



Family Handbook 2022-23

Early Childhood Campus (ECC)
2030 Francisco Street
Berkeley, CA 94702
(510) 849-8340

University Avenue Campus (UAC)
1310 University Avenue
Berkeley, CA 94702
510-665-8800

www.theberkeleyschool.org

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INTRODUCTION

Mission & Overview

Founded in 1963, The Berkeley School is a preschool through eighth grade independent school located on two campuses in the heart of Berkeley. The school's mission – *ignite curious minds, awaken generous hearts, engage a changing world* – serves as both foundation and destination for all activities the school undertakes on behalf of students.

TBS is an established, vibrant, and inclusive educational community with an experienced and dedicated faculty and administrative staff, supportive and involved families, and a diverse enrollment of 230 students who graduate with strong academic and life skills, action-oriented empathy, and the agency that arises from growing up in a community that emphasizes two truths of civic engagement: *we are interdependent* and *what we do matters*.

The Berkeley School is known for its strong academics, vibrant community, meaningful student-teacher relationships, and steadfast commitment to civic engagement. TBS students graduate academically prepared and, true to the school's mission, go on to high schools throughout the Bay Area with ignited minds, awakened hearts, and the motivation, skills, and agency needed to engage a changing world.

TBS is accredited by the California Association of Independent Schools, is a member of the National Association of Independent Schools, and partners with the California Teacher Development Collaborative, People of Color in Independent Schools (POCIS), and various other mission-aligned local, state, national, and international professional organizations.

This Handbook

This handbook is intended to provide you and your student(s) general information on the School's policies and procedures, academic requirements, and resources. Not all of your questions will be answered in this handbook, but we hope that it will help you identify where to get more information. We update the handbook from time to time during the school year. Therefore, the most up-to-date version will be posted to the Resource Hub on ParentSquare. Please note that this handbook is not intended to be a contract, and the terms of your student's enrollment with the school are set forth in the enrollment agreement you signed.

KEY CONTACTS

We strive to make sure that each family knows where to direct questions or concerns in order to have them addressed quickly and effectively. If you are unclear about how best to direct a question or concern, please call the ECC Front Desk at 510-849-8340 or the UAC Front Desk at 510-665-8800 for assistance.

If you have questions or concerns about...

Admissions, Enrollment, & Individual Family Tuition

- Lamar Johnson, Director of Enrollment & Outreach
510-665-8800 x159 / ljohnson@theberkeleyschool.org

Individual Academic Learning or Classroom-Specific Activities & Events

- Email the teacher directly: all staff emails follow the convention of first letter of first name and last name @theberkeleyschool.org (e.g., Joe Chan would be jchan@theberkeleyschool.org).
- Call the child's teacher by calling the ECC Front Office at 510-849-8340 or the UAC Front Office at 510-665-8800 x0, between 8:00 am-6:00 pm, to leave a voicemail.

Teacher(s) Who Work With Your Student(s) or Our Overall Educational Program

- ECC (preschool & TK): Rebecca Blythe, ECC Director
510-849-8340 / rblythe@theberkeleyschool.org
- UAC (K-8th Grade): Chris Chun, Director of K-8 Teaching & Learning 510-665-8800 x165 / cchun@theberkeleyschool.org

Data (including BigSis, ProCare Connect, etc.)

- Maple Molina, Data Manager & K-8 Program Coordinator
510-665-8800 x200 / mmolina@theberkeleyschool.org

Extended Day Programs

- ECC: Catherine Guerlac, ECC Extended Day Team Leader
510-849-8340 / cguerlac@theberkeleyschool.org
- UAC: Jono Rich, UAC Extended Day Director
510-665-8800 x230 / jrich@theberkeleyschool.org

Facilities, Health & Campus Safety

- RoseMarie Ezra, Director of Facilities & Campus Health & Safety
510-849-8340 x110 / rezra@theberkeleyschool.org

School Finances

- Elise Wilks, Chief Financial Officer
510-665-8800 x109 / ewilks@theberkeleyschool.org

Health and Immunization Records

- K-8 Students: Andie Gaeta, Operations & HR Manager
510-665-8800 x / agaeta@theberkeleyschool.org
- ECC Students: ECC Front Office 510-849-8340 / eccoffice@theberkeleyschool.org

Fundraising

- Mitch Bostian, Head of School
510-665-8800 x156 / mbostian@theberkeleyschool.org

Volunteering, Family Association, Diversity, Equity & Inclusion, Civic Engagement

- Paula Farmer, Director of Community & Belonging
510-665-8800 x 103 / pfarmer@theberkeleyschool.org

Communications & Marketing (including ParentSquare, Bobcat Bulletin, Classroom Blogs, Social Media, and the School Website)

- Minha Yoon, Marketing & Communications Manager
510-665-8800 x 108 / myoon@theberkeleyschool.org

Schoolwide Administrative Matters

- Mitch Bostian, Head of School
510-665-8800 x156 / mbostian@theberkeleyschool.org

Board of Trustees or the Head of School

- Brian Scott Ambrosch, Chair, Board of Trustees
chair@theberkeleyschool.org

School Device Technology Assistance

- techsupport@theberkeleyschool.org, 510-665-8800 x0

For a complete list of all current staff, please visit the [Faculty & Staff page](#) on the website.

COMMUNICATION

School Communication and Resources

There are many ways to stay in touch with the School and learn what is going on around campus. The *Bobcat Bulletin* is the school's weekly e-newsletter that provides important and timely information, such as mission-aligned functions, activities, events, and campaigns. The School's Facebook (@[TheBerkeleySchool](#)) and Instagram (@[the_berkeley_school](#)) pages are updated frequently. Documentation of events and field trips are frequently uploaded to the School's [Flickr page](#).

ParentSquare

ParentSquare (www.parentsquare.com) is the main web- and smart phone-based communication platform between groups of parenting adults and teachers/staff: a place for teachers to post time-sensitive class news such as upcoming field trips and events; for classroom coordinators to communicate with families, and for you to post questions to each other, engage in affinity groups, access the school directory, calendar, and links to files, sign up to volunteer, etc.

We will also utilize ParentSquare's messaging system in case of an emergency. To ensure that you receive timely communication, please ensure that your contact information is up-to-date in your ParentSquare profile.

When registering for ParentSquare, please upload a family photo to your profile to help families to get to know each other, and update periodically during your family's time at the school.

When posting to a class or group, please be aware that selected school administrators are able to view your posts and messages. Please use your best and most community-minded judgment and consider the following three basic norms when you post:

1. We hope that community members will share relevant information, ask questions, and engage in classroom and school life.
2. We strive for civil and respectful dialogue that promotes thoughtful, productive conversations, even when points of view differ.
3. We try to avoid off-topic or overly lengthy comments, and will not permit language that is obscene, derogatory, threatening, demeaning, or insulting, or that is degrading to others on the basis of gender, race, class, ethnicity, national origin, religion, sexual orientation, disability, or other classification.

If individual participants engage in offensive behavior on ParentSquare or other school-related sites, we reserve the right to revoke posting and messaging permissions.

Website

The Berkeley School website (www.theberkeleyschool.org) provides additional access to information about the School, including the school year calendar, faculty and staff, TBS traditions, curriculum by grade level, and frequently asked questions.

