CHABOT ELEMENTARY SCHOOL HANDBOOK -UPDATED 8/3/23

Policies, Procedures & Expectations

Additional information about the policies, regulations, and practices of the Oakland Unified School District can be found in the

Guide to Oakland Unified School District for Families and Students.

VISION:

Through meaningful relationships, intentional inclusivity, and responsive instruction Chabot Elementary interrupts inequitable practices and challenges biases. We uncover and remove the predictability of success and failure that correlates to any social or cultural factor. As a community, we discover and cultivate the unique gifts, talents, and interests of every human being.

Mission:

Chabot students are valued and empowered so that they are able to take academic risks, problem solve, make connections, and use evidence to think critically. Students develop empathy, awareness, and perspective-taking in order to support each other, celebrate differences, and be agents of change.

Throughout Chabot, adults and students are expected to:

CARE FOR OURSELVES

CARE FOR EACH OTHER

CARE FOR OUR COMMUNITY

We encourage all members of our community to focus on being:

SAFE - INCLUSIVE - RESPONSIBLE - PROBLEM SOLVERS

Community and Meeting Norms:

- Be efficient and respectful of time
- Speak and listen with respect, from the heart
- Assume positive intent-avoid judgment
- Keep students at the center of all decisions

- Maintain equity of voice
- *Keep a problem-solving approach - growth mindset*

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OFFICE

The office is open daily from 8:00 am - 4:00 pm. Please understand that the office is a very busy place and staff's first responsibility is to the students we serve. Try to be respectful of office staff's time. Parents/guardians are asked to limit telephone messages to their children for emergencies only. Lunches, clothing and messages brought

to school for students during school hours should be left in the school office for delivery to the classroom. Every effort will be made to answer all phone calls during school office hours. In the event that the call goes to voicemail, voicemail will be checked periodically through the day. If something is urgent, it is best to call back than to leave a message. Emails are the preferred way of communication with our office staff: School Secretary: margaret.thorp@ousd.org, and Attendance Specialist Michelle Saavedra: michelle.saavedra@ousd.org. For ALL ATTENDANCE related matters please use the following email address: attendance@chabotelementary.org

EMERGENCY CONTACT and STUDENT INFORMATION

It is important that we have updated information about all emergency contacts for each student. You must complete all forms on the Aeries portal for each child. Click HERE for instructions on how to access this portal and update your information. If phone numbers or emergency contacts change during the year, you can login to edit the contact info at any time.

CAMPUS ACCESS

Drop off and pick up will happen on the Yards in designated class spots. Our Yards are open to families and students from 8:15 - 8:30 and from 2:45 - 3:00. Before school, teachers are busy preparing for the day, and the buildings are only open for Chabot Staff. Families should not go into the hallways or classrooms during this time. The Library is also open for students before school. Any students who arrive after 8:35 should go to the office for a Late Pass.

NOTE: Chabot Elementary was not designed to accommodate almost 600 students from all over Oakland. Drop Off Safety remains a huge concern. Please see this section on MORNING DROP OFF for more detailed information.

When the bell rings to start school, please meet your teacher in the following locations:

- K - line up at the back door on the Kindergarten playground
- 4, 5 - line up outside your classroom door
- 1,2,3 - line up on Lower Yard - teacher spots will be labeled

Pick up locations are very similar to where you meet your teacher in the morning. Teachers will confirm the exact locales. Please do not enter the buildings at dismissal; your teacher will bring their classes out to a designated spot.

During the School Day, all visitors and volunteers MUST sign-in at the office before visiting the campus and display a Visitor's Badge. It is essential that visitors never interrupt instruction in class or the regular functions of the school day. Please do not try to engage teachers or staff in conversations when they are on duty with students.

COMMUNICATION

Guiding Principles - We ask all adults at Chabot to follow the same norms as we do our students:

- Caring for ourselves
- Caring for each other
- Caring for our community

We truly believe that the interactions between adults on campus set the tone for how our children act. Please be mindful that none of us know what another person is carrying with them. Assume positive intent and try to resolve conflicts calmly and peacefully. Remember that a positive tone and welcoming words go a long way

towards creating the community we all wish for our children. If another adult appears agitated or upset, give them space and talk to Administration if help is needed.

A FEW WORDS ABOUT EMAIL -

While email is an amazing way to communicate quickly and expediently, it also holds potential to cause tremendous harm. Please be mindful that the words you write can easily be misconstrued or misinterpreted. Email is not a place to dump or vent feelings. For hard or sensitive conversations, a phone call or face to face conversation may work much better.

COMMUNICATION WITH ADMINISTRATION

Families are welcome to email any of our four school leaders:

- Principal, Jessica.Cannon@ousd.org
- Assistant Principal, Celia.Bermeo@ousd.org
- Community Schools Manager, David.Zelaya@ousd.org
- Teacher on Special Assignment, Laura Shield@ousd.org

You can also reach us by phone through the main number, 510-879-2106, or schedule an appointment to meet with us. We will do our best to respond to all contacts within 2 business days.

COMMUNICATION WITH TEACHERS

Each teacher will share her/his preferred methods of communication; please follow her/his individual guidelines. All OUSD personnel can be reached by OUSD email: firstname.lastname@ousd.org. Teachers are not able to receive incoming phone calls in their classrooms. You may leave a message in the office. It is our policy that teachers will do their best respond to any emails or phone calls within 2 business days. ***Please remember that teachers do not usually have access to phones or email during the school day as they are teaching.***

Parent communication is an important part of teaching, but it must be balanced with our educators' number one priority - teaching our children. Teachers are only contracted to work from 8:10 - 3:00 each day. Please be respectful of your teacher's time and how hard they work to design and implement meaningful learning experiences for all of their students.

OTHER IMPORTANT COMMUNICATION

PARENT SQUARE - This is the main way that our school and OUSD communicate with families. You can receive Parent Square Messages on your phone and/or email. Please do read these messages as they contain important information. For more information about Parent Square or to adjust your settings, please contact Margaret.Thorp@ousd.org.

