering short-term independent study. Also, if we know early enough that your child is sick but capable of academic work at home, we can create an independent study packet. Successfully completed independent study packets remove your student's absence and allow your student to keep up with their classmates.

To earn credit, the packet must be returned with artifacts of work completed. Contracts are typically issued for students that are absent due to illness for 3 or more days or a family vacation for five or more days. Teachers may extend the number of independent study days at their discretion.

The following procedures spell out the conditions within which we will support short-term independent study.

1. Families may obtain short-term independent study contracts with sufficient advance notice to the school. The sooner we receive notice, the more student-centered we can make their independent study assignments.
2. To be valid, these contracts must be correctly filled out and returned to the school with artifacts of completed work on the day the child returns to school.
3. The lead teacher will review the submitted work and decide whether the packet reflects work worthy of attendance credit. If not, then credit will not be granted. The absence will be recorded as an absence.

Solving Attendance Problems

The research shows that school success goes hand in hand with good attendance. When there are problems, we want to work together with students and families to uncover the barriers to good attendance and timeliness and to solve them. Unless there are extenuating circumstances, we will use the steps outlined in the table below to help families change the pattern.

Stage	# unexcused absences	# excused absences	# preventable tardies	Intervention
1 Warning signs	3	6	5	The school will send a letter home documenting the concerns we have and reminding families of the bell

				schedule, school calendar, and attendance policy. Teachers may talk to families about attendance at a parent conference. Families are encouraged to schedule a meeting or phone call to start a conversation with the Administrator or their child's teacher to clarify any questions or concerns.
2 Set a goal and Make a plan	6	12	10	The school will schedule a meeting with the Administrator or designee to make an Attendance Success Plan. The plan includes setting goals for the remainder of the school year and selecting specific strategies to help reach those goals.
3 Chronic absence	9	18	15	The school will schedule a meeting with the Nonprofit Executive Board to review the case. The Board will determine whether or not the student is in violation of the learning contract which requires 90% attendance unless there are extenuating circumstances. Possible outcomes include revision of the Attendance Success Plan, a probationary period, or dismissal (termination of the learning contract).

90% ASSIGNMENT COMPLETION

It is not Chrysalis's intent to fill all of a child's free time with school assignments. We believe children need time independent of school, exploring other aspects of their existence. However, it is Chrysalis's intent to maximize the quality of our teachers' time with our students. Certain activities such as reading for pleasure, writing drafts of essays, reading literature prior to a class, and practicing mathematical procedures are important parts of a student's learning that should be done independent of the teacher. Students who haven't completed this work prior to the next class inhibit the momentum of that class. Therefore, a condition of enrollment is that students will complete at least 90% of all homework assignments.

Students are also expected to complete 90% of assignments that are completed in class. The amount of assigned work may be modified for individual students (usually through the SST, 504, or IEP process).

The school will use the Problem Solving Procedure described below to help students improve when work completion falls below 90%. Before a student is dismissed from our program, there will be opportunities to make sure assignments are appropriate to the student's ability, (to) find extra time to work on assignments, (to) receive extra help, and (to) engage in communication with the school. Support may include study hall during lunch recess, before school or after school.

GRADUATION ACTIVITY REQUIREMENTS

Our goal is for every student who enrolls at Chrysalis to be able to participate in the end of the year graduation activities at the end of their 8th grade year. The following are reasons why an 8th grade student may not be able to participate in those activities.

- **ATTENDANCE:** a student may not have more than 7 unexcused absences, 14 excused absences or 15 combined excused/unexcused absences during their 8th grade year.
- **BEHAVIOR:** Students may not be suspended more than two times for any reason during their 8th grade year
- **ACADEMIC:** Students must meet the minimum of 90% work completion during their 8th grade year
- **BILLS:** All outstanding bills must be either paid or worked off with community service. This includes, but is not limited to chromebooks, chargers, library books, and sports jerseys.

As your partners in your student's education, we will work together with the students and families to make a plan for success. It is our hope that all students will meet these requirements.

BEHAVIORAL EXPECTATIONS

Underlying Philosophy

Our culture of kindness is built on four premises:

1. **Relationships and connection** - All Chrysalis students have a right to a safe, welcoming climate. Kids need to feel safe, have connection, and maintain a sense of belonging in order for their light to shine. We believe that caring, compassion, and community are more powerful than fear, shame, and exclusion. Within this climate, students have the freedom to openly disagree, but with this freedom comes the

responsibility to discuss and resolve disagreements with respect for the rights and opinions of others.

2. **Growth mindset** - Conflict, problems, and mistakes present us with opportunities to learn. We approach all children with the assumption that they are more than their mistakes and that they can grow in their capacity to gain the social, emotional, and behavioral skills they need to be successful in our community and in the world at large. We encourage our students to see that taking responsibility for and learning from their mistakes is an “act of courage” that will help them grow. We encourage students to adopt the power of “YET”. They might not have learned it YET, but we are here to support them in finding a way to understand and be successful.
3. **Solving problems** - When conflict, problems, and mistakes happen, students are empowered to take responsibility in solving problems and resolving conflict. A restorative chat or conference can be used to help the person(s) that were harmed convey the impact of the damage done to the mistake-maker, and to share what they need for the harm to be repaired. The mistake-maker has the opportunity to acknowledge this impact, respond, and take steps to repair the harm. Restorative Practices help us build and maintain our culture of kindness through many strategies that build strong relationships and restore them when problems occur. A Problem Solving Procedure is used for more serious concerns.
4. **Trust privileges** - Chrysalis encourages responsible behavior by giving more freedom and responsibility to students who demonstrate responsibility. This may mean that not all students get the same privileges. We treat students differently based on what they need and how they are growing. This helps students develop in the areas they need and to excel in others. Sometimes people complain that not all students are being treated the same. That's true, we reply. Demonstrated responsibility earns trust privileges.

Behavioral Expectations

In general, we expect that our students will follow five behavioral expectations on campus and on school sponsored activities to have our Chrysalis Students Shine:

1. **We are SAFE**
2. **We are HELPFUL**
3. **We have INTEGRITY**
4. **We take care of NATURE**
5. **We ENCOURAGE the Light Within Others to Shine Brighter**

The following table gives examples of what these might look like in different settings.

Behavior Matrix	CHRYSLIS STUDENTS SHINE				
	WE ARE SAFE	WE ARE HELPFUL	WE HAVE INTEGRITY	WE TAKE CARE OF NATURE	WE ENCOURAGE THE LIGHT WITHIN OTHERS TO SHINE BRIGHTER
Classroom	-Walk -Use appropriate voice levels. -Use the materials appropriately. -Be mindful of your body.	-Try your best. -Clean up after yourself. -Use manners. -Use kind words.	-Treat classmates and teacher with respect -Take responsibility for your actions	-Pick up belongings. -Respect materials.	-Encourage others. -Offer help. -Give positive feedback. -Helping friends.
Playground	-Keep hands and feet to yourself. -Listen to the aides. -Be mindful of your body. -Use equipment correctly.	-Use kind words -Share equipment -Respect adult requests -Help friends who are hurt.	-Play by the rules. -Rock/Paper/Sciss or for disagreements.	-Pick up any litter. -Respect plants and animals.	-Good sportsman-ship. -Include Others -Use safe hands when playing games.
Eating Areas	-Sit down at a table to eat. -Take small bites and chew carefully. -Keep your food and utensils to yourself. -Be mindful of your body.	-Clean up after yourself.	-Use good manners. - Treat classmates and staff with respect	-Pack it in and pack it out.	-Keep your area clean. -Sit with a friend who is alone.
PE/Sports	-Use equipment correctly. -Be mindful of your body. -Follow directions/rules.	-Treat classmates and teacher/coach with respect -Share equipment	-Challenge yourself -Play by the rules	-Respect materials. -Clean up equipment when finished	-Include others. -Celebrate the success of others. -Recognize effort not just ability.
Bus	-Stay in your seat. -Sit facing forward. -Wear your seatbelt.	-Control my body and voice -Respect others' personal space	-Use your best manners. -Respect others space.	-Take all trash out with you.	-Use kind words. -Include others. -Use good manners.