Blogs

Faculty/teacher-driven [blogs](#) are published twice a month, serving as a “window” into the classroom. The purpose of our blogs is to celebrate the learning and growth that occurs during the school day and engage families in their student’s development.

Teacher and Administration Messaging

Email is the preferred way for individuals to contact both teachers and administrators, share information, set up a meeting, or schedule a conversation. The school values in-person meetings, connecting via GoogleMeet, and phone conversations as ways to build strong family-school partnerships.

All parenting adults and employees are encouraged to use ParentSquare for sharing class-wide information and use email or telephone for direct correspondence. Unless there are special circumstances (i.e., school holidays), all emails to employees should be replied to within two business days.

STARTING THE SCHOOL YEAR: MEDICAL FORMS & STUDENT INFORMATION

Once enrolled at TBS, all families need to complete required forms that provide the school with important medical, family, and contact information. Families then update these forms and information on an annual basis, in June.

Magnus: Health & Medical Forms

Magnus, a HIPAA-compliant information management system, is used to collect and store all required medical forms. These forms, which can be online, are accessed via [the Magnus health portal](#): *all required before your child can begin school.*

ECC

- Vital Health Record
- Immunization Form
- Asthma Action Plan Form
- Diabetes Action Plan Form
- Personal Rights Form
- Consent for Emergency Medical Treatment
- Identification and Emergency Information
- Physician's Report
- Child's Pre-Admission Health History (Parent's Report)
- Notification of Parent's Rights

UAC

- Vital Health Record, including Health Emergency Contacts, Insurance, Healthcare Providers, Allergies, Medications, Information on Health Conditions.
- Immunization Records, with the most up-to-date immunization record uploaded directly to the site. This information is used for the school to complete the required Blue Card.
- Over-the-Counter Medication (signed via e-signature)
- Food Allergy Action Plan Form
- Diabetes Action Plan Form

Immunization Forms

****IMPORTANT**** ALL STUDENTS MUST HAVE COMPLETE REQUIRED IMMUNIZATIONS AND UPDATED FORMS PRIOR TO THE START OF THE SCHOOL YEAR. STUDENTS WITH INCOMPLETE FORMS OR MISSING RECORDS WILL NOT BE ALLOWED TO BEGIN SCHOOL UNTIL ALL FORMS ARE COMPLETE.

Please refer to the email sent to you earlier this summer from the School and/or guidance provided by The California Department of Public Health for immunizations. For preschool - 8th

grade students, please visit shotsforschool.org. Please note that between preschool and kindergarten, an additional dose of varicella, polio, DTaP, and MMR are required. For students going into 7th grade, a TDaP booster is required (can be given on or after 7th birthday). Although the COVID-19 and influenza vaccinations are not required for students on either campus, both are strongly recommended for all who are eligible.

Per Senate Bill 277, as of January 2016, the “personal belief” exemption previously in existence has been eliminated. As a result, The Berkeley School may not unconditionally admit any student unless they have been fully immunized or their families provide medical documentation stating that the immunization would pose a health risk to the student.

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

There is a grace period, which allows students who have previously submitted a “personal belief” exemption to not have to comply with the immunization requirement until they reach the next grade span. There are three “grade spans” defined in the bill: 1) birth to preschool, 2) kindergarten to grade 6, and 3) grades 7 to 12. Therefore, we will continue to enroll students with a personal belief exemption on file before January 1, 2016 until they are promoted to the next “grade span.”

We are required to maintain a “Blue Card” on file with dates of each immunization. We track immunizations through Magnus Health (a portal on our website), and in June of each school year, all re-enrolling families will receive emails noting any missed immunizations and/or those needed for the upcoming school year.

Medications

The Berkeley School recognizes that some students might have serious medical conditions. While we will do everything in our ability to supervise the administration of medications, we cannot guarantee that every medical need can be met.

All TBS families must indicate if they would like designated school personnel to provide over-the-counter medications if needed while your child is in school by filling out the Over-the-Counter Medication form and/or the Prescription Medication form listed in the annual forms above. The front office staff will contact you before the beginning of the school year to arrange for medication, inhalers, and/or Epi-pens to be brought to campus. All prescription medications taken on campus must have an appropriate form signed by both the parent/guardian and your child’s physician.

Students are not permitted to carry/keep their own medications (prescription or OTC) at school. If your child brings medication to school, they must drop it off at the front office.

In the Preschool, over-the-counter medications are not given unless the [California Department of Social Services Parent Consent for Administration of Medication and Medication Chart form](#) is submitted to the office. All medications including over-the-counter must be in their original labeled container with the child's name and date. Prescription and nonprescription medication shall be administered in accordance with the label directions.

BigSIS: Student & Family Information

BigSIS is TBS' safe and secure web-based student information system. It holds student and family contact information including Back to School Forms and student reports (MAP and Progress reports). [Here is the link to BigSIS.](#)

Upon enrollment, families receive an email invitation with instructions on how to create their account. An account must be created in order for a parenting adult to access their student's information. This is also where parenting adults can make any updates to their address, email, and phone number.

In June, all enrolled families are required to complete the annual Back to School forms listed below – one copy of each form for each student. Families who enroll between June and January will need to complete these forms prior to their first day of school

- Emergency Contact Information
- Demographics
- Permissions
- Authorized Pick-up Information
- Self Sign-out (Middle School only)
- TBS VIP (Very Important Person) Information
- Supporting Our Community

SCHOOL DAY

Attendance

Communication

It's vital that parenting adults notify the school about both planned and unplanned student absences. When these arise, ECC parenting adults should email the ECC office at eccoffice@theberkeleyschool.org or call 510-849-8340: UAC parenting adults should email the Front Office Administrator at frontdesk@theberkeleyschool.org (please cc the classroom teacher or advisor) or call 510-665-8800 if a student will be absent. Please communicate this information before 8:30 am.

If your child will be out for several days, you can include this information in your first communication; there is no need to communicate each day. If a student is not at school and the School has not been notified by 10:00 am, the Front Desk staff will contact a parenting adult to ensure the student is safe.

ECC Attendance Expectations & Practices

While ECC students benefit from regular, punctual school attendance, we know that ECC families will balance those benefits with the benefits of ensuring that students have gotten sufficient sleep, eaten healthy breakfasts, and connected with parenting adults before arriving at campus. The ups and downs of child development, family dynamics (new siblings, visiting relatives), and schedule transitions will almost certainly result in mornings when a late arrival is better for child, family, and classmates – in these situations, please prioritize children's wellbeing when possible and simply notify the Front Office that your child will be late to school.

The School also knows that ECC families may choose to take longer trips with their preschool children in order to connect with relatives and friends in other parts of the world and broaden their children's lived experience. The school supports these trips and encourages families to notify teachers as soon as possible when they are planned: this allows teachers to suggest activities that will keep the child(ren) connected to their classroom communities and create opportunities for sharing when children return.

UAC Attendance Expectations & Practices

TBS believes that regular, punctual school attendance is essential for the academic and emotional growth of all K-8 students. Consistent attendance practices help the School and families partner to ensure that each student benefits from engagement in the school day.

Late Arrivals & Early Departures

Students are expected to be on campus for the entire school day. All students who arrive after school starts or leave before the day ends must sign in/out at the Front Desk, and once signed out, can only return if a parenting adult communicates directly with staff.

