

# **Community School for Creative Education**

**Escuela Comunitaria de Educación Creativa  
Trường Học Cộng Đồng Cho Sáng Kiến Học Tập  
社羣創新學校**

## **Family Handbook 2017-2018**



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# Contents

Mission • Vision • School Motto:.....	6
School Verse .....	7
Family Letter.....	8
CONTACT INFORMATION • Faculty and Staff.....	9
Administration and Office Staff: .....	9
Lower Grade School Teachers (TK – 5 <sup>th</sup> ): .....	9
Upper Grade School Teachers (6 <sup>th</sup> – 8 <sup>th</sup> ):.....	9
Special Education Department: .....	10
Specialty Teachers & Faculty Leaders (TK-8 <sup>th</sup> Grades):.....	10
Staff (TK-8 <sup>th</sup> Grades): .....	10
Our School Day .....	11
Bell Schedules .....	11
Drop-off & Pick-up Procedures .....	12
Drop-off Procedure – Car Riders .....	12
Drop-off Procedure – Walkers/Bus Riders.....	12
Pick-up Procedure – Car Riders.....	13
Pick-up Procedure – Walkers/Bus Riders.....	13
Extended Day.....	13
RAINY DAY Drop-off & Pick-up Procedures .....	14
Rainy Day Drop-off Procedure – Car Riders.....	14
Rainy Day Pick-up Procedure – Car Riders.....	14
Rainy Day Drop-off & Pick-up Procedure – Walkers/Bus Riders .....	14
Extended Day Program.....	15
Dress Code and Accessories.....	16
Grades TK through 5 <sup>th</sup> .....	16
Grades 6 <sup>th</sup> through 8 <sup>th</sup> (Upper grades).....	17
Items NOT permitted in CSCE’s Dress Code: .....	17
Consequences for Violating CSCE Dress Code: .....	17
School Attendance Required by Law .....	18
Reporting Absences.....	18
First Day of School Policy .....	18
Absences and Tardies Allowed by Law .....	18
Independent Study .....	19
Unexcused Absences.....	19
Tardy policy.....	19

CSCE's Student Attendance Review Team (SART).....	19
Notification of Truancy or Excessive Absences.....	20
Definitions of Truancy.....	20
First Notification of Truancy or Excessive Absences .....	20
Second Notification of Truancy or Excessive Absences .....	21
Notification of Determination as a Habitual Truant - Referral to CSCE SART .....	21
Removal from Charter School .....	21
Referral to Appropriate Agencies or County District Attorney .....	22
Withdrawal due to Excessive Unverified Absences (AWOL).....	22
School-wide Behavior Policy.....	22
PHILOSOPHY .....	22
Code of Behavior .....	23
The Community School Creed .....	23
Positive Behavior Matrix for various school locations:.....	24
Consequences for Misbehavior .....	26
Inappropriate behaviors .....	26
Bullying is prohibited.....	26
Prohibited Items.....	27
Student Internet and Technology Use Policy and Agreement.....	27
Cell Phone and Electronic Equipment Policy: .....	28
Family Acknowledgement Form and Action Plan (Referral).....	28
Family/Parent-Teacher Conference .....	29
Expectations of Class Teachers:.....	29
Student Suspension and Expulsion:.....	29
Suspension .....	29
Student Success Team (SST) Meeting .....	30
Special Needs Students.....	30
Clearing Referrals.....	30
Expulsion .....	30
Due Process .....	30
Grievance Policy.....	31
Health and Safety .....	31
Meal Program:.....	31
Tuition Free Policy:.....	31
Health, Safety & Emergency:.....	31
Medication Administration: .....	31