CHABOT BROADCAST - This weekly email newsletter is sent out to subscribers in the Chabot community and includes both a PTA and a community section. In it you will find information on everything that is happening in our community. ***It is strongly recommended that all families subscribe to this service by*** **going to the Chabot Website at chabotelementary.org, and entering your email in the space provided on the right.**

WEBSITE - Log on to www.chabotelementary.org . You will be amazed at the wealth of information you'll find. Everything you need to know about Chabot can be found here…from calendar information, PTA information, information about teachers, classrooms and Principal Cannon. Info changes frequently so check back often.

CLASSROOM COMMUNICATION **-** All classrooms will have an email list or group for communication either run by the teacher or Room Parent. Please do check these emails as they contain VERY important information. *Please remember that there are limitations to email, particularly group emails. Room Parent class email threads should be used to disseminate information; they should not be used to debate topics or critique any aspect of the school program; refer concerns to teacher or Administration*

FLYERS - Chabot occasionally sends home important flyers and updates via your students' backpacks. It is a good idea to check these regularly. Flyers will also be posted around campus for your reference, and sent out through ParentSquare.

PARENT-TEACHER CONFERENCES: All teachers hold twice yearly Parent-Teacher Conferences (September and March). We hope all parents/guardians will take advantage of this opportunity to learn about your child's progress. Every family is guaranteed two conferences/year; we ask that two household families make every effort to attend the same single conference. Other family meetings may be initiated by the school when extra support is needed. Parents may request to meet with teachers if there is a situation which can not be addressed via email or phone call. In order to respect teacher time, face-to-face teacher meetings (including Conferences, SSTs, 504s, and IEPs) should not exceed one meeting/ month/family, unless there is an emergency. Additionally, we ask that, if any family requires more than one or two meetings/year outside of conferences, those meetings are scheduled through the office so appropriate compensation can be offered to teachers. Please remember that all of our teachers have between 24 and 31 students and are only contracted to work between 8 and 3.

RESOLVING CONCERNS:

If you have a concern or complaint, please follow the steps below:

1. First talk with your child's teacher. If that doesn't resolve the issue…
2. Next, reach out to Principal Jessica.Cannon@ousd.org or our Vice Principal Celia.Bermeo@ousd.org
3. If you cannot resolve the concern after speaking to Ms. Cannon, please contact either our Network Partner, Jennifer. Koelling, jennifer.koelling@ousd.org Please keep in mind that, unless you have a close relationship with another family, it is usually best to bring concerns about students to your teacher or the administration. We have a lot of tools and experience for addressing concerns and are very happy to help. ***It is never appropriate for a parent to "discipline" another person's child; if you have concerns about a child's behavior, please notify school staff.***

You may also refer to the "Uniform Complaint Procedures" located in the Parent's Guide to Oakland Public Schools, which provides additional information regarding specific types of complaints. OUSD Parent Guide

ATTENDANCE

Did you know that there is no greater indicator of your child's academic performance than the actual amount of time s/he spends at school? While we do understand that emergencies and illnesses arise, we also want to encourage all of you to make every effort to have your scholar at school, on time, every day, UNLESS THEY ARE SICK. Students should be free of fever and diarrhea for 24 hours without the aid of medication, and vomiting for 12 hours before returning to school.

ABSENCES - If your child is absent, please directly EMAIL , our attendance specialist, Michelle Saavedra at ATTENDANCE@CHABOTELEMENTARY.ORG OR call the school office at (510) 879-2106 as soon as you can to report absence(s), Please leave your child's name, the teacher's name, and the reason for the absence. It is best to also include your teacher on the email. If your child has or will be absent for more than a day, please contact your

teacher for make-up work. Absences from school are excused only in cases of illness (long illness may require a doctor's note) quarantine, medical appointments, religious holidays, funeral services, and personal emergencies as approved by the principal. More info is in the **Guide to Oakland Unified School District for Families and Students**.

EXTENDED ABSENCES AND INDEPENDENT STUDY - Please make every effort to schedule your family travel during the school vacations. Independent Study packets are available for absences of 3-15 school days; with a max of 15 days for the year. However, it is important to recognize that, not only do vacations during the school year give the message that school is not "that" important, they also create a lot of work for our office staff and teachers. Under new state guidelines, the average Independent Study packet takes about an hour of clerical time and another hour of teacher time. Most importantly, they are never a replacement for the actual instructional time. If you are going to be requesting an independent studies packet, please make sure to check in with our Attendance Specialist, Michelle Saavedra so you can fill out the proper OUSD paperwork and guidelines. All independent studies packets must be SUBMITTED at least 10 days before your departure. Independent studies are approved on a case by case basis and must be submitted and approved by Ms. Cannon before class work packets can be prepared by the teacher.

TARDY - After 8:35, students are marked tardy, and students need to check in at the office to get a late slip to class. ***Please be mindful that instruction begins right at 8:35 and that every minute of instruction is precious.*** When students are late to school, it can be challenging for them to integrate into the class and they do miss crucial instruction which is hard to make up. **Did you know that if your child arrives 10 minutes late to school each day they will miss 5 full days of instructional time on a year? PLEASE DO YOUR VERY BEST TO HAVE YOUR CHILD AT SCHOOL EVERY DAY, BEFORE 8:30!**

LEAVING EARLY - If your child needs to leave early, he or she must have a "Permit to Leave School". This form needs to be obtained from the main office by the parent/guardian prior to the student leaving campus. If someone other than the parent/guardian is picking up the student, the office needs written permission (unless the person has been listed on the emergency card). Anyone picking up the student should have a photo ID for proper identification.

HEALTH & WELLNESS

ILLNESS - Children should not come to school if they are ill; they run the risk of spreading their illness to others. You know your child better than anyone. If you feel that they are not 100%, please keep them home! Children need to be fever free, with diarrhea for 24 hours without medication, and have not vomited for at least 12 hours before returning to school. If your child becomes ill while at school with a temperature of 100.0 or higher, a parent/guardian will be notified and asked to come pick them up. Students who become ill need to be picked up within an hour. They may not wait in at school until the end of the day. Please make plans for this kind of emergency in your family.

COVID PROTOCOLS - Chabot continues to follow all COVID protocols put forth by Oakland Unified School District in conjunction with Alameda County Public Health. Please consult the links below for up to date information.