If an unexplained pattern of consistent lateness or early departures emerges once the school year begins, staff will contact the student's parenting adults to discuss the impact of this pattern on the child's learning and develop strategies to strengthen the home-school partnership. We expect families to bring children to school at least five minutes before the start of the school day to allow them time to sign in, set their belongings in place, and arrive in the classroom ready for a productive day.

Absences

Illness and Poor Health: Students should be healthy enough to arrive on time and stay the entire day (see page 30 for more information on physical health and safety). Parenting adults whose students exhibit symptoms of illness at school may be asked to pick their students up from school as soon as possible – ideally within one hour of notification. Athletes, performers, and those participating in afterschool activities are expected to attend school on the day of those activities. Students may not participate in games, performances, or any afterschool activities if they have not arrived at school by noon and/or if they miss more than half of their classes (leaving before noon).

Health Appointments: Whenever possible, please schedule non-emergency medical and dental appointments during vacations or after school hours.

Family Vacations: Family vacations should begin and end during the official school breaks. Teachers are not expected to re-teach material missed for a voluntary absence. Middle School students are expected to communicate with teachers regarding missed work, make up whatever is necessary, and follow up with teachers upon return. There may be learning impacts when class activities (such as science labs or other group projects) cannot be replicated individually for absent students.

Planned Absences: If your family knows in advance that your child will miss two or more days of school, parenting adults need to notify the Front Office Admin and classroom teachers (for K-5) or the advisor (for Middle School) with a written note or email as far in advance as possible. In Elementary School, either the student or the parenting adults

should follow up with teachers regarding missed work: in Middle School, students should follow up independently, with parental support as needed.

Extended Absences: If a K-8 student misses more than 15 full days in one school year for any reason (including excused absences and illness), assessments and progress reports may be incomplete and the student may need to complete additional work in order to meet the academic requirements for promotion to the next grade level or for graduation.

Daily Schedule

School day start and end times vary based on campus and student age (Preschool, K-2, 3-5, and Middle School). Detailed drop-off and pick-up times and processes will be shared in the Back to School Guidelines, which are communicated to each family mid-August.

CONFERENCES & PROGRESS REPORTS

Conferences

TBS teachers and teaching teams conduct formal family/school conferences twice per year: November/March for ECC families and October/March for UAC families). Conference days are established and communicated as part of the school's Master Calendar: families are given the opportunity to sign up for specific times and days in the month prior to conference days.

When conferences are held on campus, childcare is provided for families: at times, conferences may also be conducted by Zoom or Google Meet.

If a family is unable to attend a conference, teachers may be able to schedule alternate days/times, depending on mutual schedules and availability.

Progress Reports

All TBS families receive progress reports via BigSIS, the school's Student Information portal. Families receive an email notification when progress reports are posted and are able to access them at any point thereafter.

ECC (preschool & TK)

All ECC families receive formal progress reports in late January and late June: the reports address each child's social, emotional, cognitive, and physical development. Additional K-readiness assessments may be communicated to families directly as well.

Any questions about an individual student's progress report should be communicated directly to teacher(s): questions about the overall progress report or the progress report process may be directed to the Director of K-8 Teaching & Learning.

UAC (K-8)

All K-8 families receive formal progress reports in late December and late June. These reports include assessments of each student's progress towards grade-level academic and social-emotional learning outcomes, along with narratives intended to capture more nuance about the student's approach to learning, classroom presence, and overall academic engagement.

TBS does not use letter grades to communicate student progress, relying instead on a scale, and terms, that reference the observed frequency/consistency with which students demonstrate a particular skill or the student's development in comparison to grade-level expectations. These assessments become part of a student's transcript.

Any questions about an individual student's progress report should be communicated directly to teacher(s): questions about the overall progress report or the progress report process may be directed to the Director of K-8 Teaching & Learning.

K-8 ACADEMICS: MATERIALS, HOMEWORK, & TECHNOLOGY

School Materials

Students may receive school-owned books, texts, technological devices, and/or athletic uniforms to use during specific school years (i.e., required books for reading/language arts/humanities). Books, technology, and other materials that belong to the school will be signed out to students and collected after use or at the end of the year. These materials must be returned and be in good condition. Failure to return textbooks, technological devices, materials, or athletic uniforms will require the school to charge families a replacement fee.

Homework

At The Berkeley School, homework is never assigned by default – it must have a specific learning purpose that cannot otherwise be accomplished by classwork and is significant enough to offset the impact on students' home and family time.

At all grade levels, nightly reading is expected, as this habit has been shown to support children's continual reading development and create opportunities for school-home connection. This is the only regular homework assigned to K-2 students.

To further support K-2 students in their learning and strengthen school-home connections, we encourage families to ask children questions about their learning, and encourage opportunities for students to apply their reading, writing, and mathematical skills to daily activities like shopping, cooking, and expressing themselves to family members.

In 3rd-5th grades, homework assignments provide an opportunity for students to extend their classroom learning, practice independently, work on creative projects, and/or engage more deeply with academic content. These assignments also help students develop their executive functioning skills and manage their schedules.

At these grade levels, parenting adults can continue to support students by creating a designated space and time for them to complete assignments and supporting them in accessing and using the routines and systems that they learn and implement in class.

Middle School students are responsible for tracking, completing, and turning in assignments on time. Assignments are posted online via Google Classroom (the learning management system TBS uses) for core academic subjects and teachers will post them no later than 4:00 pm on the day prior to their due date. Online posting via Google Classroom is a confirmation of homework assigned, not the sole source of what is to be completed. Thus, students are expected to write down details regarding their assignments when they are discussed in class.

To ensure good homework practice, students should:

- Establish a system of recording homework in an assignment book, including a reliable list of assignments-to-do and those completed.
- Write each assignment down with the due date.
- Check online and/or call a classmate when absent from class.
- Speak with their advisor if they are overwhelmed or consistently spending more than 1-2 hours per night on homework.

If a student is absent on the day an assignment is due, it is expected that the assignment will be turned in upon his/her/their return. Students are responsible for work assigned during their

absence; that work should be turned in within the same number of days as their total absent time. (For example: if a student misses two days of classes, then assignments due during those days are due within two days of her/his return to school.) If a student misses school for more than three days due to illness, a parenting adult may request assignments through their child's advisor.

Technology

The Berkeley School provides students with the foundation and resources needed to use technology appropriately in an academic setting. Our goal is to build technology skills that will allow students to understand when and how to use technology in order to express themselves, communicate effectively, and connect with others in developmentally appropriate ways. Technology skill instruction is typically integrated into academic projects – students learn skills as they create these projects, which are integral parts of their studies in other subjects.

Students who use iPads and Chromebooks during the school day are expected to be familiar with and adhere to the Technology Responsible Use Policies, which are discussed with students each year and signed by students and parenting adults alike. The Responsible Use Policies include usage expectations for school-issued devices when used both on- and off-campus.

SUPPORTING STUDENT ENGAGEMENT, GROWTH, & DEVELOPMENT

Student Engagement at The Berkeley School

The Student Engagement Team, made up of dedicated Academic & Social-Emotional Learning Specialists, strives to help students understand who they are as learners and apply that understanding to their school experience successfully. The Student Engagement Team provides a range of developmentally appropriate support that may include individual and small-group pullout sessions, in-class assistance, and whole-group instruction, as part of the Health curriculum and separately as needed.