Immunization Requirements .....	32
California Immunization Requirements: .....	32
Lice: .....	32
Home-School Communication .....	33
The Weekly Folder .....	33
Monthly Newsletter.....	33
Robo Call .....	33
Conferences.....	33
Publications and Websites .....	33
Family/Parent-as-Partner Policy .....	33
Classroom Representative/Community Keepers: .....	34
Organizational Structures & Governance .....	34
In-school Structures .....	34
Community School Partners.....	35
Community School Corporate Structure and Board.....	35
Corporate Status:.....	35
Board of Directors:.....	35
Fundraising Programs and Ways to Donate:.....	37
Appendix A • Suspension and Expulsion Policy .....	38
Community School Policy Number: 500-300.....	38
Title: Student Suspension and Expulsion.....	38
CSCE Procedure: 500-001 .....	39
Title: Student Suspension and Expulsion .....	39
A. Notification of Policy .....	39
B. Grounds for Suspension or Expulsion .....	39
C. Imposition of Suspension .....	40
D. Director/Designee Suspension .....	40
E. Parent/guardian's Conference .....	41
F. Emergency Suspension.....	41
G. Notification of Law Enforcement Agencies .....	41
H. Extension of Suspension .....	41
I. Student with Previously Identified Exceptional Needs.....	41
J. Maximum Number of Days of Suspension .....	42
K. Completion of Student Work Assignments.....	42
L. Community Service Alternative .....	42
M. In-House Suspension.....	42

N. Exclusion from LCLC Property/Activities .....	42
O. Release to Parent/Guardians .....	42
P. Procedures for Student Expulsion .....	42
Q. Special Procedures for Expulsion Hearings Where Sexual Assault/Battery Allegations .....	43
R. CSCE Board of Directors .....	44
S. No Right to Appeal .....	45
T. Recordation in Student's Record .....	45
U. Written Notice of Expulsion Decision .....	45
V. Readmission .....	45
X. Community Service Alternative.....	45
Y. Graduating Students.....	45
Z. Notification of Subsequent School District .....	45
Appendix B • Grievance Policy.....	46
Categorical Programs Complaints Brochure.....	46
What is a complaint? .....	46
What are the responsibilities of the complainant? .....	46
What are the responsibilities of the LEA? .....	46
What are the responsibilities of the CDE?.....	47
California Department of Education .....	47
Uniform Complaint Procedures (UCP) Policies and Procedures.....	48
Uniform Complaint Form.....	53
Parents Rights Under FERPA.....	56
Parents’/Guardians’ Commitment: .....	57
Student’s Commitment:.....	57

# Mission • Vision • School Motto:

## Mission:

The Community School for Creative Education partners with families and communities to provide a rigorous college-preparatory program integrated into a culturally rich, arts-infused, highly personalized curriculum inspired by Waldorf education for the diverse students of Oakland to promote equity and prepare culturally competent, well-rounded, lifelong learners to lead, contribute to, and successfully participate in our rapidly changing multicultural society.

La Escuela Comunitaria para la Educación Creativa socios con las familias y las comunidades para proporcionar un riguroso programa de preparación universitaria integrada en una gran riqueza cultural, infundido con las artes, plan de estudios altamente personalizado inspirado en la educación Waldorf para los diversos estudiantes de Oakland para promover equidad y prepararlos para que sean culturalmente competentes, equilibrados, aprendices de por vida para dirigir, contribuir y participar con éxito en nuestra sociedad multicultural que cambia rápidamente.

社羣創新學校與家庭及社區合作以提供嚴格的大學預科課程。以華道夫的教學方法，融入豐富的文化，藝術及個別設計的課程，以造福屋崙不同文化的學生。提倡平等博愛，尊重文化，平均發展及永不止息的學習精神。使學生能在變化多端的多元文化社會中，投身參與，建樹良多。

## Vision:

The Community School for Creative Education envisions a future in which all children have access to quality education; all children experience success in community and career; and youth voices contribute in valued and meaningful ways to the success of a thriving, equitable, and multicultural society.

La Escuela Comunitaria para la Educación Creativa tiene la vision a futuro donde los niños tienen acceso a una educación de calidad, todos los niños experimentan el éxito en la comunidad y en su carrera, y las voces de los jóvenes contribuyen con valores y formas significativas para el éxito de una sociedad próspera, equitativa y multicultural.

社羣創新學校祈望將來所有的學童都能接受優良的教育，在社區及職業上建立成功的碩果。青年的呼聲能被重視，在這活力充沛的，人人平等的多元化社會中，作出有意義的貢獻

## School Motto:

Receive the Child in Reverence, Educate the Child in Love Let the Child Go Forth in Freedom

El Niño Ha De Ser Recibido Con Respeto, Educado Con Amor Puesto En La Vida Finalmente En Libertad

Đón Nhận Đứa Trẻ Với Sự Trân Quý Giáo Dục Đứa Trẻ Trong Tình Yêu Thương Để Đứa Trẻ Bước Đi Trong Tự Do

以崇敬迎接 用愛引領 在自由的心態中讓他離去。

In Ehrfurcht empfangen; in Liebe erziehen; zur Freiheit entlassen.