OUSD ONE PAGER ISOLATION FLOWCHART

INJURY- In case of injury, school personnel can provide basic first aid treatment only (soap and water, band-aids, and ice packs). If more care is needed, a parent/guardian will be called to pick up their child. In case of an emergency, or when a parent/guardian cannot be located, 911 will be called.

MEDICATION- School personnel may not administer prescription or OTC medication without an "Authorization For Medication" form signed by the doctor, the parent/guardian and the nurse (OTC meds need to have a prescription label). Forms are available in the main office. If medication is to be administered at school, it is to be brought to the office, in its original container. Students are not to have medication of any kind in their possession during school hours unless they have a Permission to Self-Carry form filled out by the doctor and parent.

ALLERGIES - Please be sure to let the office and your teacher know about any severe allergies or asthma. It is strongly recommended that students who may need an epi-pen or inhaler keep one in the office. If the cost of an extra one of these is prohibitive, please let us know and CHABOT HELPING HANDS will support.

SAFETY

BEFORE & AFTER SCHOOL PROCEDURES - Chabot's school day begins at 8:30 and ends at 2:50 **(1:40 on all Minimum Days)**. We only have supervision on campus for ten minutes before and after the bells ring. STUDENTS WHO ARE ON CAMPUS BEFORE OR AFTER THESE HOURS MUST BE ENROLLED IN OUR EXTENDED DAY PROGRAM. We are legally responsible for students on campus, and do not have adequate supervision to ensure safety of students who are not enrolled in a program. Ten minutes after dismissal, we will "sweep" the campus, anyone who is not enrolled in a formal program will be brought to the Main Office and we will make every effort to contact an adult from their Emergency Contacts.

Teachers are responsible for their students until they are picked up by an authorized adult. Please be sure to verbally check your children out with their teachers. Students in grades 3-5 may have the option of walking home. If you want your child to walk home without an adult, please email their teacher, Margaret.Thorp@ousd.org AND Jessica.Cannon@ousd.org

PLEASE INSTRUCT YOUR CHILD TO GO TO THE OFFICE AND NOTIFY US IF THEIR PICK UP IS NOT AT THE USUAL PLACE ON TIME - we do not want children "hanging out" on the yard waiting for rides. ***If you see a child on the Yard without an adult after school, please notify the Office, so we can help find their parents right away.***

Between the hours of 2:55 (1:45 on Minimum Days) and 6:00 pm, the Chabot campus is only open to students in our Expanded Learning Program, Safe Passages - BOBCAT BRIDGES. Families may stay on the Lower Yard by the Play Structure, with their children until 3:15 on Mondays, Tuesdays, Thursdays, and Fridays.

For more information about our Extended day Programs, please contact ChabotASP@safepassages.org

DROPPING OFF IN THE MORNING - Making sure that over 580 students enter the campus safely is all of our responsibilities. In order to keep our students safe, please arrive with enough time to follow these guidelines:

- **USE THE DROP-OFF ZONE-** The Drop-Off Zone runs daily from 8:15-8:35. You may drop off your children on Chabot Road in front of the school office entrance each morning. Orange cones mark the zone. Pull forward at the curb inside of the cones so that eastbound traffic on Chabot Road can pass on the outside. Parent volunteers will help unload your children safely and will make sure they get into the school gates. Do not get out of your car -- it isn't safe on the traffic side -- the parent volunteers will help you. Please say your goodbyes and give last-minute instructions before getting to the top of the queue. Have backpacks in the car, not in the trunk. Do not allow your children to retrieve things from the trunk as they

are standing in the street and you have the engine running. Be careful pulling out of the zone as Chabot Road is busy.

- **DO NOT DOUBLE PARK, BLOCK A DRIVEWAY OR STOP IN RED ZONE-** The Drop Off Zone is really the only safe and appropriate place to drop off your child unless you want to come early and find a legal parking space in the neighborhood. Be mindful of others in our community!
- **ONLY DO U -TURNS AT THE TOP OF THE UPPER YARD** at the large roundabout at the intersection of Chabot Road and Roanoke
- **CROSS THE STREET ONLY AT THE CROSSWALK** - Please do not endanger our students by modeling illegal and unsafe behavior by crossing in the middle of the street to save a minute or two
- **DRIVE PREDICTABLY** and obey traffic laws and signs. Follow the directions of the School Safety Patrol members. When the whistle blows and the hand-held stop signs come out, STOP!
- **FOLLOW THE INSTRUCTIONS OF OUR STUDENT SAFETY PATROL and DROP OFF ZONE VOLUNTEERS** wearing orange vests.

EMERGENCY DRILLS - Chabot Elementary School practices fire, earthquake, and lock down drills every month. While we recognize the importance of being prepared for emergencies, we also are committed to protecting the emotional well being of our students. We carefully explain that emergencies are very, very unlikely. We talk about lockdowns as being necessary if someone or something that could possibly be dangerous was nearby to Chabot and we wanted to make sure they did not get on campus. K-1 teachers often use the example of a bear. We do not participate in any simulations that could be scary to students.

RELEASE OF STUDENTS IN A LARGE SCALE EMERGENCY - Chabot Elementary is very committed to the safety and well being of all of our students. We recognize that we live in an earthquake region, and that a large-scale disaster could prevent some families from being able to reach their students in a timely manner and that phone contact may not be possible. We are so fortunate to be part of a real community - where we look after each other and each other's children. At the same time, tracking and monitoring student release during emergencies, is of paramount concern.