Areas of support generally fall into one or more of the following categories, which are described in further detail below: academic learning support, social and emotional learning support, and/or counseling.

Academic Learning Support (K-8)

Academic Learning Specialists meet with teachers regularly to address individual student needs, develop modifications and accommodations, and assist in designing differentiated curriculum and instruction that meet the needs of our diverse student body.

The Berkeley School connects regularly with families to provide resources and support specific to the strengths and needs of their child(ren). At times, referrals to outside specialists for tutoring or evaluations are necessary to support the learning of some students. Occasionally, we administer screenings to determine baseline proficiencies in a specific subject or skill area. The results from these assessments guide instruction, establish goals, and lay a foundation for assessing student progress.

Social and Emotional Learning Support (ECC-8)

At the Early Childhood Campus, social-emotional learning support is grounded in the classroom through the development of strong teacher-student relationships, daily class meetings, direct instruction, conflict resolution practice, and overarching support from the Director. Should a student need greater support beyond the classroom, the teacher(s) will consult with the Director, members of the Student Engagement Team, and/or other consultants for additional resources to support student and family needs.

In K-8th grades, Social-Emotional Learning Specialists work closely with teachers and students to support each student's development, identify areas where additional support is needed, and help students manage the inevitable conflicts and challenges that arise from everyday interactions and dynamics at school. SEL specialists teach Health classes and provide support to individuals, groups, and whole classrooms as needed.

Counseling

TBS employs a School Counselor (LCSW) to assist students in being successful and emotionally healthy by providing guidance to families and school staff. The counselor does not provide psychological counseling or therapy to students and does not diagnose students: if the counselor concludes that a student may benefit from therapeutic intervention, the counselor will discuss options for accessing outside therapeutic services with the student's parenting adults. For students 12 years or older, the school counselor may discuss options for services directly with the student.

Students under age 12 must have the consent of a parenting adult to receive counseling services, while students age 12 or older do not need parental consent to receive services. Consent may be given online via the Magnus Health portal.

The school counselor will maintain the confidentiality of information a student shares, except where the student agrees or where disclosure to other school personnel or the student's care providers or family is necessary to accomplish the purposes of the counseling or to ensure the safety of the student or others. The school counselor will not disclose information, even to a student's parenting adults, if doing so would put the student at risk of harm. All TBS staff members are mandated reporters, and are required by law to report suspected child abuse or neglect to child protective services or law enforcement.

High School Transition Process

The transition to high school can seem overwhelming, but a strong partnership among eighth grade families, the middle school team, the Director of K-8 Teaching and Learning and the Head of School ensures that TBS graduates matriculate to independent and public high schools throughout the East Bay, the greater Bay Area, and beyond. TBS looks at this transition as a process that helps our graduates understand themselves better as learners and identify learning environments where they will thrive.

The transition process begins at the end of seventh grade and concludes when students graduate from TBS. Our alumni arrive at their respective high schools prepared, enthusiastic, and ready to take on new challenges.

TBS BEHAVIORAL EXPECTATIONS

Community Guidelines & Shared Commitments

The Berkeley School should be a place where all community members feel safe to express their individuality, creativity, and curiosity. Shared commitments play an essential role in creating and sustaining such a community.

ECC–5th Grade classroom teachers work with their students to create community commitments that reflect shared behavioral expectations. This work helps students to recognize their agency and responsibility in creating a thriving community. When mistakes are made, teachers and students can refer back to the community commitments and work together to repair and restore the environment in which they learn and grow.

In the Middle School, students learn to articulate specific actions (connected to schoolwide commitments) that can be applied across the Middle School program. Advisors, teachers, and students commit to these actions in order to learn and grow together in ways that allow them to learn from mistakes and still thrive.

Be Respectful

- Respect others' opinions, ideas, feelings, beliefs, and ways they want to be treated
- Include others in activities
- Respect others' belongings and school materials and property
- Treat visitors well
- Speak your thoughts respectfully
- Speak in turn without interrupting
- Listen and try to understand each other
- Communicate assertively when there is a problem
- Represent TBS well when taking off-campus, school-related trips

Be Responsible

- Help others and be honest
- Take your learning seriously
- Be prepared and on time
- Work together when asked
- Share work equally
- Learn, make mistakes, and ask questions
- Apologize sincerely if you hurt someone
- Give your full effort
- Bring appropriate materials to school
- Notify appropriate adults about where you are going
- Put things back where you found them
- Leave a space as clean as you found it (or cleaner)
- Work quietly during focused work times and spaces, using indoor voices when indoors

Be Safe

- Avoid physically or emotionally harming anyone
- Consider safety at all times, wherever you are
- Tell a staff member if something is dangerous, dirty, or broken
- Tell a staff member if you have experienced any inappropriate physical or verbal behavior by another student or adult that makes you uncomfortable in any way

- Hang out, play, and have fun at the appropriate times
- Take care of yourself and others

At TBS, we know that conflict and mistakes are developmentally appropriate and embrace them as learning opportunities. From their first years at the Early Childhood Campus, students are trained in conflict resolution practices to empower them with skills that help them successfully build relationships with peers and community members. As the years progress, we expand the range of restorative practices with students to continue to support them in their development of these skills. While adults will often be involved in a direct or support role, we expect that students are actively involved in these processes as well.

Off-Campus Conduct

Students should be aware that they are members of The Berkeley School community at all times, even when they are not on campus or engaged in school-sponsored activities. Students are expected to conduct themselves in ways that are consistent with the values of The Berkeley School, whether they are at the park, on public transit, or interacting with others online. If the School learns of lapses of judgment on the part of an TBS student which negatively impact the school community, the School may choose to take disciplinary action.

Our Neighborhoods

As a school community, we work hard to remember that consideration and friendliness go a long way with our neighbors. Our drop-offs and pickups create significant additional traffic in both our campus neighborhoods and impact parking for local residents. Students, staff, and parenting adults should strive to be good ambassadors to the neighborhood by being especially polite and well-mannered to neighbors and pedestrians, following all arrival and departure protocols, making sure that sidewalks and crosswalks are clear at all times, and traveling thoughtfully when walking to bus stops, BART, or the park.

School Attire

The Berkeley School believes that the diversity of the student, family, and professional community has a direct and positive impact on the overall quality of the student learning experience. As such, we embrace our students' uniqueness, including their attire.

That said, student safety takes priority over individual preference in all situations. For all activities that require specific protective clothing, students must comply by wearing clothing that meets safety standards in specific classes and activities. For example, for physical education classes that require running, jumping, or any active movement, students are expected to wear closed-toe shoes and garments that allow full range of physical motion. Similarly, loose accessories that could harm the student or fellow students engaged in these activities are expected to be removed prior to class. Another example is science and art classes. Proper protective clothing is expected to be worn when lab experiments are being performed. We put safety first!

School attire must comply with our policy against discrimination, harassment, and all types of safety. This means students may not wear clothing that is intended to be, or deemed to be, disrespectful of others' personal identities, feelings, or beliefs (e.g., sexuality, sexual identity, ethnicity, religion); or uses hate speech (e.g., slogans that promote racist or sexist beliefs, are profane, or are demeaning of others); or promotes illegal activities (e.g., drugs and/or alcohol references).