	<ul style="list-style-type: none"> -Keep the aisle way clear. -Listen to the driver. 				<ul style="list-style-type: none"> -Sit with new kids.
Bathrooms	<ul style="list-style-type: none"> -Wash your hands with soap. -Use the bathroom for its intended purpose. -Report problems to the staff. 	<ul style="list-style-type: none"> -Give others privacy. -Report to staff if someone is being unsafe. 	<ul style="list-style-type: none"> -Respect others privacy. -Be Trustworthy. -Report problems to an adult. 	<ul style="list-style-type: none"> -Wash your hands. -Clean up after yourself. 	<ul style="list-style-type: none"> -Use good manners. -Think: "Are you being a good role model?" -Treat it as if you are cleaning it yourself later.
Assemblies	<ul style="list-style-type: none"> -Walk to assigned area -Sit appropriately -Be mindful of your body 	<ul style="list-style-type: none"> -Give full attention to the speaker/event 	<ul style="list-style-type: none"> -Respect speakers/event -Show good character 	<ul style="list-style-type: none"> -Pick up after yourself 	<ul style="list-style-type: none"> -Cheer for your team respectfully
Field Studies/ Camping Trips	<ul style="list-style-type: none"> -Respect boundaries. -Listen carefully. -Be mindful of your body. 	<ul style="list-style-type: none"> -Include others. -Respect speakers and volunteers. -Use good manners. 	<ul style="list-style-type: none"> -Share observations. -Respect speakers and volunteers. 	<ul style="list-style-type: none"> -Leave no trace. -Be respectful of the environment. -Respect plants and animals. 	<ul style="list-style-type: none"> -Invite others to join in. -Use good manners and be polite.
Online	<ul style="list-style-type: none"> -Visit school-appropriate websites only. -Moderation 	<ul style="list-style-type: none"> -Report unsafe messaging. 	<ul style="list-style-type: none"> -T.H.I.N.K before posting 	<ul style="list-style-type: none"> -Hopefully we are enjoying nature and not online!! 	<ul style="list-style-type: none"> -Only positive messages.

In order to maintain our positive, kind culture the staff are proactive in teaching social and emotional skills to help students be responsible and caring towards others, to build community, and to help students self-regulate their behavior. We use positive motivation systems within classrooms and across the whole school to reward and acknowledge students who meet and exceed our expectations.

Other School Agreements

In addition to the major 5 school rules above, there are some additional school rules we've developed over the years to keep our energy centered on the noble work at hand.

- **Dress Code:** The responsibility for the dress and grooming of a student rests primarily with the student and his or her parents or guardians. Our dress code is focused on appropriate appearance and appropriate function for a school that goes out in the field regularly and unpredictably.
 - **Allowable Dress & Clothing:**
 - Students must wear clothing including both a shirt with pants or skirt, or the equivalent and shoes.
 - Shirts and dresses must have fabric in the front and on the sides.
 - Clothing must cover undergarments; waistbands and bra straps excluded.
 - Fabric covering all private parts must not be see through.
 - Hats and other headwear must allow the face to be visible and not interfere with the line of sight to any student or staff. Hoodies must allow the student's face to be visible to staff.
 - Clothing must be suitable for all scheduled classroom activities including physical education, field studies, and other activities where unique hazards exist.
 - **Non-Allowable Dress & Grooming:**
 - Clothing may not depict, advertise or advocate the use of alcohol, tobacco, marijuana or other controlled substances.
 - Clothing may not depict or suggest pornography, nudity or sexual acts.
 - Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious or political affiliation or any other protected groups.
 - Clothing, including gang identifiers, must not threaten the health or safety of any other student or staff.
 - If the student's attire or grooming threatens the health or safety of any other person, then discipline for dress or grooming violations will be consistent with discipline policies for similar violations.
 - **Footwear:**
 - Closed toe shoes like athletic shoes should be worn for field studies and is the recommended shoe for everyday wear.
 - Sandals should have a strap across the heel.
 - Flip-flops, high heels, and bedroom slippers should not be worn.
 - Wheelies are not to be worn
- **.Physical Displays of Affection:** We do not allow hand-holding, kissing, hugging or other physical displays of affection between students. Such behavior pulls class energy into "drama". Because of the close nature of our community, we do allow friendly, consensual greeting and farewell hugs.
- **Food and drink:** For the sake of our carpets, eating and drinking is restricted to certain areas of the school. Sodas, caffeine products such as coffee and energy drinks, and gum are not allowed on campus for students. (Sodas may occasionally be served at school parties.) Students are not permitted to share food and drink with one another due to food allergies and safety concerns.

- **Games and toys from home:** The school provides games and sports equipment for the students to use during the school day. Please do not bring games, trading cards, or toys from home unless you have received permission in advance from the teacher. This includes gameboys, iPads, Kindles and other handheld electronic devices used for entertainment. We want students to interact with each other and engage in the opportunities provided here at school, not play the games they can play at home.
- **Electronics:** Cell phones, smart watches, earbuds, other connected electronics and cell phone accessories are to be turned off and out of sight during the school day unless you have received permission in advance from the teacher to use devices for specific purposes, unless there is a true emergency or perceived threat to life and limb, or when specifically indicated by a doctor for medical reasons or within a student's individualized education plan. If you need to talk to your child, please call on the school phone. Students can use their phones to briefly talk with and text their parents immediately after dismissal at the end of school. This privilege may be revoked for individuals if they abuse it.

In general, due to our shared campus and the easy accessibility of backpacks outside the classrooms, Chrysalis recommends that all games, toys, electronics, and cell phones remain at home. Chrysalis shall not be held responsible for the safety of any personal games, toys, cell phones, or electronics brought to school. Chrysalis reserves the prerogative to take possession of personal games, toys, cell phones, and electronics being used at school until a parent or guardian claims them.

Field Study and Field Trips

Chrysalis believes the human mind responds deeply to the rich, interconnected, patterned complexity of the natural world. Thus, field studies and field trips are a central part of the school's offering and will frequently take students into the larger classroom of the world beyond our campus. However, off campus trips are a voluntary privilege that has been earned by students that teachers can trust to be safe and follow directions. As we said previously in this handbook, Chrysalis encourages responsible behavior by giving more freedom and responsibility to students who demonstrate responsibility. Therefore, if a student makes choices that raise serious concerns about whether he or she will be able to remain safe, listen to teacher directions, and be safe with other students, the staff reserves the right to give that student alternative educational assignments that can be completed on campus in lieu of field studies or other off campus trips until the student demonstrates the responsibility necessary to be safe, follow directions, and be safe with other students while off campus.

Policy on Bullying and Harassment

The culture of Chrysalis is one of respect and kindness and we strive for this on all levels. We believe that students have the right to come to school and know that they will be safe to be themselves. We teach our students to value themselves, each other, their teachers, and the larger global community around them. We teach the value of positive encouragement and good teamwork. We support our students in effective conflict resolution and communication to overcome problems. Because of this, we take bullying very seriously.

Chrysalis Charter School will not tolerate behavior that infringes on the safety or well-being of any student. A student shall not intimidate, harass, bully, or discriminate against another student through words or actions, on or off campus. Such behavior includes: direct physical contact, verbal assaults, social isolation or manipulation, and/or cyberbullying. Following is our definition of bullying and harassment:

Definition of Intimidation, Harassment and/or Discrimination

Conduct that meets **all** of the following criteria:

1. Is directed at one or more pupils;
2. Is based on a pupil's actual or perceived characteristics (such as race or ethnicity; color; religion; ancestry; national origin; gender; sexual orientation; gender identity and expression; immigration status; a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristics), or is based on an association with another person who has or is perceived to have any of these characteristics.
3. And has the effect of one or more of the following:
 - A. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - B. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - C. Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - D. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

Specific forms of harassment include, but are not limited to:

- **Sexual Harassment** — This form of harassment involves making unwanted sexual advances or obscene remarks and is subject to our Policy on Bullying and Harassment.
- **Hate Violence** — This form of harassment involves harassment or violence motivated by prejudice or intolerance and is subject to our Policy on Bullying and Harassment.