Legally, we can not release your child to anyone other than those individuals listed on your Emergency Forms - even if it is your next door neighbor or your child's best friend's family. We have developed this **DISASTER RELEASE** form (hoping we never need to use it), so that if bridges and communication were down, we could send your child to a nearby family's home rather than have them remain at Chabot. We would only release students to Chabot families with ID and we would carefully track who picked up each child. Please be sure to sign a copy and return to the office if you wish to take advantage of this and ***please make sure your Emergency Contacts are up to date.***

PLEASE KNOW, THAT IN THE UNLIKELY EVENT OF A LARGE EMERGENCY, WE WILL DO OUR VERY BEST TO GET INFORMATION OUT TO FAMILIES AS QUICKLY AS POSSIBLE. PLEASE DO NOT COME TO THE SCHOOL UNTIL INSTRUCTED TO DO SO UNLESS YOU ARE A TRAINED MEDICAL PROVIDER AS WE WOULD NOT WANT TO WASTE VALUABLE HUMAN RESOURCES AND TIME MANAGING FAMILIES IF WE NEEDED TO BE COORDINATING CARE FOR STUDENTS. ***In 2023-24, we will be refining our Emergency Procedures - stay tuned for more information.***

SCHOOL MEALS AT CHABOT

Thanks to California's Universal Free Meal program, OUSD's Nutrition Services Department looks forward to serving OUSD students breakfast and lunch during the school day at no cost to families again this year. Students participating in afterschool programs on OUSD campuses will also receive food from Nutrition Services. Elementary students will eat breakfast in their classrooms at the beginning of each school day and lunch in cafeterias, outdoor dining spaces or both. Please visit the Nutrition Services website at www.ousd.org/nutrition for general information or Menus to view meals offered. There is also a link to the menus on the OUSD homepage (there's a milk carton icon to help you find it). If your child has dietary restrictions for medical reasons, please make sure to visit the Medically Prescribed Diets page to download the proper forms and learn about the process to get what your student needs.

At Chabot, students eat outside whenever possible.

SCHOOL CLIMATE, CULTURE & EXPECTATIONS

Guiding Principles - Chabot's approach to "discipline" is based on the following principles:

- Clear and explicit teaching of expectations
- Using positive reinforcement
- Focus on developing classroom & school community
- Taking time to strengthen socio-emotional skills
- Helping students to become independent problem solvers
- Understanding the function of unexpected behaviors
- Restorative justice

BEHAVIOR & Chabot's Discipline Policy

Students will be taught expected behavior, rules, and discipline procedures at the beginning and throughout the school year with SCHOOL WIDE common language and a positive behavior interventions and support systems approach (PBIS). Our students learn that they are expected to demonstrate CARING FOR OURSELVES, CARING FOR EACH OTHER, and CARING FOR THE COMMUNITY. If expectations for behavior are creating challenges for a student the following procedure will take place:

MINOR BEHAVIORS will be addressed by an adult at the time of occurrence. **Before a child is sent to the office, teachers/staff should have tried at least 3 in class interventions to modify behavior.** These behaviors include

- Defiance/ non-compliance (General off-task, not listening, interrupting X1)
- Disruptive talk (Talking-Stops after a warning)
- Excessive Movement (Tap, fidgets, roll around, rocking, wadering, etc.)
- Inappropriate physical contact (Horseplay, "playing" too much, light pushing)
- Inappropriate language (context and judgment X1)
- Silliness and other off task behavior (Stops after warning)
- One time name-calling *depending on context and severity*
- Misuse of property
- One time unsafe behavior in playground *depending on context and severity*

All classes have their own progressive discipline policy which will be explained in detail to children and families. Possible In-class Interventions for **Minor Behaviors** include:

- Redirect with Positive Reinforcement Strategies (5-1)
- Personal Check-in with adult-Restorative Conversation and/or Circle
- Opportunity to review/ reteach desired behavior (Explicitly teach and model)
- Written Reflection
- Prompting Desired Behaviors

- One-on-one Problem Solving Conference as necessary (one-on-ones should always be private).
- Behavior Contract
- Seat Change
- Time-out for reflection (can take place in another class "Buddy Room" and can be of varying length depending on the severity or frequency). Office will be notified of room changes.
- Loss of privilege
- Phone call home if this behavior happens consistently

MORE SERIOUS BEHAVIOR CONCERNS: An office referral is necessary **when classroom interventions do not produce a desired change or for behaviors which jeopardize the well being of students or staff:**

- **Continuous minor behavior problems** (student does not seem able to redirect himself after various conversations and phone calls home). It is important for the office to know that this is occurring with no change. **Parent contact and Two Other In-Class Interventions required before referral is made.**
- Serious verbal abuse – discrimination, bullying, offensive personal comments, shaming, intimidation, threats, more serious name-calling, constant name-calling, cursing at a person (If it appears minor, but the receiver of the abuse is upset, this should also be referred to the office)
- Unwanted intentional physical contact – pushing, hitting, kicking, throwing things at, any playful behavior that can and will obviously lead to injury, pulling hair, pushing into or towards dangerous situations, using anything as a weapon
- Alcohol, drug, or cigarette use, purchase, supply, ownership on or off campus
- Possession of a weapon
- Sexual harassment or abuse – unwanted touching, sexual innuendos and comments spoken, **electronic or on paper**, sexual motions
- Inappropriate touching, inappropriate language; electronic, spoken or on paper

All of these behaviors require greater intervention. Children are referred to the office at this juncture because we want to ensure consistency of message and the communication of the severity of these behaviors. Possible interventions Include:

- Phone call home – Parent conference arranged
- Conflict Mediation-Restorative Justice
- Community Service Project - Reflection Exercise
- Explicitly teach & model rules and expectations
- Recommendation to interventions team - Student Success Team Meeting
- Implementation of Behavior Contract
- OUSD Behavioral Support
- Increased adult supervision-Check-In systems, Mentoring
- Classroom/ Yard restriction - loss of privilege
- In-school or out-of-school suspension

INFORMATION ABOUT OFFICE REFERRALS

If a student must be sent to the office for behavior issues in the classroom a Student Referral Form will be filled out by both the teacher and Office Discipline Team. An office referral is necessary when inappropriate, unsafe behavior continues to occur and compromises the student's as well as the class' learning consistently and/or without change and the in-class interventions listed above have been tried. Students may also be sent to the office without prior intervention in the case of severe unsafe behavior. Teacher and/or Office Administrator will call or email the student's home to report the behavior that evening.

Most often, in the office students involved in conflict will participate in a Restorative Justice/Conflict Mediation Process. We want to address the specific problem a child or group of children are having with a restorative, problem solving approach. The Office Discipline Team will use Restorative Conversations and Circles to listen to all

perspectives, address the specific problem(s) and get to the root (function) of the behavior(s). This powerful process invites students into the conversation and encourages them to be more reflective. Students are encouraged to take an active role in the process in order to understand the impact of their behavior, accept accountability , and give everyone involved an opportunity to heal and learn.