Hats and hoods are welcome, provided they do not interfere with students' ability to engage and make eye contact with peers, teachers, and other community members. Sunglasses are allowed outside of buildings only and not indoors.

If determined by any staff member that a student's clothing is inappropriate for school, the staff member will approach the student privately to inform the student. Staff will use appropriate language that is respectful, nonjudgmental and void of sexualization when approaching the student. Staff are expected to be familiar with these guidelines. Students must comply with the request by staff at the time and questions can be addressed at a mutually agreeable free time that day. If a student repeatedly chooses to dress inappropriately for school, this will be considered a disciplinary issue.

ADDITIONAL POLICIES AND PROCEDURES

Field Trips

Children of all ages will participate in field trips that take them off-campus. The permission form signed annually in BigSIS is a blanket release form allowing each child to participate in walking or BART field trips. Generally, classroom teachers will inform parenting adults of scheduled field trips and procedures for students. When there is a driving field trip, teachers will reach out with an additional permission form and ask for driving volunteers/chaperones. The Director of Facilities & Campus Health & Safety, in conjunction with the Front Office Administrator, will reach out to volunteers to complete the necessary paperwork for driving/chaperoning.

Adult Cell Phone Use

To assure that The Berkeley School campus is safe, welcoming, and child-centered, we ask that adults use cell phones appropriately when on and near our campuses. While on campus, we ask adults to please give their undivided attention to our students and activities, avoiding non-urgent cell phone use or moving to an isolated area if a call must occur.

Phones, Messages, and Technology

UAC Students should make plans with family and/or friends for after-school activities before school begins each day. If plans change during the day, communication between students and parenting adults must be done through the Front Office Administrator at 510-665-8800 x0 at all times (including Extended Care). *Adults must not text or call their students directly during the school day.* Messages from parenting adults taken by the Front Office Administrator will be given to a staff member to convey to the student.

During the school day, students who feel they need to contact a parenting adult must check in with a teacher first. If permitted, the student should then go to the Front Desk and politely ask to use the office phone: *students must not use individual devices to text, call, or message their parenting adults during the school day.* Classroom phones are not for student use. If a student leaves a message, they should inform the Front Office Administrator so that a return call can be properly handled. If a student does not feel well, the Front Office Administrator will manage communication with home and together with parenting adults will determine whether or not children should go home.

Cell Phone/Communication Device Practice for Students

- We recognize that some students may need to bring phones or communication devices to school in order to support their travel to or from campus or to communicate with parenting adults after the school day ends. If students do not need such devices, the school strongly recommends that they be left at home.
- If UAC students bring phones or other communication devices (i.e. smartwatches) to campus, the device(s) must be kept in a backpack, bag, or some other location not accessible to the student (i.e. no pockets). At the end of the day, if students are not leaving campus, they may retrieve their device to communicate with caregivers regarding transportation or other after-school needs during the 15-minute pickup window. They must then return their device to its storage location.

- If students are found with their phone/device at school, without permission, outside of the 15 minute dismissal window at the end of school, the device will be held in the office of the Director of K-8 Teaching and Learning for the rest of the school day. Should this happen a second time, the student's parenting adult will be asked to retrieve the device from the Director of K-8 Teaching and Learning and have a discussion about ways to support the student in following the device practices set forth above, which may include not bringing the device to school.

Students are expected to adhere to the TBS Responsible Use policies with iPads, Chromebooks, or any other technological device. Personal games or software are not to be used at school without permission.

Common Sense Media provides education for parents/guardians and schools regarding student use of technology, including smartphones and social media. (www.commonsensemedia.org).

Drugs, Alcohol, and Other Illegal Substances

Students may not possess, use, or be under the Influence of alcohol or any illegal drug at school, at any school function, or on any school trip. "Illegal drug" includes marijuana and prescription or over-the-counter medications that a student does not have appropriate authorization to possess or use. Students are also prohibited from using or possessing any tobacco products (e.g., vapes, juuls, e-cigarettes) at school, at any school function, or on any school trip.

While violation of this policy is grounds for expulsion from The Berkeley School, the School wants to encourage students to seek help for substance abuse problems. Accordingly, a student who seeks help from the counselor or another teacher or administrator for substance abuse problems will not be disciplined for admitting their use. The School will partner with the student's family to identify counseling and other interventions to help the student make healthier choices. Seeking support from the School, however, will not excuse a student who has violated the School's policy concerning use or possession of drugs, alcohol, or tobacco products.

Searches

To protect the safety and welfare of students and school personnel and to maintain order on school property and at school-related events, the School reserves the right to conduct searches and confiscate student property at any time, without advance notice to students or parenting adults. Such searches may include, but are not limited to, personal searches of any student, student belongings, electronic devices, items in the possession of a student, or any locker. When deemed necessary, the School may check the content of students' electronic devices, including phones, without parental consent. A student's failure to provide the School access to check the content of electronic devices may lead to disciplinary action.

Mandated Reporter

All employees of TBS are mandated reporters who are required by law to file a report with a child protective services agency (CPS) whenever they learn information that leads them to suspect that a minor they encounter in the course of their employment has been subjected to sexual or physical abuse, including sexual assault. Employees are not permitted to investigate suspected abuse of a minor before making a report. Employees are also required by law to

keep mandated reports confidential, so they may not be able to inform students or their parenting adults if they make a report.

The School's disciplinary process is separate from any child protective services agency or law enforcement investigation. The School's investigation is limited to whether there has been a violation of the School's policies. The School does not conduct investigations in order to determine whether criminal activity has occurred. That is the role of law enforcement. Both the standards of proof and the evidence available to the School are different from those in a criminal proceeding. Students and parents should be aware that if law enforcement or CPS is conducting an investigation, the School may need to defer its own investigation to avoid interfering with the law enforcement proceedings.

Emergency Plan

The Berkeley School has a comprehensive Emergency Plan that is reviewed annually with all employees. The plan is available via ParentSquare (on the Resource Hub).

Air Quality

Air quality has been an increasing concern in the Bay Area for several years with climate change and the frequency of wildfires. On most days, students have the opportunity to enjoy the outdoor spaces on both campuses. On the occasions when the air quality is poor, students will be brought indoors.

In addition to robust HVAC systems with MERV-13 filtration systems, each classroom is equipped with a floor-mounted HEPA filter to remove impurities and provide exceptional air quality indoors. The School is continuously working to improve the overall ventilation systems.

The School regularly monitors the air quality, and during wildfire season, the air quality is assessed more frequently. Designated administrators on both campuses monitor the Air Quality Index (AQI) throughout the day and follow guidelines aligned with the ages of children on each campus to ensure safe environments for staff and students. Please review the guidelines ([ECC](#) and [UAC](#)) to understand how we will proceed during times when air quality is poor.

Lost & Found

Parenting adults should label each child's belongings (clothing, lunch box, books) with a clearly marked last name.

For UAC students, Lost & Found is located in the teacher workroom or wheeled in front of the school during dismissal. For ECC students, Lost & Found items are set out on the front table during arrival.

The last Friday before Winter, and Summer Breaks, unclaimed items will be removed, laundered, and delivered to a thrift shop or non-profit organization.

Lunch/Food On Campus (Including Birthday Snacks)

Early Childhood Campus

Preschool students bring lunches to school every day: the School provides snacks during the school day and again during the extended day program. The Director and teachers communicate directly with families about lunch guidelines and snack offerings.