# School Verse

(Anonymous)

Cited by Cecil Hardwood, Co-Founder of the first Waldorf schools in an English speaking country (1898-1975)

**This is our school  
Let peace dwell here.  
Let the room be filled with contentment.  
Let Love abide here:  
Love of one another  
Love of humankind  
Love of the earth  
And love of life itself.  
Let us remember:  
As many hands build a house,  
So, many hearts make a school.**

**Esta es nuestra escuela  
Que la paz habite aquí.  
Que el salón de clase se llene de satisfacción.  
Dejemos que el amor permanezca aquí:  
Amor de unos a otros  
El amor a la humanidad  
Amor a la tierra.  
Amor a la vida.  
Recordemos:  
Como tantas manos construyen una casa  
Así mismo, muchos corazones hacen una escuela.**

這是我們的學校  
讓平安與我們同在  
讓滿足感覺暢流每個角落  
讓愛心充滿校園  
彼此互愛, 博愛社羣  
環保大地, 熱愛人生。  
讓我們緊記:  
建屋要合力,  
建校要同心!

**Đây là trường học của chúng ta  
Hãy sống hòa bình ở đây.  
Hãy để căn phòng tràn đầy mãn nguyện.  
Hãy để tình yêu tồn tại ở đây:  
Tình yêu của nhau  
Tình yêu của nhân loại  
Tình yêu của trái đất  
Và tình yêu của đời mình.  
Chúng ta hãy nhớ:  
Như nhiều bàn tay xây dựng một ngôi nhà,  
Vì vậy, nhiều trái tim tạo thành một trường học.**

# Family Letter

Dear Families,

Welcome to Community School for Creative Education! We are delighted to work with you in this year to make this a nurturing and strong experience for every child at Community School. Community School for Creative Education is a first of its kind: an Oakland Elementary Charter inspired by Waldorf Education and focused on advancing equity and building college bound, career ready leaders and thinkers.

Family involvement and community partnerships play a critical role at Community School. We know together we are all our child's teachers. In this context, our handbook is a key communication document. This Handbook summarizes the essential information that every parent/family member/guardian and student need to know to have a successful school year. Please read it thoroughly and refer to it throughout the year. If you have questions or comments, please share them with your child's teacher or staff. Through clear communication and understanding we hope to promote the very best way possible to serve our children and community!

With warm regards,

Dr. Ida Oberman  
Founder & Executive Director

Ms. Monique Brinson  
Principal



# CONTACT INFORMATION • Faculty and Staff

2111 International Blvd. • Oakland, CA 94606

Main Office: 510.686.4131 • Alternate Line: 510.686.4135

[info@communityschoolforcreativeeducation.org](mailto:info@communityschoolforcreativeeducation.org) • [www.communityschoolforcreativeeducation.org](http://www.communityschoolforcreativeeducation.org)

## Administration and Office Staff:

- Executive Director & Founder, Dr. Ida Oberman  
[idao@communityschoolforcreativeeducation.org](mailto:idao@communityschoolforcreativeeducation.org)
- Principal, Monique Brinson  
[moniqueb@communityschoolforcreativeeducation.org](mailto:moniqueb@communityschoolforcreativeeducation.org)
- Dean of School Culture, Gina Stiens  
[ginas@communityschoolforcreativeeducation.org](mailto:ginas@communityschoolforcreativeeducation.org)
- Office Manager, Yolanda Cordova  
[yolandaa@communityschoolforcreativeeducation.org](mailto:yolandaa@communityschoolforcreativeeducation.org)
- Office Assistant, Barbara Rojas-Jimon  
[barbarar@communityschoolforcreativeeducation.org](mailto:barbarar@communityschoolforcreativeeducation.org)