Definition of Bullying

Bullying is an unwanted, aggressive behavior that involves an imbalance of real or perceived power between individuals with the intent to cause harm. In order to be considered bullying the behavior must include:

1. A **Deliberate Act**: To cause emotional or physical harm to another individual.
2. An **Imbalance of Power**: Those who engage in bullying behaviors use their power- such as physical strength, access to embarrassing information, or popularity - to control or harm others. Power imbalances can change over time and vary in different situations, even if they involve the same people.
3. **Repetition**: Bullying behaviors that occur more than one time or have the potential to happen more than once.

We recognize three types of bullying:

- Verbal bullying is saying or writing mean things. Verbal bullying includes:
 - Teasing
 - Name-calling
 - Inappropriate sexual comments
 - Taunting
 - Threatening to cause harm
- Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:
 - Leaving someone out on purpose
 - Telling other children not to be friends with someone
 - Spreading rumors about someone
 - Embarrassing someone in public
- Physical bullying involves hurting a person's body or possessions. Physical bullying includes:
 - Hitting/kicking/pinching
 - Spitting
 - Tripping/pushing
 - Taking or breaking someone's things
 - Making mean or rude hand gestures

Response to Intimidation, Harassment, Bullying, and Discrimination Problems

Chrysalis expects students and/or staff to immediately report incidents of intimidation, harassment, bullying, or discrimination to a teacher, principal or designee. Staff are expected to immediately intervene when they see any unsafe behavior occur. Each complaint will be promptly investigated. This policy applies to students on school grounds; while traveling on the bus to and from school or a school-sponsored activity; during the lunch period; whether on or off campus; and during a school-sponsored activity.

Any student who engages in intimidation, harassment, bullying or discrimination may be subject to disciplinary action up to and including expulsion. Students and their families can rely on staff to promptly investigate each complaint of intimidation, harassment, bullying, or discrimination in a thorough and confidential manner, typically within 3 school days of the complaint being brought to a staff member's attention. If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the Administrator. Should a complainant disagree with the Administrator's resolution, then he or she may appeal to the Executive Board. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

The methods for preventing intimidation, harassment, bullying, and/or discrimination behavior include, but are not limited to the following:

- All staff, students and their parents will receive a summary of this policy at the beginning of the school year, as part of the Family Student Handbook.
- The state's online training module concerning bullying the online training module shall be made available each year to all staff members who have regular interaction with pupils.
- This policy and complaint process shall be posted on the school website and in the school office, staff break room, and student council meeting room.
- Teachers will discuss this policy with their students in age-appropriate ways and assure them that they need not endure any form of bullying.
- Staff will immediately intervene when they see any potential intimidation, harassment, bullying and/or discrimination incidents occur, and will promptly investigate and attempt to resolve the problem.
- Those involved in the intimidation, harassment, bullying, and/or discrimination will have the opportunity to be part of a restorative conference to identify and deal with the harm that has been caused.
- People witnessing or experiencing intimidation, harassment, bullying, and/or discrimination are encouraged to report the incident; such reporting will not reflect on the victim or witnesses in any way.
- The school will make reasonable efforts to keep a report of intimidation, harassment, bullying, and/or discrimination, and the results of investigation confidential.

WHEN PROBLEMS ARISE

We take our mission ("encourage the light within each student to shine brighter") very seriously. When a student's light is not shining bright academically, socially, emotionally, behaviorally or otherwise, we want to help. A large number of universal supports are built into our program to support all students. In general, we categorize problems as falling into either an academic or behavioral/social/emotional realm, though often an issue in one area will spill over into another. We use the same, progressive, problem solving procedure to deal with all types of problems.

Academic Problems

Academic problems include attendance concerns (showing up is essential to learning), incomplete homework or classwork, and inadequate growth in one or more school subjects. We have a large number of universal supports that are available to all students to help every child shine academically including teaching for understanding, hands-on learning, flexible grouping, responsive teaching, small group enhancements, and collaborative learning.

Minor Problems are typically handled by the classroom teacher. Early interventions may include individual or small group help, parent communication, study hall to complete missing work, changing groups, changing seating, changing small group enhancements, or classroom aide support. A Minor Problem may graduate to a Major Problem if early interventions have not been successful or if an initial assessment of a new student reveals significant concerns. At this point an Administrator or designee will be called in for additional support to assist teachers to employ a combination of Minor Problem interventions as well as more targeted interventions to resolve the problem using our Problem Solving Procedure.

Behavioral/social/emotional Problems

Behavioral/social/emotional problems may be categorized as Minor or Major. When a problem behavior occurs, we initially empower students to solve the problems themselves if possible. If students need help, then school staff help to investigate the situation and listen to both the mistake-maker and the harmed individual(s) before working alongside them to decide what to do.

Minor Problems create a barrier to letting one's own light shine, to letting others' light shine, and to being safe. They may include disruption, defiance, put-downs, teasing, disputes between friends, hurt feelings, property-misuse, dress code violation, mild physical contact, inappropriate language or actions, an "anti-school coolness", lying, arguing, straying out of bounds, etc. Minor Problems are typically handled by the classroom teacher or by the school staff member that observed the incident. With minor incidents, staff may redirect students back to the task at hand or offer reminders and choices. If a student has conflict with another person a staff member may facilitate a restorative chat, natural consequences, community service, brief visit to the office or recovery space (a dedicated place for students to re-center), or loss of trust privileges. All of these happen in discussion with the student and with the aim of the student repairing the harm they have created and "cleaning up their mess". If Minor Problem behaviors are not solved with these interventions, or if several occur in succession in a short period of time, then the problem may graduate to a Major Problem and an Administrator or designee will be called in for additional support.

Major Problems include recurring Minor Problems, issues that impact a student's physical or emotional safety, and other serious concerns. Examples of Major Problems include:

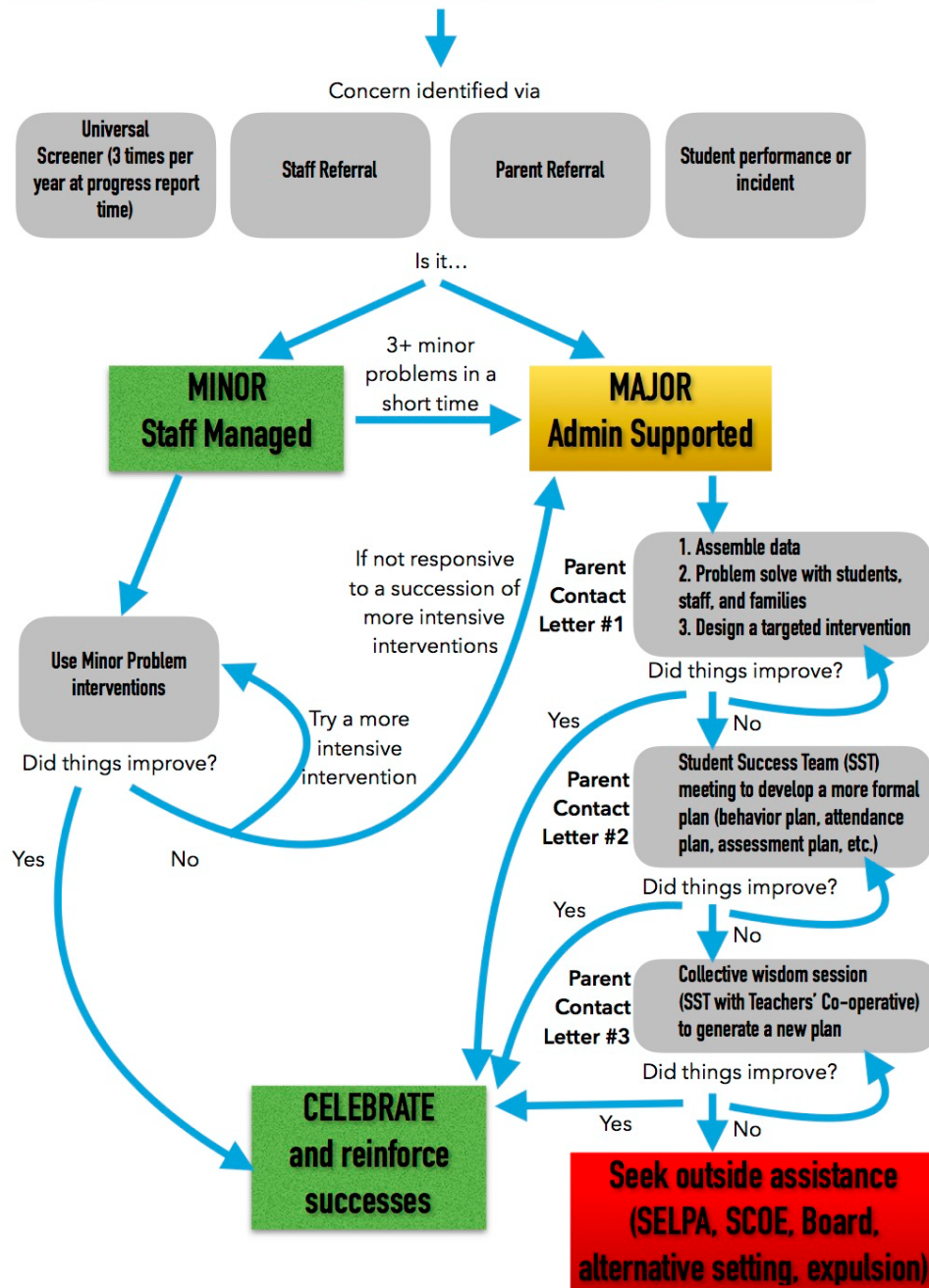
- **Serious physical contact** — This includes any kind of physical violence that raises alarm for student safety such as punching, kicking, headlocks, throwing things at others, or tripping.
- **Threats** — Words or acts intended to harm another physically, socially, or emotionally degrade our safe, welcoming climate and prevent other students' lights from shining their brightest.
- **Bullying and Harassment** — See Policy on Bullying and Harassment above.
- **Running Away** — We have a wonderfully large campus but we can adequately supervise only a portion of it during recesses so we have boundaries. In addition, we are proud to offer numerous field trips and camping trips. If students run away from staff or school, that presents a serious safety issue that must be immediately addressed.
- **Expensive School Property Damage or Destruction**— We want kids to have ready access to the equipment needed for learning. Damage to school property and resources impact all the kids using that equipment and undermines our confidence in giving our students access privileges.
- **Weapons, Alcohol, Tobacco, or Controlled Substances** — Any student bringing a weapon (including pocket knives), alcohol, tobacco, or illegal drugs to school may, depending on the circumstances, be reported to the police and expelled from Chrysalis.

To deal with Major Problem Behaviors, the Administrator or designee will assist teachers and other school staff to employ a combination of Minor Problem interventions as well as more targeted interventions. We strongly believe that partnership with families and collecting accurate data about problem behaviors help us better assist our students. We use Orange Slips to keep track of Minor Problems and either send a copy home to families or call/e-mail parents about the issue. With Major Problems, we follow our Problem Solving Procedure to partner with families, collect data about the issue, and solve the problem.

Problem Solving Procedure

Chrysalis utilizes the following Problem Solving Procedure to handle most student problems at the school -- academic, behavioral, social, emotional, and more. Attendance is one of the few areas which follows a different procedure.

UNIVERSAL SUPPORTS FOR ACADEMIC, SOCIAL, EMOTIONAL, AND BEHAVIORAL WELL-BEING IN PLACE FOR ALL STUDENTS.



Once a problem is “Major”, a variety of targeted interventions may be employed. These include restorative conferences, formal conferences, thoroughly exploring the “Why” behind the behavior, strategic skill development, collaboration with school support staff (e.g. counselor, occupational therapist, psychologist, etc.), small group intervention, functional

behavioral assessment, behavior plan, IEP or 504 assessment, wrap around support, referral to outside supports (e.g. family counseling, social groups, etc.), “classes only” detention, in- or out-of-school suspension, out-of-school placement (e.g. community day program or therapeutic program), or as a last resort dismissal or expulsion. If a student is suspended or excluded from class, then typically a restorative re-entry conference with those people that were harmed would be necessary prior to the student returning to the setting they were removed from.

In general, the process is as follows:

1. The Administrator or designee will gather data about the problem and discuss the concerns with those that were affected (typically the student, family, and staff members). The Administrator or designee will then help the student take responsibility for the problem and design a targeted intervention. For behavioral concerns, a restorative process would likely be employed. A First Family Contact Letter will document the problem and the solution. A copy will be sent to the family and a copy will be kept in the school records.
2. If problems continue, the Administrator or designee will either help the student revise the intervention or convene a Student Success Team (SST) to bring together the student, family, and staff to problem-solve together. If an SST is deemed necessary, the Administrator or designee will send a Second Family Contact Letter describing the problem, what’s been done since the first letter, and request an SST. As much as possible, the goal of the SST is for the grown ups to help support the student in designing a concrete plan to fix the problem. For behavioral concerns, a restorative process would likely be employed. A student may be excused from this process if both the parent and staff agree. The concrete plan may take the form of a behavior plan, an attendance plan, an assessment plan, intervention plan, or other. The SST meeting notes and plan will document the problem and the solution. A copy will be sent to the family and a copy will be kept in the school records.
3. If problems continue, a follow up SST meeting may be convened or the student and family may be asked to appear at a “Collective Wisdom Session” with the Teachers’ Co-Operative. Chrysalis is a teacher-powered school that strongly believes that “None of us is as smart as ALL of us.” By pooling the collective expertise of our staff we can often find a solution that eluded the SST. In such a case, the Administrator will send a Third Family Contact Letter describing the problem, what’s been done since the second letter, and request a time to meet with the Teachers’ Co-Operative. The Teachers Co-Operative will be given background information about the problem and then the family and student may address the concerns in any area they feel appropriate. Together, we will discuss possible options to fix things and prevent problems from happening again. Then, the teachers will determine in closed session what course they will follow and then notify the family of their decision.
4. If problems continue or if the Teachers’ Co-Operative recommends an alternate setting, termination of the learning contract, or expulsion, the Chrysalis Nonprofit Executive Board will hold a hearing in accordance with the school's policy. The Board

shall meet in closed session (unless the parents request an open hearing). The student and their parents or guardians will be invited to this meeting and may present evidence and witnesses. The decision of the Chrysalis Executive Board shall be binding with the exception of expulsions for which parent, guardian or student has the right to appeal to the Shasta County Board of Education.

The four step procedure described above can be shortened to just two or even one step if a student's behavior threatens the emotional or physical safety of other students or staff, or threatens the educational integrity of the school.

Students are generally given a clean slate for the following school year unless there is a concern about a students' behavior seriously threatening the health and safety of others at the school.

Mental Health Support and Role of School Counselor

Mental health services are available through school and in the community. We have a school counselor on campus part time, with training in child development, learning strategies, and behavioral and social skills. He or she implements a school counseling program to support students and enable their lights to shine brightly by providing education, prevention, intervention and support to students. These activities may take place individually, in small groups, whole class, or whole school depending on the needs and circumstances. She or he does not work in isolation, but rather in collaboration with the teachers, administrators, and other school staff.

Families, teachers, and students may request a counseling session with the school counselor through their child's teacher, the Administrator, or directly with the school counselor. Continued support beyond the initial meeting is on a space available basis, and limited to educationally related issues. If space is not available, or if family/home-based counseling is recommended, then the school counselor can provide families with a list of mental health and counseling resources in the area.