Given the prevalence of nut allergies at the school and the ages of ECC students, the ECC is a nut-sensitive campus. No peanuts or tree nuts or products containing peanuts or tree nuts are allowed in any classrooms, outdoor spaces, or on any field trips. Please remember that this includes any snacks or treats for classes.

University Avenue Campus

K-8 students bring snacks and lunches to school every day or may choose to participate in our school lunch program, provided by a third party. Additional information about the school lunch program is provided in August.

Whenever a student brings food from home, they should prioritize good nutrition and minimal packaging. The following chart lists some guidelines.

DO	DON'T
<ul style="list-style-type: none">● Pack a nutritious and delicious lunch when bringing from home.● Store food in reusable containers with a name marked on them.● Use a sturdy lunch box or lunch bag clearly marked with a name that goes home daily.	<ul style="list-style-type: none">● Do NOT pack high sugar/caffeine drinks.● Do NOT pack food that needs to be refrigerated.● Do NOT pack candy, or other foods with high sugar content.

The Berkeley School is committed to creating a greener, more earth-friendly world. To this end, please bring a zero- or low-waste lunch. Pack reusable, recyclable, compost- friendly containers. Put drinks in a Thermos or reusable/recyclable container. Include a cloth napkin and reusable or compostable utensils. Label all reusable items. Microwaves are not available for student use.

Avoid the following: single-use plastics, such as plastic utensils, straws, containers, and bags; prepackaged lunches or single-serve lunch items; disposable drink boxes. (For more information on zero and low-waste lunches, go to www.wastefreelunches.org).

Also, please strive for zero waste and use compost and recycling bins during family events and parenting adult meetings.

Birthdays and Other Celebratory Snacks

Practices around birthday and other celebratory snacks will be communicated by grade-level teachers or advisors. If families wish to send a snack, they are asked to coordinate with teachers/advisors and provide either healthy food or small portions of treats for the entire class/advisory group and consider dietary restrictions in the class.

Middle School Lockers

Middle School students are assigned lockers that they can use to store their textbooks, materials, and other items needed during the school day. Lockers remain the property of the School and may be opened and their contents subject to search at any time by teachers or administrators. We highly recommend that students avoid leaving expensive items in their locker. Any pictures are to be taped to the inside only. At the end of each year, students are responsible for leaving their lockers clean and decoration-free for the next person to use. When students are not carrying their backpacks to/from class, they should be hung neatly on a hook or placed safely inside lockers (i.e., not blocking a breezeway, staircase, or courtyard area). Backpacks and/or other materials may be taken to the front office or lost and found if they are not properly stored.

Visitors

Before bringing any visitors to campus during school hours, please obtain permission from the ECC Director, Director of K-8 Teaching & Learning, or the Head of School, all of whom will notify teachers and other campus administrators. Anyone visiting the school will be expected to abide by all TBS rules and guidelines. Upon arrival to campus, all visitors must check in to the campus office to register their presence and obtain a visitor badge to wear while on campus. Anyone who sees an adult on campus without a visitor badge should notify a teacher or staff member immediately.

Employee Gifts

Families often look for ways to express their gratitude to staff. In alignment with our school mission, the Family Association pools holiday and end-of-year gifts from families for all employees

This practice honors the value of equity among our community and acknowledges the team that contributes to our school. Cards, notes, and other expressions of appreciation from students are always welcome.

At times, TBS families may wish to offer tickets to sporting events, performances, or other activities to teachers and staff. In such cases, please contact Paula Farmer, Director of Community & Belonging, who will ensure that these opportunities are made available equitably to staff members on both campuses.

Confidentiality of Records and Procedures

Information contained in a child's record is privileged and confidential. The School will not distribute or release information in a child's record to anyone not directly related to implementing the program plan for the child without the written consent of the child's parenting adults. The School will notify the parenting adults if a child's record is subpoenaed.

Parenting adults may request in writing that School records be released to outside parties (e.g., other schools, evaluators).

Copies of records shall be available at no cost to the parents/guardians and others authorized for their receipt.

PHYSICAL HEALTH AND SAFETY

Student Illness and Injuries

Despite the School's preventative health and safety measures, policies, and procedures, illnesses and injuries may still occur. On both campuses, Front Office Administrators and the Director of Facilities & Campus Health & Safety provide care for students, administer first aid and medication when necessary (with appropriate consent), and communicate with families.

Urgent Illness or Injury

In the event of illness or injury requiring urgent (but not emergency) attention, a staff member will call the parent/guardian to pick up the student. Designated personnel will provide appropriate first aid and stay with the student until a parent or guardian arrives.

Emergencies

In the event of illness or injury requiring emergency attention, a staff member will call 911 and parenting adults will be notified.

Parenting Adult Availability

It is imperative that there is a parenting adult or other designated person who can be reached by phone during school hours and who will be able to pick up children at school as soon as possible in case of illness or another emergency.

It is essential that emergency telephone numbers are kept up-to-date. At the beginning of the year, you are requested to list three contacts in addition to parenting adults as contacts in case of an emergency. Please remember to keep your Emergency Contacts' information current, as your circumstances or those of your backup friends and family may change.

LTMCA (Life-Threatening Medical Conditions and/or Allergies)

As part of its diverse population, the school's entire community includes people with life-threatening medical conditions and/or allergies (LTMCA). Although we are aware of individual LTMCA's, the school cannot guarantee a 100% nut-free, allergen-free, or LTMCA trigger-free environment. Instead, it has developed policies that require the entire school community to work together to help mitigate the risks posed to individual community members.

We ask that the community at large pay particular attention to the following LTMCA triggers:

- **Any illness:** If your child is ill, do not bring her/him/them to school for at least 24 hours after a fever or 24 hours after vomiting.
- **Contagious disease:** If your child contracts a contagious disease, please email the ECC Director or the UAC Front Office Administrator with pertinent information as soon as possible so that we can alert other parenting adults that their child/children may have been exposed.

Peanut and nut allergies: Given the prevalence of nut allergies at the school, no nuts or products containing nuts are allowed in any ECC classrooms, outdoor spaces, or field trips. This includes any snacks or treats for these classes. Please do not bring nuts or nut products

to school potlucks or events or include them in self-packed lunches. People are encouraged to list ingredients when bringing dishes to school events.

UAC is an “allergen-aware” campus. Nuts and other potential food allergens are restricted to certain areas, and families are expected to follow guidelines communicated by classroom teachers and/or the Director of Facilities & Campus Safety, which may vary from year-to-year depending on the specific makeup of the student body.

Management of Contagious Illnesses (including COVID-19)

The Berkeley School complies with the mandates and guidelines of the California Department of Public Health (CDPH) and the Berkeley Department of Public Health (BPH) in prioritizing instructional continuity and limiting the spread of contagious illnesses (including, but not limited to, COVID-19, seasonal flus, and noroviruses) on our campuses.

The School also works closely with the Pandemic Advisory Group, a volunteer committee comprising current and alumni parenting adults with specific experience and knowledge in the fields of epidemiology, medicine, infectious diseases, and the ways that built environments can limit or accelerate transmission and spread. This collaboration has allowed the school to operate successfully throughout the pandemic and prioritize health and safety while ensuring instructional continuity.