## Lower Grade School Teachers (TK – 5<sup>th</sup>):

- Transitional Kindergarten Teacher, Kevin Veillette  
[kevinv@communityschoolforcreativeeducation.org](mailto:kevinv@communityschoolforcreativeeducation.org)
- Kindergarten Teacher, Hanna Forde  
[hannaf@communityschoolforcreativeeducation.org](mailto:hannaf@communityschoolforcreativeeducation.org)
- 1<sup>st</sup> Grade Teacher, Anaxy Barraza  
[anaxyb@communityschoolforcreativeeducation.org](mailto:anaxyb@communityschoolforcreativeeducation.org)
- 2<sup>nd</sup> Grade Teacher, Winifred Day  
[winifredd@communityschoolforcreativeeducation.org](mailto:winifredd@communityschoolforcreativeeducation.org)
- 3<sup>rd</sup> Grade Teacher & Teacher Leader, Delana Hill  
[delenah@communityschoolforcreativeeducation.org](mailto:delenah@communityschoolforcreativeeducation.org)
- 4<sup>th</sup> Grade Teacher, Sara Welborn  
[saraw@communityschoolforcreativeeducation.org](mailto:saraw@communityschoolforcreativeeducation.org)
- 5<sup>th</sup> Grade Teacher, Jennifer H. O'Sullivan  
[jennifero@communityschoolforcreativeeducation.org](mailto:jennifero@communityschoolforcreativeeducation.org)

## Upper Grade School Teachers (6<sup>th</sup> – 8<sup>th</sup>):

- 6<sup>th</sup> Grade Advisory & Upper Grades Math Teacher, Sandy Portillo-Robins  
[sandyp@communityschoolforcreativeeducation.org](mailto:sandyp@communityschoolforcreativeeducation.org)
- 7<sup>th</sup> Grade Advisory & Upper Grades Science/ELA Teacher, Zakiyyah Zareef  
[zakiyyahz@communityschoolforcreativeeducation.org](mailto:zakiyyahz@communityschoolforcreativeeducation.org)
- 8<sup>th</sup> Grade Advisory & Upper Grades History/ELA Teacher, Mitzila Valdes  
[mitzilav@communityschoolforcreativeeducation.org](mailto:mitzilav@communityschoolforcreativeeducation.org)

**Special Education Department:**

- Special Education Director, Sharon Green  
[sharong@communityschoolforcreativeeducation.org](mailto:sharong@communityschoolforcreativeeducation.org)
- Educational Specialist Teacher, Laura Badal  
[laurab@communityschoolforcreativeeducation.org](mailto:laurab@communityschoolforcreativeeducation.org)
- Speech Language Pathologist, Ascend Rehab Services
- Occupational Therapist, Ascend Rehab Services
- On-site Psychologist, Dr. Erica Williams  
East Bay Family Institute
- On-site Psychologist, Marisol Reyna  
East Bay Family Institute
- Off-site Supervising Psychologist, Dr. Lesleigh Franklin  
East Bay Family Institute

**Specialty Teachers & Faculty Leaders (TK-8<sup>th</sup> Grades):**

- Multi-tier Reading Intervention Teacher & CELDT Coordinator, Amy Gaerlan  
[amyg@communityschoolforcreativeeducation.org](mailto:amyg@communityschoolforcreativeeducation.org)
- Physical Education Teacher, Manuel Alvarado  
[manuela@communityschoolforcreativeeducation.org](mailto:manuela@communityschoolforcreativeeducation.org)
- Technology & Art Teacher, Cesar Alvarado  
[cesara@communityschoolforcreativeeducation.org](mailto:cesara@communityschoolforcreativeeducation.org)
- Spanish Teacher, Oscar Miranda  
[oscarm@communityschoolforcreativeeducation.org](mailto:oscarm@communityschoolforcreativeeducation.org)
- Waldorf Coach, Elke Berger  
[elkeb@communityschoolforcreativeeducation.org](mailto:elkeb@communityschoolforcreativeeducation.org)

**Staff (TK-8<sup>th</sup> Grades):**

- Extended Day Director, Nichole Talbott
- Extended Day Assistant to Director, Michael Tang
- Classroom Assistant, Jennifer Ratner-Lee
- Classroom Assistant, Bonita Parrish
- Instructional Assistant, Nahn Le
- Instructional Assistant, Osvaldo Segura
- Instructional Assistant, Raefa AlAzzawi

# Our School Day

- The **Breakfast Program** for all students (grades TK-8<sup>th</sup>) is from **8:00 am to 8:30 am**
- The **academic school day begins** for all students (grades TK-8<sup>th</sup>) at **8:30 am**