If a parent believes his or her child may have a disability related to mental or emotional health, then a special education assessment may be requested through their child's teacher, the Administrator, or the Special Education Director.

Removal from the Classroom or from Chrysalis

In certain circumstances, disciplinary responses that remove students from the classroom or school environment (as described in the following list) may be necessary. In these cases, Chrysalis Charter School's goal is to make sure that students continue their education, receive appropriate educational services, learn strategies to replace inappropriate behaviors, and correct any harm they may have caused to others. Administrators should use

the lowest-level response that is appropriate to solve the problem. Out-of-school discipline should be used as a last resort, after other interventions have been used except in cases where the safety of students or staff is threatened. The duration of any suspensions, expulsions, and alternative settings/placements should be limited to the fewest days necessary to achieve the goal.

- **Classes-only detention:** The removal of a student from all non-core academic settings (PE, recess, lunch, before-school, field study, etc.) for up to 5 consecutive days or 17 days over the school year.
- **In-school suspension:** The removal of a student from his or her regular classroom setting, but the student is on campus and completing work in an alternate setting, for up to 5 consecutive days or 17 days over the school year.
- **Out-of-school suspension:** The removal of a student from Chrysalis for up to 5 consecutive days or 17 days over the school year.
- **Alternative educational setting:** Placement of a Chrysalis student at an alternative educational institution that enables students to receive the services needed to improve their behavior, receive mental health services, or meet their 504 or IEP while continuing to access an appropriate academic curriculum. Students with IEPs may be placed in an alternative general educational setting (such as a community day school) for behavioral concerns only if a manifestation meeting is held and the behavior is determined not to be related to the student's disability.
- **Dismissal:** Termination of the learning contract of a student. The student would be free to complete the current school year under the same terms and conditions as before but would not be automatically re-enrolled the following year. The student may reapply for admission through the regular admissions process.
- **Expulsion:** The permanent removal of a student from Chrysalis.

Suspensions

Chrysalis teachers intervene early with strategies that deal with the behavior and the cause of it, tailored to the individual student. Students are taught to interact without put downs or bullying. Conflict resolution strategies are taught and modeled. Restorative Conferences are held to help the student see the impact of their harm and to take responsibility to remedy their mistakes. This active intervention, coupled with the small, intimate atmosphere of the school minimizes most discipline issues. However, a student may be suspended if it is determined that the student committed any act listed under E.C. Sections 48900, 48915, 48900.2, 48900.3, 48900.4, or 488900.7, or that the student's presence poses a substantive threat of violence or harm to persons or property. Any suspension of a student with an IEP or 504 will be done in compliance with IDEA regulations in accordance with the El Dorado SELPA policy.

When student misconduct requires disciplinary action, the school will arrange a parent conference or a phone call as one of the remedial measures prior to suspension where

possible. A preliminary parent conference may well result in resolution of problems without the need for suspension and the resulting loss of student learning time.

When suspension from school is to be imposed, it shall be preceded by an informal conference with the student, conducted by the Administrator. The informal conference may be held either at the school site or over the telephone. At this time, the student shall be informed of the reason(s) for the disciplinary action, including the other means of correction that were attempted before the suspension and the evidence against him or her. The student shall be given an opportunity to present facts and evidence in his or her defense. Depending on the age of the child and the nature of the offense(s), they shall be encouraged to make a written statement concerning the charge(s). They will also be asked to provide suggestions for what is needed to repair the harm caused. At the time of the suspension the parent must be notified and a parent conference may be scheduled. The Administrator may suspend a student from school for a maximum of five consecutive days for any of the acts considered grounds for suspension.

A staff member may recommend suspension of a student for any of the acts considered grounds for suspension. The staff member immediately reports the recommendation for suspension to the Administrator who shall conduct an informal conference. A suspended student shall not be returned to the class from which he or she was suspended during the period of suspension without the concurrence of the Administrator and the teacher, and typically requires a re-entry conference with any others that were harmed.

A student may be formally suspended without the informal conference only if it is determined that an emergency situation exists. This means a situation determined by the Administrator to create a clear and present danger to the lives, safety, or health of students or staff. If a student is suspended without the informal conference, both the student and the parent or guardian will be notified of the student's right to a conference, and of the student's right to return to school for the purpose of a conference.

Parents or guardians will be informed of any suspension and of their right to appeal that suspension to the Chrysalis Executive Board.

Dismissal

Chrysalis Charter School reserves the right to “dismiss” or terminate the learning contract of a student for the following school year for failure to meet the following expectations unless there are extenuating circumstances:

- maintain a 90% attendance -- unless there are extenuating circumstances as determined by either the teacher of record or the Chrysalis Board.
- complete at least 90% of their assignments.

- behave in a way that does not disrupt the school's environment of learning and respect.
- care for and return, in good condition, all school books and materials.
- engage and actively participate in their own education.

Termination of the learning contract should only be utilized as a last resort when the Problem Solving Procedure has been exhausted and only when other means of correction would be inappropriate for the welfare of the school. The Teachers Co-Operative or the Administrator is empowered to recommend termination of the learning contract to the Executive Board. Any dismissal of a student with an IEP or 504 will be done in compliance with IDEA regulations in accordance with the El Dorado SELPA policy.

When termination of the learning contract has been recommended by the Teachers Co-Operative or by the Administrator, Chrysalis will make all materials pertaining to those proceedings available to the parent and/or guardian at least 10 days in advance of a Board meeting. Parents have the right to appeal that recommendation to the Chair of the Executive Board. The Chair would then have up to 30 days to consider the appeal and either (a) mediate a solution to the problem that the parents, Teachers Co-Operative, and Administrator all agree to, or (b) move the recommendation forward to the Board for consideration. If the latter, the Board shall meet in closed session to make a decision. The student and their parents or guardians will be invited to this meeting and will have due process rights, including the right to counsel or an advocate, to present testimony, evidence and to call witnesses, and confront and cross-examine adverse witnesses. The Board shall inform the parent, guardian, or student of their right to appeal to the Shasta County Board of Education which shall hold a hearing thereof and render its decision. The decision of the County Board shall be final and binding upon parent, guardian or student and the Chrysalis Board.

Termination of the learning contract is not an "expulsion" in that it would not delay or interrupt a student's legitimate right to receive a free and appropriate public education. The student would be free to complete the current school year under the same terms and conditions as before. The student and their family would then be free to immediately enroll in another school for the following school year without the loss of classroom time and without an expulsion on their record. The student may reapply for admission through the regular admissions process.

Expulsions

Education Code section 48900 provides that a pupil may be recommended for expulsion for certain enumerated acts and shall be recommended for expulsion for other enumerated acts (Education Code section 48915). The expulsion of a student with an IEP or 504 will be done in compliance with IDEA regulations in accordance with the El Dorado SELPA policy. This

shall happen in accordance with the expulsion procedures that are part of the discipline policies described in the Family Student Handbook and the School Safety Plan.

In such a case, the Teachers Co-Operative or the administrator will recommend expulsion to the Executive Board. The Board shall meet in closed session and make a decision. The student and their parents or guardians will be invited to this meeting and will have due process rights, including the right to counsel or advocate, to present testimony, evidence and to call witnesses, and confront and cross-examine adverse witnesses. The school district that the expelled student would have attended will be notified.

All requests for student expulsion are to be initiated by the school Administrator or the Teachers' Co-Operative. Expulsion is to be considered only for students involved in incidents of serious misconduct or continued misbehavior and only when other means of correction would be inappropriate for the welfare and discipline of the school. Expulsion must be recommended if a student possesses, sells, or otherwise furnishes a firearm at school or a school activity off campus.