BULLYING/ CYBER-BULLYING

Bullying is defined in Education Code 48900(r) as any **severe or pervasive** physical or verbal act(s) or conduct, including electronic communications, that has, or can be reasonably predicted to have, the effect of one or more of the following:

(1) Reasonable fear of harm to person or property.
(2) Substantially detrimental effect on physical or mental health.
(3) Substantial interference with academic performance.
(4) Substantial interference with the ability to participate in or benefit from school services, activities, or privileges.

No child should ever be subjected to bullying and we take all complaints very seriously. If a child or family member feels that bullying is occurring, **please let school personnel know as soon as possible so we can take immediate action to investigate and resolve the problem.**

We believe that everyone should enjoy our school equally, and feel safe, secure and accepted. We actively celebrate our community's diversity in terms of race, ethnic identity, nationality, sexual orientation, family structure, gender, gender identity, special needs, popularity, economic status, athletic ability, intelligence, and religion. Our goal is to have a truly safe school where every member of our community feels included, welcomed and valued for her/his unique gifts and talents.

Chabot Bobcats include all students and treat everyone with respect. It is never OK to tease, call names, pick on, make fun of, laugh at, make inappropriate gestures, or exclude students. These behaviors cause pain and stress to victims and are never justified or excusable as "kids being kids," "just teasing" or any other rationalization.

We want our students to develop self advocacy skills and to try to solve "child-size" problems themselves by ignoring others who bug them and asking other students to stop troubling behavior. However, if a problem persists, staff is available and committed to helping students resolve conflict. Students are encouraged to let their teachers or Yard Staff know if there is a problem.

KEEPING A POSITIVE AND INCLUSIVE SCHOOL ENVIRONMENT is everyone's responsibility

Expectations for Parents:

1. Keep my child(ren) and ourselves informed and aware of school behavioral expectations.
2. Work in partnership with the school to encourage positive behavior, value differences and promote sensitivity to others.
3. Discuss school rules and expectations with my child(ren).
4. Regularly talk with my child(ren) about their feelings about school, friendships and relationships.
5. Inform Chabot staff of changes in my child's behavior or circumstances at home that may change their behavior at school.
6. Alert Chabot staff of any ongoing breach in this contract or serious incident which is impacting your Child.
7. Participate fully and contribute to making Chabot a truly inclusive and welcoming school.

Expectations for Students:

1. Actively stamp out teasing of all forms at school. Avoid put downs and inappropriate language
2. Participate in lessons and assemblies around community building and inclusivity
3. Use Restorative Justice and other problem solving techniques to peacefully resolve conflicts.
4. Treat others as I want to be treated.
5. If you see something, say something - the adults are here to help you, but we need to know when there is a problem.

<u>EXPECTATIONS ON THE YARD</u>

General Yard Guidelines

- TREAT OTHERS THE WAY YOU WANT TO BE TREATED!
- Follow directions of all adults
- Use kind language- No shaming, teasing or put downs
- Keep your hands, feet, objects and food to yourself (Play fighting or horseplay is not safe on yard)
- All tag games must be supervised
- Walk between areas on the yard
- All yard equipment will be provided
- Chabot rules must be followed when playing 4-square, 2-square, basketball, or any other organized sport
- Gum and glass bottles are not safe on yard
- Clean up your trash-. Recycle It! Compost It! Or Landfill It!
- When the bell rings: STOP what you are doing, TAKE a knee, WAIT for the whistle, WALK to your class line.
- NEVER open the gate during school or afterschool programs
- Stay within eyesight of adults; tell someone if you are leaving for any reason
- No toys or balls from home

PLAY STRUCTURE EXPECTATIONS/ RULES:

- Walk around and up and down the play structure
- Keep your hands, feet, objects and food to yourself (Play fighting or horseplay is not safe on yard)
- Down only on the slide-One person at a time
- One way on the monkey bars
- Use stairs and handrails appropriately-(Climbing onto the top of the play structure or rails is not safe)
- When the bell rings, come off the play structure safely and take a knee
- No sitting or standing on Monkey Bars

FOUR SQUARE RULES

OUTS:

- Hitting the ball on an INSIDE line (the plus sign on the inside of the court)
- Hitting the ball out of bounds (outside of the outer lines)
    - A ball that touches an outside line is IN
- Failing to hit the ball into another square
- Allowing the ball to bounce more than once in their own square (double)
- Hitting the ball before it has bounced in their own square
- Hitting the ball incorrectly, such as holding, catching or carrying
- Hitting the ball with a part of the body that are not hands
- Hitting the ball out of turn

**No teaming up, 4-square is an individual sport
**All players are responsible for watching the game closely and making sure that the rules are followed consistently.
**When there is a dispute about who is out, students will use "Ro Sham Bo" to determine who stays in.

What happens when the bell rings and/or whistle blows?

Teacher should blow one long whistle so that all students hear that the bell has rung.
All students must stop, kneel, be silent, and discontinue ball play. ***It is a very important safety skill that students learn to stop, freeze and listen when the whistle blows.***
When all students are in silent kneeling position, the Coach will blow two short whistle blasts and give instructions if needed.
Students should walk, holding equipment (not bouncing balls or jumping rope) to the return equipment and to their class line.

HALLWAY EXPECTATIONS

Hallway expectations are designed to maintain the quiet and orderly atmosphere necessary to facilitate learning. Students are expected to follow these procedures at all times when going from place to place in the hallway:

1. Walk
2. Keep hands and feet to yourself.
3. Remain quiet/calm and alert.
4. Be aware of your surroundings
5. Face Forward.
6. Take one step at a time on the stairs and stay on the right.
7. Stay in a single-file line.
8. Enter the classroom ready to be a Chabot Scholar.

ITEMS TO LEAVE AT HOME

In order to maintain a constructive, positive learning environment we ask that students leave the following items at home (unless you obtain special permission): toys, pokemon cards, other trading cards, stuffed animals, balls. We have plenty of toys and recreational options available; when students bring in personal items it leads to exclusion and conflict.