## Bell Schedules

### REGULAR SCHEDULE (Transitional Kindergarten (TK)-Kindergarten)

8:00-8:30AM Breakfast Program  
8:30-2:30 PM Daily Schedule  
2:30-6:00PM Extended Day Program

### REGULAR SCHEDULE (Elementary 1<sup>st</sup>-5<sup>th</sup>)

8:00-8:30AM Breakfast Program  
8:30-3:30 PM Daily Schedule  
3:30-6:00PM Extended Day Program

### REGULAR SCHEDULE (Upper Grades 6<sup>th</sup>-8<sup>th</sup>)

8:00-8:30AM Breakfast Program  
8:30-3:30 PM Daily Schedule  
3:30-6:00PM Extended Day Program

### Transitional Kindergarten & Kindergarten

8:30-9:45 Class  
9:45-10:00 Snack/AM Recess  
10:00-11:00 Class  
11:00-11:40 Lunch  
11:40-2:00 Class  
2:00-2:15 PM Recess  
2:15-2:30 Class

### First Grade & Second Grade

8:30-10:00 Class  
10:00-10:15 Snack/AM Recess  
10:15-11:00 Class  
11:00-11:40 Lunch  
11:40-3:30 Class

### Third Grade, Fourth Grade & Fifth Grade

8:30-10:15 Class  
10:15-10:30 Snack/AM Recess  
10:30-11:45 Class  
11:45-12:25 Lunch  
12:25-3:30 Class

### Sixth Grade, Seventh Grade & Eighth Grade

8:30-12:30 Class  
12:30-1:15 Lunch  
1:15-3:30 Class

### MINIMUM DAY SCHEDULE (Wednesdays/TK-8<sup>th</sup>)

8:30-12:45 PM Minimum Day Schedule  
12:45-6:00 PM Extended Day Program

### Transitional Kindergarten & Kindergarten

8:30-9:45 Class  
9:45-10:00 Snack/AM Recess  
10:00-11:00 Class  
11:00-11:30 Lunch  
11:40-12:45 Class

### First Grade & Second Grade

8:30-11:00 Class  
11:00-11:30 Lunch  
11:40-12:45 Class

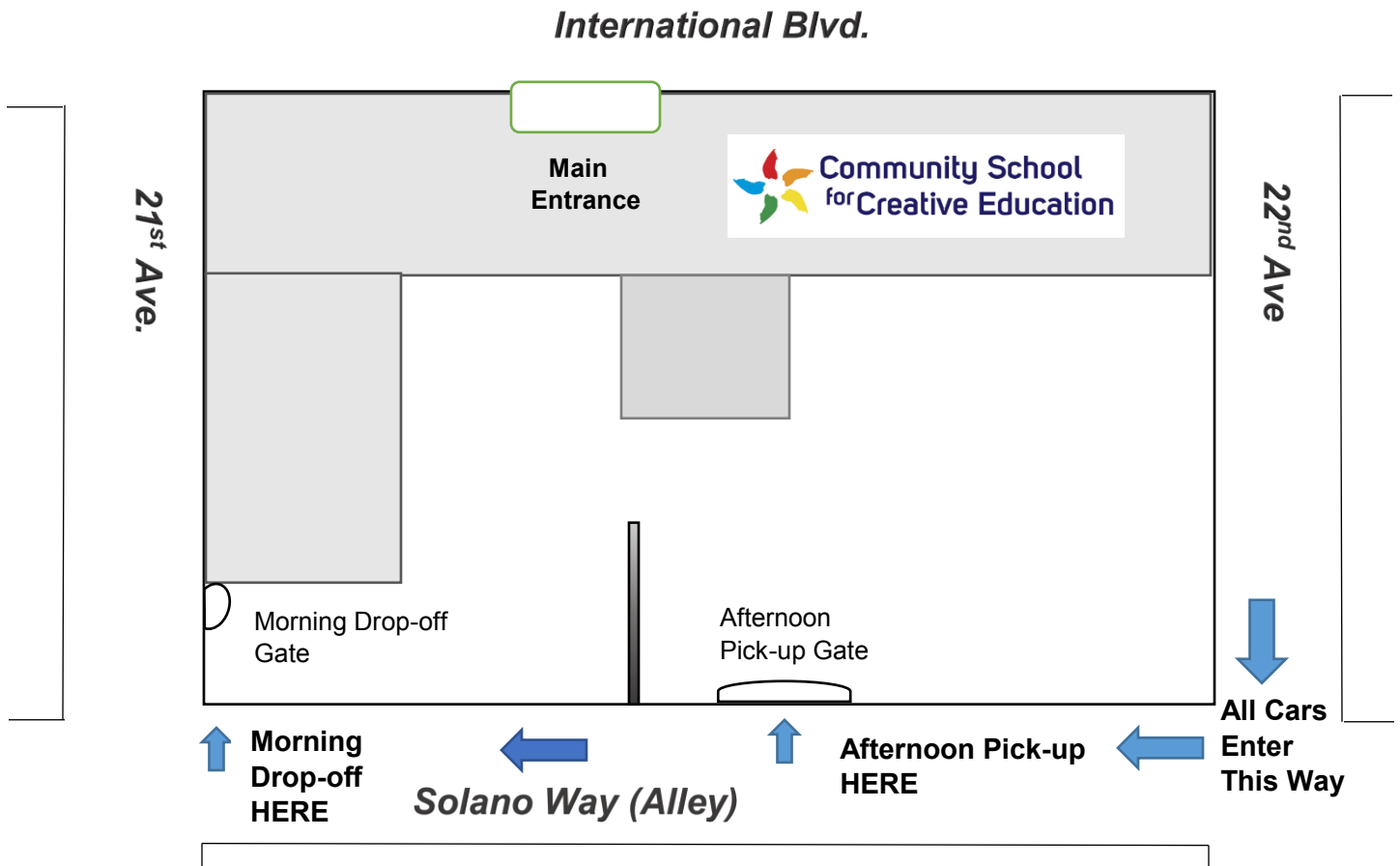
### Third Grade, Fourth Grade & Fifth Grade