When expulsion is being considered, the following procedures will apply:

1. Chrysalis administration will notify the parent or guardian concerning the student's case and set forth all other data pertinent to the action, including an explanation of the student's basic rights. This shall be done in writing.
2. Chrysalis will make all materials pertaining to those proceedings available to the parent and/or guardian.
3. The Chrysalis Administration will review documentation to determine if due process has been followed. The Administrator will then place expulsion on the Chrysalis Board's agenda and will provide written notice of this hearing. Such notice is to include a statement of the charges upon which the consideration of expulsion is based, the date, time, and place of the hearing, an opportunity for the student and parent or guardian to present evidence, oral and documentary, to question any witnesses. Notice must be provided of the opportunity for the pupil or the pupil's parent or guardian to appear in person or to be represented by legal counsel or by a non-attorney advisor, to inspect and obtain copies of all documents to be used at the hearing.
4. This notice will be delivered by registered or certified mail or by personal service. The date of the hearing will be established to allow at least 10 days between the notification and the hearing.
5. The board will fully inform parents and students of their rights. A complete and accurate record of the proceedings will be made. Provision for an appropriate and complete record for review or appeal proceedings is required.
6. The Board shall hold the hearing as in "Executive Session" unless an open hearing is requested by the student, parent, or guardian. A "Release of Information" statement will be required from the parent or guardian if an open hearing is

requested as well as a written request for the public meeting is given to a Chrysalis administrator.

7. Final action of the Board shall be taken at a public meeting and the result of such action shall be public record of the school.
8. If the Board takes action to expel, provisions will be made by the school personnel to counsel parent and student of the options available to the student. In meeting compulsory education requirements, information concerning the agencies available to work with them will be provided.
9. The Board shall inform the parent, guardian, or student of their right to appeal to the Shasta County Board of Education which shall hold a hearing thereof and render its decision. The decision of the County Board shall be final and binding upon parent, guardian or student and the Chrysalis Board.

CARING FOR SCHOOL BOOKS AND MATERIALS

We expect students to take care of school property as if it were their own. That includes books, materials, furniture, the buildings, and equipment.

Use of Computers and Internet Safety

We support student use of computers to research appropriate topics, edit video, create art, write papers, design presentations, access school tools, analyze data, create yearbook pages, and more. We do not want students using the computers in a way that will (a) harm the computers (such as unwittingly downloading viruses) or (b) distract from Chrysalis's learning environment.

Students are responsible for appropriate behavior on school computer networks. Network access is given to students who agree to act in a responsible manner. Parent permission is required, and parents must agree to a waiver of claims and indemnification/hold harmless provision. Access is a privilege – not a right. Access entails responsibility.

During school, it shall be the responsibility of all members of the staff to educate, supervise, and monitor appropriate usage of computers and the Internet. Chrysalis accesses the internet through California's high-speed internet for schools which complies with all regulations governing filtering for students. Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology filtering measures may be disabled for adults. If a student wants to access content that may be questionable for bona fide research or other lawful purposes, it is the responsibility of the student to first ask teacher permission.

Teachers will provide age appropriate training for students on the standards and acceptable use of computers and the Internet as set forth in this policy and appropriate online behavior, including safety on the Internet, interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.

Students are **not** permitted to do the following:

- Download files or music or programs from the web. Computers are for research, learning, assessment, and school projects only!
- Send emails, instant messages, or use personal chat rooms outside of Google Classroom.
- Disclose, use, or disseminate personal information (e.g. give out his/her name, address, school, or phone number)
- Access Internet game sites and play games (unless authorized by the teacher as a special privilege, and then, only game sites vetted by the teacher).
- Access offensive or inappropriate sites, messages, pictures, or other matters on the Internet.
- Use obscene or defamatory language.
- Harass, insult, defame, or attack others.
- Damage computers.
- Alter computer systems or computer networks.
- Violate copyright laws.
- Trespass in another's folder, work or files.
- Gain or attempt to gain unauthorized access, including so-called "hacking" and other unlawful activities
- Visit sites that have an audio component that will distract other students.
- Eat or drink near the computers.
- Switch the cables or move the desktop computers, unless directed to do so by a teacher.

Any student using school computers for an unacceptable use can, on the first time, lose their access privileges for the rest of the school year and/or receive other disciplinary action.

School faculty and administrators may review files and communications to maintain system integrity and insure that students are using the system responsibly. Students should have no expectations of privacy in their electronic files stored in Chrysalis computers.

ANIMALS PRESENT IN THE CLASSROOM

There are many benefits of having animals in the classroom. According to the National Science Teachers Association, the instructional reasons for animals in the classroom are to stimulate interest, develop skills of observation and comparison, and build a sense of stewardship and responsibility. The study of animals can be useful not only to the students,

but also to the learning process. Studies show that children who have animals in their classrooms grow into more empathetic and responsible adults.

These reasons provide the basis for the resident animals in our classrooms. The animals we have had in the past include rabbits, chinchillas, guinea pigs, reptiles, rats, amphibians, fish and dogs. If there is any reason your child should not be in contact or in the environment with any specific animal (allergies, suppressed immune system, etc.), please let the school know. Your child's health and wellbeing takes precedence. A new form is available in the office should you need to make changes to your student's information.

FAMILY EXPECTATIONS

THE CHRYSALIS MODEL OF EDUCATION

Charter schools are public schools that explore different ways to organize public education. A charter school is organized by its charter, which can create a school quite different from a traditional school. One of the unique characteristics of Chrysalis is that we are a teacher-led school set up to give teachers far more autonomy and authority than most schools. This gives them a creative investment in the school and creates a vital spark in their teaching. We are very protective of our teachers' academic freedom to teach based on their professional judgment.

Chrysalis strives to be a helpful ally as you raise your children. Families (parents, grandparents, uncles, aunts, younger and older siblings) are welcome and encouraged to participate in our school. They enrich the school program in many ways. They provide valuable assistance to our teachers; contribute to our school governance; organize events; give students a rich source of encouragement; and help build a warm, supporting community through their friendships. We call ourselves the "Chrysalis family" because students, staff, families and alumni are all part of an extended family, working and learning together in service to a common mission. We use a parent communication platform, Parent Square, for school-to-home communication, and parents can use Parent Square to message their teachers or the office staff in return. Parents are informed about the curriculum, assessments, and their child's proficiency, three times per year at a minimum through progress reports and the associated parent conferences. At those times all parents are invited to partner with the school in encouraging their child's light to shine. In between progress reports, our doors are open for you to call, e-mail, or stop by to share any concerns you might have about any facet of your child's development -- academic, behavioral, social,

or emotional. If that does not resolve the issue, we can schedule a meeting to put our heads together to make sure your child's light is shining bright.

FAMILY EXPECTATION: FORTY HOURS OF SERVICE TO THE SCHOOL

The Chrysalis family goes well beyond the staff and students to include parents, grandparents, siblings, alumni, community members, and more. They enrich the school program in many ways. Our extended Chrysalis family provides valuable assistance to our teachers, gives students a rich source of encouragement, and helps build a warm, supporting community through their friendships.

Families are expected to provide 40 hours of service to the school throughout the year as their contribution to the community. Families with more than one child in Chrysalis only need to do 40 hours. Any mature, responsible member of the family (grandparents, aunts, older siblings, student if outside school hours, etc.) may contribute towards the 40 hour expectation for a family. This can take many forms: being a classroom aide, helping on field trips, doing maintenance work, fundraising, serving on governing boards, and much more. Chrysalis works diligently to create service opportunities during non-school hours for working families. We reserve the right to modify this expectation based on hardship on a case-by-case basis with the approval of the Teacher's Co-op.

Note, 40 hours of service is an expectation, not a requirement -- that is, we would never discipline, exclude, withhold enrollment, dismiss, or expel your student if the family fails to achieve 40 hours of service. What we will do is provide your family with verbal or written feedback about your family's progress and meet with you on a case by case basis to find easy and accessible ways for your family to meet this expectation or to modify the expectation depending on your family's circumstances.

Donations of cash, food for students, or materials may be substituted for up to 20 hours at a rate of \$10/hour. Volunteering and donations are completely optional and are NOT a condition of enrollment or continued enrollment.

Appendix 1 describes some of the many ways families meet their school service expectations.