As the pandemic continues, specific COVID-19 protocols for 2022-23 will be communicated separately, for each campus, in mid-August, and will be adjusted throughout the year in consultation with public health authorities and the Pandemic Advisory Group (PAG).

ENROLLMENT & TUITION POLICIES & PROCEDURES

Enrollment and Re-Enrollment Policies and Forms

The Berkeley School's enrollment and tuition policies are provided to all parenting adults when they first enroll their child(ren) at TBS and to all returning families when they re-enroll at the end of January. Each family must return a signed copy of the Enrollment Agreement for their student(s) every year.

Within the enrollment and re-enrollment agreement, the following are outlined annually: new student enrollment fee requirement, returning student deposit requirement, tuition billing payment plan options and due dates, current year tuition by grade level, individual family tuition information, key dates, and tuition refund schedule, tuition refund plan, and temporary leaves of absences

Individual Family Tuition

The Berkeley School values the ways that a diverse community benefits learning and actively seeks students from racially, socio-economically, and culturally diverse families, including LGBTQ+ families, single-parent families, and adoptive and foster families. All families pay an Individual Family Tuition rate that is adjusted to align with each family's financial circumstances, and all interested families are encouraged to apply for a reduced rate if doing so will preserve access to a TBS education. If you have questions, please contact the Director of Enrollment & Outreach or visit the website at www.theberkeleyschool.org/individual-family-tuition.

Leave of Absence Policies

Temporary leave of absence. If, for some reason, a family unenrolls their student(s) and continues to pay TBS tuition, under certain circumstances the student(s) may return to TBS. Considerations for the student(s) return include but are not limited to: space availability in the class and student readiness. Furthermore, the school reserves the right to determine the best transition point for the student to return as transition back into a community can take time and strategic thought. The school will thoughtfully partner with families to decide if, how and when a transition can best happen.

Sabbatical. If approved, a sabbatical defers a current student(s) enrollment for up to one school year and requires a nonrefundable deposit (45% of the current year tuition), which is applied towards the following year: this deposit guarantees a spot in the following year's class. Students on sabbatical leave are only guaranteed an enrollment spot in the school year following the expiration of their sabbatical leave.

Tuition Payment Policies & Procedures

The Berkeley School's annual operating budget is funded by its community of parenting adults and donors, and the school relies on tuition payments to provide the revenue necessary to compensate teachers and supply the resources needed to deliver an exceptional educational program for all students. For this reason, we depend on each family to abide by the tuition payment policies and procedures outlined below.

- Payment is expected in full by the due date(s) specified (unless other arrangements have been made in writing with the Chief Financial Officer).
- Blackbaud Tuition Management will charge a follow-up fee of \$35 for payments that are six days late.
- The business office will email families within seven days of a missed payment.
- The business office will send another email if no response has been received within three days of the original email.
- If the School has not received payment or successfully arranged a payment plan within two weeks of the initial email described above, the business office will use other forms of communication (text, phone calls or U.S. mail) to ensure that families are receiving correspondence.
- If payment has not been received or other arrangements made within sixty (60) days of the due date, the Head of School will be notified and the School will send correspondence stating that until the outstanding balance has been resolved, the enrolled student(s) may be withheld from class and school activities.
- Unless other arrangements have been made with the school, tuition accounts should be paid in full by April 30 of each school year (or at the conclusion of the 8th month of the school year).
- Outstanding balances may require restructuring of existing tuition payment plans and/or Individual Family Tuition (IFT) arrangements.
- Outstanding balances may preclude families from applying for IFT and/or from re-enrolling their student(s) until the balance is paid in full.
- If tuition balances are not paid in full by the last day of the school year, the school may send the account to collections for resolution.

In the event that your family is experiencing financial hardship, we ask that you contact the TBS Chief Financial Officer as soon as possible to explore your options. While the school reserves the right to dismiss a student at any time for tuition non-payment and/or outstanding fees, our first priority is to ensure every family's Individual Family Tuition aligns with their family circumstances and to remain responsive to each family's unique financial circumstances.

STUDENTS, PARENTING ADULTS, EMPLOYEES, AND BOARD

Positive Staff-Parenting Adult Relationships

A collaborative working relationship between teachers and parenting adults is essential for a child's success at The Berkeley School. Teachers are expected to respond to parenting adults' inquiries in a timely manner, keep parenting adults advised of their child's progress, attend to outside professional recommendations, and maintain confidentiality.

Correspondingly, parenting adults are expected to respond to teacher inquiries in a timely fashion, keep teachers advised of their concerns and observations, share results of educational evaluations, attend to teacher recommendations, and maintain a stance with their children that is supportive of the teacher and The Berkeley School community

The same can be said for the interactions between parenting adults and the entire TBS staff. All community members are expected to treat one another in a cordial and respectful way. This includes hallway, phone, and email interactions. As stated previously, our staff will do its best to respond quickly to all communications, but parenting adults should allow a 48-hour window for a return email or phone call during the school week. Staff are not expected to respond to email or phone calls on weekends.

Harassment and Discrimination

It is the policy of The Berkeley School to provide an academic environment that is free from all forms of discrimination or harassment. TBS prohibits sexual harassment as well as discrimination and harassment based on a student's race, religion, national origin, sex, sexual orientation, gender identity, gender expression, or disability. The Berkeley School will not tolerate harassing or discriminatory treatment of students by other students, their family members, the School's employees, volunteers or contractors, or other third parties who interact with the School's students. Additionally, TBS forbids retaliation against any individual who reports an incident of harassment, opposes harassment, or participates in an investigation of a complaint of harassment.

Because behavior away from school may have a significant impact on the school environment, this policy applies to all interactions involving students, whether or not occurring during school or school functions or on campus, if (1) the conduct has a negative impact upon the school performance of the student who is subject to harassment; (2) such conduct adversely affects the educational environment, including creating an educational environment that is intimidating, hostile, or offensive; (3) such conduct affects the services, honors, programs, or activities available to any student at the School.

Harassment

Prohibited harassment includes the following behavior

- Verbal conduct (whether in person or transmitted electronically) such as name-calling, derogatory jokes, slurs or comments to or about a student;
- Visual displays and written communication, such as derogatory posters, photography, cartoons, drawings, gestures, or email or text messages;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work; and

- Retaliation for reporting or threatening to report harassment.

Sexual Harassment

In addition to the examples of harassment described above, for the purposes of this policy, "sexual harassment" is defined to also include:

For adult to student interaction: any sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, whether or not welcome.

For student to student interaction: unwelcome sexual advances, requests for sexual favors, and other verbal, written, visual, or physical conduct of a sexual nature when: (1) such conduct has a negative impact upon the recipient student's school performance; (2) such conduct adversely affects the educational environment including creating an educational environment that is intimidating, hostile, or offensive; (3) such conduct affects the services, honors, programs, or activities available to any student at the School.

Complaint and Resolution Procedures

Complaints of violations of this policy should be reported to the ECC Director (for ECC students), the Director of K-8 Teaching & Learning (for UAC students), the Head of School, and/or the Board Chair (for complaints involving the Head of School). TBS will conduct a fair, timely, and thorough investigation of complaints and take all appropriate steps to remedy any harassment or discrimination in violation of this policy. TBS will endeavor to conclude its investigation as quickly as possible considering the nature of the conduct and complexity of the investigation. At the conclusion of the investigation, TBS will notify the student who brought the complaint and any student who is a subject of a complaint (as well as their parenting adults) of the outcome of the complaint.