CELL PHONE Policy - (INCLUDES SMART WATCHES)

Student cell phone use is not permitted during school hours. Cell phones and Smart Watches MUST be in backpacks and can only be used to call home after school is dismissed. In special circumstances parents may talk to teachers or Administrators to arrange exceptions. Violations of this policy will result in the following consequences:

1. Warning - staff will ask student to put phone/watch away and remind of policy
2. Phone/watch will be taken by staff and returned to student at end of day
3. Phone/watch will be taken by staff and given to an Administrator to be returned only to a parent or guardian

ACADEMIC LEARNING

School Responsibilities - Chabot Elementary School will:

- Build community and provide a safe, trusting learning environment that encourages each child to reach their full academic and social emotional potential.
- Ensure that adult supervision and support for students are available at all times.
- Implement a Positive Behavior Interventions and Support System / Restorative Justice approach to support learning and the emotional and social growth of your child.
- Provide high-quality curriculum and instruction that is differentiated, culturally relevant, and aligned to the Common Core Standards
- Provide differentiated scaffolding, teaching strategies and materials to meet the needs of your child.
- Encourage the use of active engagement strategies and academic risk-taking
- Implement learning cycles that promote inquiry and influence professional learning
- Collect student data to inform instruction, monitor growth, identify learning goals, and design small group and personal interventions to support mastery of curriculum/tasks for each child regardless of their individual circumstances.
- Communicate with parents and families about their children's academic and social-emotional progress through twice a year conferences, report cards, and student work; Results of SBAC, CELDT and other state tests will be mailed or sent to the parents as results are received.
- Allow families reasonable access to staff. Parents may call the school for appointments with their child's teachers or arrange directly by email. Please see below for more information.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities. Parents are encouraged to volunteer in their child's classroom and may arrange this directly with the teacher or through the Teacher Support Team coordinator. Please see Visitor/Volunteer protocol below.

Parent/Caregiver Responsibilities - Parents/Caregivers will support our children's learning by:

- Monitoring attendance and punctuality
- Making sure homework is completed
- Reading with children or have children read for at least 20-30 minutes every day (depending on grade)
- Attending to children's wellness so that they come to school ready to learn
- Collaborating with teachers and school staff around the learning and behavior of students
- Modeling inclusive and welcoming behavior through interactions with other adults at Chabot

Student Responsibilities - Students will share the responsibility to improve their academic achievement and meet the Common Core academic standards in the following ways:

- Come to school on time and ready to learn
- Complete schoolwork and homework
- Read for at least 20-30 minutes every day outside of school (depending on age)
- Ask for help when needed and apply appropriate learning strategies
- Attend academic interventions and programing when recommended by teacher
- Follow the school code of conduct and rules, always show respect and be responsible for your own behavior.

TECHNOLOGY

Classrooms throughout Chabot use technology to supplement, enhance and differentiate our core curriculum. Our amazing teachers are very careful to balance the crucial role that technology plays in our 21st century world with care not to overuse screens and the digital world.

We want all Chabot students to have their own chromebook or other device at home - not a shared computer. At Registration, families were asked about their at home computer devices. Any OUSD student who needs one will be loaned an at home chromebook for the school year. If you need support with this, please contact Margaret.Thorp@ousd.org.

Chabot and OUSD have a large number of educational software programs that students can use at home. Please follow these Instructions for Accessing Educational Tech at Home to take advantage of this opportunity.

SOCIO-EMOTIONAL LEARNING AT CHABOT (SEL)

At Chabot, socio-emotional learning is baked into everything we do. We believe that SEL is integral to students being able to feel safe and confident enough to tackle rigorous academic learning. We use Caring School Community - Collaborative Classroom (CSC) as the foundation for developing these important skills. The CSC curriculum is supplemented with other tools and resources including lessons designed by Chabot teachers. All classes have daily Morning Meetings and/or Community Circles to foster communication and relationships.

Throughout each day, our teachers and support staff use formal and informal lessons to enhance our students' core **Social Emotional Learning Competencies:**

Self-Awareness:

- Identify emotions
- Accurate self-perception
- Recognize strengths
- Sense of self-confidence
- Self efficacy

Social Awareness

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

Self-Management

- Impulse control
- Stress Management
- Self-discipline
- Self-motivation
- Goal setting
- Organizational skills

Relationship Skills

- Communication
- Social engagement

- Building relationships
- Working cooperatively
- Resolving conflicts
- Helping/seeking help

Responsible Decision Making

- Problem identification
- Situation analysis
- Problem-solving
- Evaluation
- Reflection
- Ethical responsibility

FOSTERING BELONGING - CELEBRATING DIVERSITY - Chabot is committed to being a place where everyone in our community feels a true sense of belonging and to celebrating all of the rich diversity in our community. In addition to the SEL strategies and lessons outlined above, Chabot has monthly themes to facilitate these goals. In all classes, throughout the year, we are dedicated to having honest, authentic, age-appropriate conversations and lessons about culture, race, family diversity and gender diversity. Please see our 2023-24 DIVERSITY CALENDAR\

HOW WILL I KNOW IF MY CHILD IS MAKING EXPECTED PROGRESS AND WHAT SHOULD I DO IF I AM CONCERNED?

Throughout the year, Chabot teachers will communicate with families about student progress - both academically and socio-emotionally. This communication happens in many ways: conferences, emails, returned work, assessment reports, and report cards. While ultimately we want every child to master all standards, it is important to remember that children enter each grade at very different starting places for a variety of very good reasons. When considering a student's progress, we try to measure against the universal standards ***and*** against each individual's starting place.

Chabot is committed to meeting each student where they are at and to providing whatever support is necessary for each child to thrive, academically and socio-emotionally. We recognize that one size does not fit all and are prepared to differentiate our support and accommodations. We understand that one child may need extra support learning to read, another may need an opportunity for a Math challenge, and a third may need assistance making friends or regulating their emotions.
In general, Chabot uses a MULTI-TIERED SYSTEM OF SUPPORT (MTSS) for both academics and SEL.

TIER 1 is the strong academic and SEL foundation offered to ALL students at our school.

TIER 1 ACADEMICS INCLUDE: strong standards based lessons, differentiation to meet children where they are at, culturally responsive lessons, small group instruction, visual reminders, clear learning objectives . . . .