FAMILY INVOLVEMENT POLICY

Many families report that they feel wonderfully welcome at Chrysalis. We welcome parental and family involvement and participation. In fact, many of the special things we do such as

camping trips, small group instruction, and many field trips are possible only with parental participation. However, the presence of a family member in the classroom can distract students or teachers from the academic focus of the class so serving within the classroom is a privilege granted by the teacher. Please abide by the following guidelines:

- Check in at the office before you go to any classroom or the playground. In the event of an emergency, we need to know what adults are on campus.
- Dress and act appropriately.
- Honor your commitments and be on time. Communicate with the teacher ahead of time if you are unable to volunteer the day you were scheduled.
- If you wish to be in the classroom on an ongoing basis, check with the teacher on how they would like this to happen.
- If you would like to observe (not help), get permission from the teacher first and abide by their recommendations for your visit.
- When you arrive in any classroom, check in immediately with the teacher so they know you are there and can give you any additional instructions you might need.
- You are here to help **all** students in the classroom and to support the teacher. Please do not sit just with your child.
- Support your child by allowing them their own space to learn independently.
- Don't distract teachers while they are teaching. If you have questions, wait until after school.
- Conversations with other adults need to take place outside of the classroom.
- Find ways to be positive and notice things that are working well.
- Each teacher has their own rules concerning babies and younger siblings accompanying you in either the classroom or on field studies. Please follow those rules.
- Volunteers that regularly work with students outside of the direct supervision of a Chrysalis staff person (such as those that run weekly groups in a separate room, coaches and assistant coaches, etc.), shall be fingerprinted and receive background clearance prior to working on their own with students.

Remember, your time and energy is helping to make Chrysalis Charter School a great place to learn. Violations of these guidelines may result in restricted access to the school through the Problem Solving Procedure described below.

FAMILY CODE OF ETHICS

Members of the Chrysalis family must maintain high standards of behavior during school activities. These standards apply to interactions between adults and children and between participating adults. We are all responsible as role models to our children. Our goal is to maintain a safe and productive learning environment for all Chrysalis students. Violations of these standards may result in restricted access to the school through the Problem Solving Procedure described below.

Prohibited Behavior

- Driving under the influence of drugs or alcohol with children in or near your vehicle.
- The use of physical or verbal aggression toward any child or adult, including profanity or abusive language or nonverbal intimidation. This includes physically disciplining your child in front of others.
- Spreading gossip or negative conversations that may undermine the positive atmosphere of the school. If you have concerns, please address them to staff members.

Let common sense prevail!

- No alcohol or illegal drugs on Chrysalis trips or camp-outs.
- No smoking.
- Respect the many and varied religious ideals represented in our community.
- Discipline should be positive and constructive.
- Please remember to remove firearms from your vehicle before driving on a Chrysalis trip.
- If an incident occurs involving any Chrysalis community members and you are contacted by the press, please refer them to the school administration.

CONFIDENTIALITY

You may be privileged to information involving a child, teacher, or parent of another family. Please use discretion and avoid gossip. We often forget that there may be children in the room. (This is especially true when we're on the phone.) Issues with learning or discipline should be relayed to the parent by a Chrysalis teacher, not by another parent.

If a problem with a teacher arises, please discuss it with the teacher or administrator. Avoid discussing the matter with other parents or in front of children.

Problems between parents need to be solved privately. In the event of an impasse, a teacher may assist in dialogue.

PAYING BILLS

As a public charter school, your child has the right to a FREE public education while attending Chrysalis Charter School. This right is protected by the California Constitution. However, there are a few fees that public schools are allowed to collect.

- Food served to students, subject to free and reduced-price meal program eligibility and other restrictions specified in law.
- Books or supplies loaned to a student that are not returned or are willfully damaged.

- School camping trips.
- Cost of materials that the student has used to create something for his or her own possession and use, such as wood shop, art or sewing projects kept by the student.

In all cases, the school will work with the families to devise a payment plan that makes sense. We are committed to ensuring that no student will go hungry or be denied the opportunity to take part in a school trip or activity because of nonpayment.

Student participation on field trips, rafting trips, sports teams, and other school related social, educational, cultural and athletic activities often have a cost to the school associated with it. If your family is able to make a donation to the school to offset the cost of your child's participation, that will help ensure that Chrysalis can continue offering such opportunities in the future. Similarly, we will periodically ask for donations of back-to-school supplies. All of these donations are completely voluntary and your student will be able to participate whether or not a donation is made.

The after school program, Project SHARE, is NOT operated by Chrysalis Charter School and has an annual registration fee and monthly materials fee that is NOT subject to this policy.

THE ROLE OF FAMILY REPRESENTATIVES

Our Family Representatives have two important roles within the Chrysalis community.

- To bring the perspective of a parent to school governance by being a voting member of the Chrysalis Board or Site Council.
- To bring the concerns of parents/guardians to the Board and Site Council for consideration.

It is not the role of the Family Representatives to be an advocate for the concerns of any one parent or small group of parents. Board and Site Council members are there to serve as the fiscal and legal stewards of Chrysalis Charter School and ensure its long term sustainability for future students.

Our major governing documents -- the Charter, Single Plan for Student Achievement (SPSA), Local Control Action Plan (LCAP), School Safety Plan, and policies that affect students and parents -- are annually developed, reviewed and revised by the Chrysalis Board and Site Council. Family Representatives approve these plans annually after seeing more general feedback from all Chrysalis families through weekly newsletters, annual family and student feedback surveys, and an annual drop-in meeting with the school Administrator.

The School Accountability Report Card (SARC) offers an annual snapshot of how the school is doing. The SARC is compiled annually by the Administrator, reviewed by the Site Council

and Board, and is made publically available to the Chrysalis community and other stakeholders.

CONFLICT RESOLUTION PROCEDURES

Chrysalis has developed specific procedures for resolving significant conflict between the school and a parent or family member.

Conflict with a Teacher or Staff Member

1. If a parent has a conflict with a teacher, the first step is to talk with the teacher as soon as possible before the conflict becomes significant. We teachers try to model openness to feedback; that is how we get better so please don't feel that you are out of line to share concerns with a teacher. Also, in our experience, 90% of concerns are due to misinterpretations -- checking the source before things fester can be very healing.
2. If that does not resolve your concerns, then meet with the Administrator.
3. If that still does not resolve the conflict, then the third step is to take the matter to the Chrysalis Board which meets monthly. Possible outcomes include restricting access to classrooms, campus, camping trips, field studies and/or school activities. The Board's resolution of the issue is final. Be aware that you have a parent representative on the Board whose job is to help the school stay in touch with parents' concerns. Therefore, feel free to talk with your representative at any point. But the first step is definitely to talk to the teacher.

Conflict with the Administrator

1. If you have a conflict with the Administrator, the first step is to talk with the Administrator or, if you are not comfortable with that, reach out to a Board member about the issue.
2. If that does not resolve the conflict, the second step would be to have a meeting with the Administrator with your child's teacher present.
3. If that does not resolve the conflict, the third step is to bring the issue up at a weekly Teachers' Co-Operative meeting. These meetings are held at 2:30 pm on Thursdays. They will determine a final resolution through majority vote.

Meet with the Chrysalis Executive Board

The Board meetings are at 4:00 pm usually on the second Wednesday of each month. The agendas are posted on the office door and our website in advance. Each Board meeting begins with a chance for people to address the Board. You can contact the Administrator, Board President or Office Manager if you would like to have an item put on the agenda. You

can also talk with one of the parent representatives and they can relay your concern to the Board.

Violation of a School Policy

If the school has a concern that a parent is in violation of a school policy (e.g. failing to pay bills, families at school, family code of ethics, confidentiality agreement, or other school policy), then we will follow this procedure.

1. The Administrator or designee will bring the concern to your attention in writing with an invitation to meet and discuss the problem.
2. If that does not resolve the problem, the second step would be to have a meeting with the Administrator and your child's teacher.
3. If that still does not resolve the conflict, then the third step is to take the matter to the Chrysalis Nonprofit Executive Board which meets monthly. Possible outcomes include restricting access to classrooms, campus, camping trips, field studies and/or school activities. The Board's resolution of the issue is final. Be aware that you have a parent representative on the Board whose job is to help the school stay in touch with parents' concerns. Therefore, feel free to talk with your representative at any point.