If TBS determines that a violation of its policies occurred, TBS will take appropriate steps to prevent the violation from recurring and to remedy any discriminatory effects of the violation. A student who violates this policy may be subject to discipline which may include a range of actions including counseling, restorative justice practices, verbal warnings, loss of privileges, probation, suspension, or expulsion. TBS will notify high schools, or other schools to which students transfer, of disciplinary action for violation of the harassment policy.

The Berkeley School will also take action against adult members of the school community who violate this policy.

Confidentiality

The Berkeley School will keep the complaint and the investigation as confidential as possible consistent with the need to conduct an investigation and implement any appropriate remedial measures.

Retaliation

The Berkeley School prohibits retaliation for making a complaint under this policy or participating in the investigation of such a complaint. Complaints of retaliation should be made in accordance with this policy.

Adult-Student Interactions

The School encourages positive, meaningful relationships between students and teachers. At the same time, employees must ensure that they do not cross the boundaries of a professional

teaching relationship. Employees must maintain appropriate boundaries in their relationships with students to ensure that they avoid even the perception of inappropriate conduct.

Below is a list of examples of conduct that may involve inappropriate crossing of the boundaries of the professional relationship:

- Giving gifts to an individual student that are of a personal or intimate nature;
- Unnecessary physical contact with a student in either a public or private situation;
- Intentionally being alone with a student on campus or away from the School without supervisor permission;
- Making or participating in sexually inappropriate comments;
- Sharing sexual jokes or stories, or jokes/comments with sexual innuendo;
- Seeking emotional involvement with a student for an employee's benefit;
- Discussing an employee's own personal troubles or intimate issues with a student;
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior;
- Inappropriate use of social media with or about students;
- Excessive attention toward a particular student;
- Swearing or using inappropriate language around students;
- Sending emails, text messages, or letters to students of a personal nature if the content is not about school activities; or
- Failing to keep parenting adults and supervisors informed when a significant issue develops about a student.

The School encourages parenting adults or other members of the school community who have concerns about adults crossing appropriate boundaries with students to inform the Head of School or Chair of the Board of Trustees.

The School will not retaliate against anyone who reports conduct that may violate this policy. An employee who retaliates against an individual who makes a report under this policy will be subject to discipline.

Family Association

The Berkeley School is fundamentally a partnership between families and educators for the benefit of the school's students. We believe children feel seen, supported, and known when their families take part actively in the life of the school community, becoming familiar with the school's educational philosophy and practices and contributing their expertise and time whenever possible to help the school achieve its mission. Family engagement strengthens and enriches the school community, from individual classrooms to the entire school, and consequently forms the social environment that is essential to children's learning and growth. The Family Association provides structure for that engagement to all parenting adults of currently enrolled TBS students.

Mission & Purpose

The mission of the TBS Family Association is to foster communication and build a sense of community so that parents, teachers, and staff can partner effectively in service of children's learning. The Family Association does this through supporting volunteerism and school activities, promoting family education, creating, enhancing and enlivening a community ethic, promoting a safe and secure environment for learning, and providing opportunities for parenting adults to offer ideas and support for the school.

The Berkeley School Family Association (FA) supports the learning and well-being of all students by creating and sustaining a sense of community and belonging among all families in the school community.

The Family Association operates as an inclusive body, created to engage and encourage parental involvement in the planning and execution of programs and activities that support teaching and learning as well as larger community goals and objectives.

The Family Association partners with the Advancement Committee in order to identify and secure internal and external resources that will help advance the mission, vision, and long-term sustainability of the school

The Family Association is intended to be a flexible, inclusive, and transparent working group of parenting adults, inviting all members to engage according to their level of individual interest and availability. We'll meet you where you are!

The Family Association is made up of parenting adults who have enrolled their children at The Berkeley School. Other family members and friends are welcome to participate in FA activities when appropriate and as approved by a child's parenting adults.

Organization & Meetings

The Director of Community and Belonging meets monthly with FA Leads to plan for meetings with Classroom Coordinators and the entire Family Association. Classroom Coordinators meet collectively on a monthly basis led by the Director of Community and Belonging and their FA Lead. The Family Association and its Committees meet monthly to plan for annual events, activities and community objectives.

Family Event Guidelines

The Berkeley School strives to teach its students that *we are interdependent* and *what we do matters*. We work to model these beliefs and use them to guide our actions. Whether it is through opening day ceremonies, assemblies, family events, or academic curriculum development, our school aims to create the sense of community and belonging that helps children thrive.

We ask that you join us in creating a community that celebrates diversity and encourages the participation of all of our members. When planning events, please consider how family structure, socioeconomic backgrounds, race, ethnicity, religion, gender, physical abilities, and age affect families' participation and strive to make full participation accessible to all. As a school, we support affinity groups and events as well as open-to-all coalition groups and

events, and encourage families to reach out to the appropriate administrator to learn more or to start a group that's needed. Take into consideration the following guidelines.

Timing and Schedules

- Check the school calendar to avoid conflicts with school-sponsored events and/or religious holidays
- Consider how family makeup such as two working parenting adults, single parenting adults, and families with young children influence participation
- Scheduling conflicts can discourage families from attending events; please provide advance notice
- Vary venue and time of events

Family Structure

- Plan for "parenting adults" or "family" gatherings, not "moms" or "dads"
- Invite "partners" rather than spouses
- Offer invitations that are authentically welcoming to all families and consider modifying invitations to include English-as-a-second-language families (ParentSquare translates to a preferred language for individuals who set that in their preferences.)

Socioeconomic Considerations

- Consider the type of event you are organizing so that families of varying socioeconomic experiences feel welcome
- Consider the costs of tickets, food, transportation, entertainment, childcare, enrollment fees, materials, or uniforms that may hinder participation of all families
- Consider reduced rates for groups, sharing equipment, activities with sliding scales

Transportation and Location

- Vary the range of venues and location (include venues accessible to people with disabilities)
- Transportation can be a challenge for families; aim to hold events in locations that are accessible by public transportation and by bicycle
- Arrange carpools whenever possible

Overall, please remember that everyone may not be able to attend a "parents' night out" and/or may not have access to transportation that permits easy access to off-campus, evening & weekend events. We ask all community members to keep in mind other aspects of diversity, such as family structure, LGBTQ+ issues, adoptive parenting, age, race, ethnicity, religion, gender, learning differences, size, and physical abilities. Just as our children are learning to respect and value individuals whose backgrounds and situations are different from their own, families are also on the same path to creating a community that celebrates diversity and encourages the participation of all members.

Birthday Parties and Other Child-Centered Events

With respect to birthday parties and other child-centered events outside of school, unless the entire class is invited to your child's birthday party or other event, please do not distribute invitations at school. In that case, please ask your child, invited children, and their parenting adults to exercise discretion in discussing the event. This guidance for inclusion applies to any student social event outside of school when class peers are invited.

Board of Trustees

The Board comprises 16 trustees representing various constituencies within our community: parenting adults, faculty, alumni parenting adults, other educators, and community representatives. If you are interested in serving on the Board or a Committee of the Board, please contact the Board Chair (chair@theberkeleyschool.org). For more information on the Board of Trustees and current members, visit the school website.