TIER 2 SEL INCLUDES: community circles, clear & consistent expectations, positive praise/incentives, take a break spaces and opportunities, access to sensory tools

TIER 2 supports are used by approximately 10%-25% of our student body - students do not need a formal IEP or 504 Plan to take advantage of these supports.

TIER 2 ACADEMICS INCLUDE: additional small group instruction during or after school; more frequent assessments to monitor progress, modified assignments, family collaboration

TIER 2 SEL INCLUDES- contracts, behavior plans, more frequent family communication, social skills groups, short term counseling

TIER 3 supports are reserved for the ~5-10% of students at Chabot who have a diagnosable disability that would qualify them for Special Education services.

IF YOU HAVE A CONCERN ABOUT YOUR STUDENTS LEARNING OR SEL DEVELOPMENT, please follow these steps

1. Talk to your teacher - often problems can be addressed through a few tweaks and good communication
2. If the concern continues, request a Student Success Team (SST) meeting with Celia.Bermeo@ousd.org (your teacher can also request this). At this 45 minute meeting, you and your child's school team will share history, strengths, and concerns. Together you will develop an action plan to support your student which will be reviewed in about 10-12 weeks.
3. If progress is still not being made after that time period, the team will consider what other steps may be needed.

For more information about how Chabot supports student special needs, please see this SLIDESHOW

EXPANDED LEARNING OPPORTUNITY PROGRAM

Beginning in 2022-23, the state of California has introduced a new funding stream, the Expanded Learning Opportunity Program (ELO-P). ELO-P funding will provide **free after-school programming** to the highest-needs students in TK-6th grade. These new funds will increase access to after-school programs to all eligible TK-6th grade students. Schools will continue to offer fee-based after-school programs for families that need them with the new after-school provider.

Oakland Unified's Expanded Learning Programs partner with local organizations to provide comprehensive engaging after-school programs. Programs are offered every day after school until 6 pm. All students receive a snack and access to engaging academic programs including literacy support, physical activity, organized sports programming, and enrichment programming such as arts and science. After school staff receive training and support around implementing literacy support, Social Emotional Learning (SEL), trauma-informed practices, and Restorative Justice circles and more.

At Chabot, Safe Passages runs "Bobcat Bridges" and all of our extended day learning programs. For questions or more information about their program, please contact ChabotASP@safepassages.org.

ENRICHMENTS & SPECIAL EVENTS AT CHABOT

At Chabot we believe in educating the whole child. Thanks to the generosity of our PTA, we are able to provide a wide array of supplementary courses. All students, K-5, receive weekly PE and Music with credentialed instructors. MOCHA provides high quality art instruction for all classes. Additionally, each class has a Library Period with a credentialed librarian and an opportunity to check out books. Finally, each class visits our Science Lab weekly for hands-on instruction.

The school year is filled with many exciting special events and opportunities to get involved at Chabot. In past years, these special events have included: Fall Carnival, Storytelling Potluck, Black History Month Student Performances, Monthly Assemblies, Oratorical, Spelling Bee, Family Science Nights, Science Fair, Family Reading Nights, Grade Level Play Dates, and Field Trips. Please sign up for our ParentSquare or Google Calendar and check

the Broadcast weekly to stay on top of what is going on.

FOOD AT SCHOOL AND BIRTHDAY CELEBRATIONS

We are working hard to teach our students to make healthy food choices. We are also a **Nut Aware school**. This means that certain classrooms, due to severe student allergies to nuts, must remain Nut Free. Class parties are always conducted by our Room parents and/or classroom teacher. We ask that food goods not be sent to school unless parents have first checked with the Room Parents or the classroom teacher and understand the status of bringing nuts into the classroom. Children sometimes bring a treat to share with their classmates on their birthdays. However, check with the classroom teacher first. We ask that any treats brought include healthy options. Also, if a student wishes to have a birthday party at home, please deliver the invitations by mail. Students may not understand why they are not all invited.

FIELD TRIPS

There are many opportunities for our students to learn from the world around them. We encourage parents/caregivers to attend our field trips as chaperones. This is a very important role. It should be noted that parents and caregivers who chaperone are working to support student safety must care for the students in a responsible manner. All Field Trip Chaperones must have completed the Volunteer process ***including fingerprinting.*** Additionally, chaperones must sign the Chabot Field Trip Agreement and follow the rules set by the teacher and the school. Please note - some field trips have limited chaperone opportunities. In trying to be as fair as possible to all parents, teachers may set deadlines for parents to apply for field trips; please read the correspondence from your teachers and Room Parents so you do not miss an opportunity. Sometimes, there are limited chaperone slots, and chaperones may be selected by lottery.

Volunteer Process: Start your volunteer application at Oakland Ed Fund Volunteer application. If you plan to drive on a field trip, please select Unsupervised Chaperone. The Ed Fund will reach out to you by email with each next step; you will need to upload a recent negative TB test, and get fingerprinted.
If you would like to check the status of your application, please click here.

FAMILY INVOLVEMENT

VISITING THE CLASSROOMS:

The participation of the parents at Chabot Elementary School is one of the many things that make this such a good school. The best way to visit your child's classroom is to volunteer or participate in an activity arranged by the teacher. If this is not possible, please follow these protocols to support an uninterrupted learning environment for all students:

- Arrange a convenient time beforehand with teacher and/or principal - In order to maintain our learning environment - "Drop In" visits to classrooms are NOT allowed!!!
- Sign-in at the office and receive a visitor's badge.
- Please limit your visits to 30-60 minutes or less - no more than once a month

Please respect that it is not an appropriate time to talk to teachers about your child's progress as they are teaching.

VOLUNTEERING IN THE CLASSROOM

We appreciate parent/caregiver support and volunteers! Different teachers have different needs and philosophies around volunteers. Your teacher will reach out with their needs. If you have time to give, but it does not work with your teacher's needs or schedule, please contact Jessica.Cannon@ousd.org - we will find a place for you. You

can also reach out to our PTA Volunteer Coordinator . In order to be an ongoing classroom volunteer at Chabot we ask that you do the following:

- Fill out the OUSD volunteer application located at Oakand School Volunteers
- Upload recent negative TB test results (good for 3 years) to your Volunteer account
- If you will be chaperoning/driving on a field trip you must be fingerprinted, this happens through the Oakland School Volunteer application process.
- Review and sign the Chabot Volunteer Agreement
- MAKE SURE YOU SIGN IN AND GET A NAME TAG EVERY TIME YOU ARE ON CAMPUS (in the office)
- We thank you for taking the time and effort to support our students!