FORMAL COMPLAINTS

Chrysalis Charter School is responsible for compliance with federal and state laws and regulations, including those related to: pupil fees; textbooks and instructional materials; clean and safe, well-maintained school facilities; teacher vacancies or mis-assignments; and freedom from unlawful discrimination, harassment, intimidation or bullying against any protected group. All students, parents, and staff at Chrysalis shall enjoy freedom from discrimination, or harassment of any kind, including sexual harassment. It is the school's hope that a person who has a concern first talks to a teacher or administrator so the situation can be resolved quickly. However, you have the right to file a Uniform Complaint Form at any time. The Form is available in the office or on our website at ChrysalisCharter.org. Any person who files this form is protected from retaliation so your identity on this matter will remain confidential as appropriate. You have the right for this complaint to be investigated by the person designated by Chrysalis and, if you disagree with his/her finding, you have the right to file an appeal with CDE.

CHRYSLIS CHARTER SCHOOL LEARNING CONTRACT 2023-24

Our Mission: Chrysalis Charter School is a community of kindness, respect, and love of learning which encourages the light within each student to shine brighter. In order to achieve our mission, we commit to the following.

Chrysalis will:

- encourage the light within each student to shine brighter.
- provide a stable community of excellent teachers while maintaining small class sizes.
- provide a safe and comfortable school facility.
- allocate resources to support experiential science investigations and nature studies.
- cultivate a kind, respectful school culture.
- teach for understanding.

Student(s) will:

- maintain a 90% attendance.
- complete at least 90% of their assignments.
- behave in a way that supports the school's environment of learning and respect.
- care for and return, in good condition, all school books and materials.
- engage and actively participate in their own education.

Families will:

- behave in a way that supports the school's environment of learning and respect.
- pay or make arrangements to pay bills (for school lunches, after school care, camping trips, damaged materials, returned checks) in a timely manner.
- engage and actively participate in their child's education, including contributing at least 40 hours of service to the school per year.

Students and their families will receive periodic updates on where they stand in regards to these measures. If students or their families continue to fall short of these expectations, Chrysalis will follow the steps described in this handbook to resolve the situation. For certain problems described in this handbook, the Board may choose to terminate the learning contract using our dismissal procedures or restrict a family member's access to the school or its activities. If there is a breach of contract threatening the safety or educational integrity of the school, the Board may cancel this contract before the end of the school year using our expulsion procedures.

Your signature below indicates that you have read and reviewed the contents of the Family-Student Handbook and Learning Contract with your child/children, and that you understand the expectations and philosophy of the school and will abide by them.

Please sign and return the copy of the CHRYSLIS CHARTER SCHOOL LEARNING CONTRACT 2022-2023 which is a tear-off sheet at the back of this handbook.

APPENDIX 1

Here are some of the many ways families meet their school service expectation:

Flexible hours

- Parent Club participation - create opportunities to strengthen our community through potlucks, grants for teachers, fundraisers, special events (like Fall Festival), dances, welcoming committee for new families, all school events, parents night out, etc.
- Tech support - help maintain computers, install updates, and troubleshoot printers
- Publicity – submit articles to papers and media
- Special Events Scout – scout out and tell the Administrator or teachers about upcoming and outlying possibilities for field trips, speakers, programs to come to school, etc.
- Weekly/summer garden maintenance
- Weekend workday help
- Science kit renewal yearly
- First aid kit renewal yearly
- Yearbook
- Correcting homework or at least marking it as turned in
- Leveling and labeling books
- Wash dirty towels each week
- Refill/pump up playground balls once a week
- Maintenance such as plumbing, landscaping, electrical, shed cleanout and organization, etc.
- Maintain stream table
- Clean classroom pet cages weekly
- Purchase class pet food and cage supplies

Teacher and classroom assistance

- Classroom aide - for example, helping every Wednesday at 11 for reading groups
- Regular, weekly field study aides on Fridays
- Field trip chaperone
- Purchase class pet for a classroom and needed supplies- take the pet home during holidays and summer
- Copy queen/king - check teacher's "to be copied" basket for photocopies needed
- Library runner- check out books from the Shasta County Library for teachers
- Gems Kit runner- pick up and return Gems science kits from Turtle Bay
- Teaching something you are good at on Tuesday afternoons for electives

or during the school day. Examples: music, art, cooking, gardening, knitting, geocaching, sharing great literature, a foreign language, drumming.

- Being a role model by sharing your career experience during our annual Career Day or in a specific classroom.
- Gopher. Do routine errands for teachers such as copying, ordering materials, going to the store, filing, checking in library books, etc.
- Help for specific teachers. Examples: redo bulletin boards, prep food or activities for class party, organize cupboards, mount shelves
- Help students stay organized. For example, Monday morning notebook checks.
- Help tidy up classrooms after school
- Help students with homework during enhancements or during Project SHARE.
- Photographer/Videographer for special events or field trips
- Help teachers set up for afternoon science during lunchtime

Non-classroom, daytime assistance

- Playground supervision at recess or lunch
- Gopher for office manager or administrator. Do routine errands such as copying, filing, stocking office supplies, calling parents, writing thank you notes, etc.
- One-time help for office staff
- Mail person – pick up mail at post office and/or county office, sort out junk mail, and deliver
- Receptionist during lunch – route incoming calls, take messages, etc.
- Help with end of school clean-up

Some parent volunteer positions are essential to the smooth operation of the school. In order to ensure these are filled each year, these positions come with a guaranteed number of volunteer hours in exchange for successful completion of the job description as indicated. These positions typically require approval by the Parent Club, Board or Administrator unless noted (open to anyone). Please contact the Administrator, Office Manager, or Parent Club leadership if you are interested in any of these positions.

Parent Club Positions

- Parent Club president, secretary and treasurer (40 guaranteed hours)
- Ski Club Coordinator (40 guaranteed hours) - organize paperwork, roster, and payment for weekly ski club January through spring break
- Scholastic Book Order Manager (40 guaranteed hours, open to anyone) - send and collect Scholastic book orders from each class, place orders, distribute books
- School Store Manager (20 guaranteed hours) - advertise twice a year for T-shirt and car decals, collect orders from each class, place orders, distribute items

Other Positions with guaranteed hours

- Board Member (40 guaranteed hours)
- Site Council (20 guaranteed hours)
- Development Committee (20 guaranteed hours) - parents who passionately love Chrysalis and have experience with grant writing or fundraising
- Volunteer Coordinator (40 guaranteed hours) - monitor family progress towards quotas, send reminders, manually log hours as necessary, organize weekend workdays, coordinate with teachers and office staff
- Alumni Coordinator (40 guaranteed hours) – create and send semi annual newsletter, update list of current addresses, organize alumni reunions
- Bring food for teachers to staff meetings weekly on Tuesdays (40 guaranteed hours, open to anyone)
- Camp Kitchen Manager (40 guaranteed hours)
- Sponsoring a child on camping trip (20 guaranteed hours for a 2 night trip)
- Lost and found manager (40 guaranteed hours, open to anyone) - date stamp items and hang up/display in lost and found, each month lay everything out for a day, donate any older than 3 months
- Webmaster (40 guaranteed hours) - in collaboration with administrator, keep website current up with tweaks, changes and fixes as necessary throughout the year; be on call if the website crashes for any reason; and complete yearly review in summer with system updates, new forms upload, and redesign

CHRYSLIS CHARTER SCHOOL LEARNING CONTRACT

2023-24

Please sign and return this sheet with your Enrollment Forms

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Sign on the back of this page.

Thank you,

Parent Signature _____

Date _____

Print Parent Name _____

Student Signature _____

Date _____

Print Student Name _____

Student Signature _____

Date _____

Print Student Name _____

Student Signature _____

Date _____

Print Student Name _____