VISITING THE SCHOOL YARD -

In many ways, the school yard is another classroom at Chabot. We have staff working with children to develop their socio-emotional capacities and abilities to play productively and get along with peers. We encourage families to be a part of the Yard, but need to make sure that adult involvement is benefitting all students. For these reasons, we have set up the following guidelines around visits to the Yard:

- Parents or other family members may have lunch and play on the Yard with their children on the Yard once a week
- When on the Yard, adult visitors should remember that you are not there to manage activities or "discipline" children - that is the Yard Staff's job; if you see any problems, please notify Yard Staff immediately
- No adult should ever remove a child from the Yard (your own or anyone else's) without talking to staff first
- If you are interested in volunteering on the Yard on a regular basis, please contact Principal Cannon to discuss opportunities, requirements, and training. All ongoing Yard volunteers must be approved by Principal Cannon, cleared through Oakland Ed Fund, and trained by our Yard Staff

Please respect that it is not appropriate to talk to staff about your particular child's needs or to question Yard policies while recess/lunch is happening. During the recess hours, Yard Staff are very busy ensuring the safety and well being of all Chabot students. If you have concerns about your child, please talk to their teacher or Principal Cannon. If you have concerns about Yard policies, please talk to Principal Cannon.

FIELD TRIPS - There are many opportunities for our students to learn from the world around them. We encourage parents/caregivers to attend our field trips as chaperones. This is a very important role. It should be noted that parents and caregivers who chaperone are working to support student safety must care for the students in a responsible manner. All Chaperones must sign the Chabot Field Trip Agreement and follow the rules set by the teacher and the school. All overnight Field Trip Chaperones must have completed the Volunteer process ***including fingerprinting*** as well. Please note - some field trips have limited chaperone opportunities. In trying to be as fair as possible to all parents, teachers may set deadlines for parents to apply for field trips; please read the correspondence from your teachers and Room Parents so you do not miss an opportunity. Sometimes, there are limited chaperone slots, and chaperones may be selected by lottery.

OTHER SCHOOL POLICIES

LETTERS OF RECOMMENDATION FOR PRIVATE SCHOOLS - Due to the high volume of requests for written recommendations for charter and private school applications and the challenges these requests present for our teachers, Chabot has joined with nine other schools and does not permit our staff to write letters of recommendation. ***Please do not put your teachers in the uncomfortable position of asking them to bend this rule.***

It is our practice to support our students and families in understanding their child's strengths and areas of growth through extensive, detailed, and data-driven report card comments about student's academic and social and emotional growth and development. Hence, we offer the report cards as the official recommendation document for applications to other schools or programs.

If you have a special circumstance or any questions, please contact Jessica.Cannon@ousd.org

For more information about this policy and a letter to give to private schools, click HERE.

CLASS PLACEMENTS/TEACHER REQUESTS - It is our strong belief that we have an extraordinary team of teachers here at Chabot, and that the vast majority of our students will be very well served in any class. That said, we do recognize that there may be extenuating situations where a child might benefit from a certain ***type*** of teacher. We welcome families to explain your child's learning needs, providing that you follow the guidelines below and submit an email to Jessica.Cannon@ousd.org **between April 1 and the first Friday in May.** ***Please note, these types of letters should be sent to Administration, not to teachers.***

It is my strong belief that we have an extraordinary team of teachers here at Chabot, and that the vast majority of our students will be very well served in any class. That said, I do recognize that there may be extenuating situations where a child might benefit from a certain ***type*** of teacher. There may also be social dynamics that you want considered (please resend emails about social dynamics even if you sent one last year).

Please know, we can not accommodate requests to place with one specific other student, but if you can give us 3 or 4 friends to choose from, we can generally make sure they are with at least one of the group.

I welcome families to explain your child's learning needs, providing that you follow the guidelines below and submit an email to me **BY the first Friday in May**

Please note, these types of letters should be sent to Administration, not to teachers.

Please title your email CLASS REQUEST - xxx Grade *(use the grade for NEXT year)*

LETTERS THAT WILL BE CONSIDERED:

- Describe your child's unique learning needs or situation
- Describe the TYPE of learning environment that you think will be best able to meet her/his needs
- Share any unusual SEL needs that may make placement with or away from another child important

- **Limit your ask to one request - remember we have almost 600 students at Chabot -**

LETTERS THAT WILL NOT BE CONSIDERED:

- Ask for a specific teacher by name
- Ask for more than one consideration (eg. teacher style and classmate preference)
- Come to me after the deadline

*** REQUESTS MUST BE MADE EVERY YEAR - WITH 580 STUDENTS, WE CAN NOT TRACK SITUATIONS FROM PREVIOUS YEARS!

Mid-year class changes are not permitted.

FAMILY CONFERENCE GUIDELINES:

Chabot Elementary offers conferences to all families twice a year (September and March). ***In order to give teachers time to facilitate these important educational opportunities, we schedule Minimum Days with a 1:50 dismissal for all 6 Conference Days.***

Even with 6 minimum days, teachers work far beyond their contractual hours during this time. In respect of teacher time, we do ask that if you have had another meeting with your teacher in the 3 weeks before or after the conference that covers essentially the same information as a Conference (eg. IEP, SST, 504), please allow that meeting to take the place of your conference. We also ask that two household families make every effort to attend the same conference.

HELPING HANDS

Chabot believes in extending a helping hand to anyone who is experiencing some financial hardship. If your family is in need of some assistance with food, bills or other essential needs please reach out to our Vice Principal, Celia Bermeo, so we can allocate resources and offer a helping hand. Please email Celia Bermeo at chabothelpinghands@gmail.com

SCHEDULES, CALENDARS and OTHER HELPFUL LINKS

(MT, please link)

- Bell Schedule
- Calendars -
  - OUSD
  - Chabot
- ChabotElementary.org
- OUSD.org
- ??? What else