8:30-11:45 Class  
11:30-12:00 Lunch  
12:25-12:45 Class

### Sixth Grade, Seventh Grade & Eighth Grade

8:30-12:30 Class  
12:00-12:30 Lunch  
12:30-12:45 Advisory

# Drop-off & Pick-up Procedures



**\*\* Following these procedures will ensure the safety of all our students and families!  
Thank you for your help! \*\***

## Drop-off Procedure – Car Riders

- Morning drop-off gate will be open, with a staff member present from 8:00 – 8:30 AM
- All cars should enter Solano Way (alley behind school) from 22<sup>nd</sup> Ave.
- Students will be greeted by a staff member at the end of Solano Way, near the corner of 21<sup>st</sup> Ave.
- Staff will ensure students enter the gate to the school yard safely
- **Please refrain from entering Solano Way from 21<sup>st</sup> Ave., doing U-turns on 21<sup>st</sup> Ave., double parking, or dropping students off from the other side of 21<sup>st</sup> Ave.**

## Drop-off Procedure – Walkers/Bus Riders

- Morning drop-off gate will be open, with a staff member present from 8:00 – 8:30 AM
- All students walking should use the sidewalk to enter the gate near the corner of 21<sup>st</sup> Ave. and Solano Way
- Students will be greeted by a staff member at the gate near the corner of 21<sup>st</sup> Ave. and Solano Way
- Staff will ensure students enter the gate to the school yard safely
- **Please refrain from using at the Main Entrance of the building for Morning Drop-off**

### **Pick-up Procedure – Car Riders**

- Afternoon gate will be open, with staff members present:
  - Transitional Kinder/Kinder: Monday, Tuesday, Thursday, Friday from 2:30 – 2:45 PM
  - 1<sup>st</sup> – 8<sup>th</sup> Grades: Monday, Tuesday, Thursday, Friday from 3:30 – 3:45 PM
  - All Students: Wednesday from 12:45 – 1:00 PM
- All cars should enter Solano Way (alley behind school) from 22<sup>nd</sup> Ave.
- Family member will be greeted by a staff at the gate mid-way down Solano Way (between 22<sup>nd</sup> & 21<sup>st</sup> Aves.)
- Staff will ensure students walk safely from the gate to the family vehicle
- **Please remain in vehicle during pick-up**
- **Please refrain from entering Solano Way from 21<sup>st</sup> Ave.**
- **Please do not park and walk through the alley to the gate**

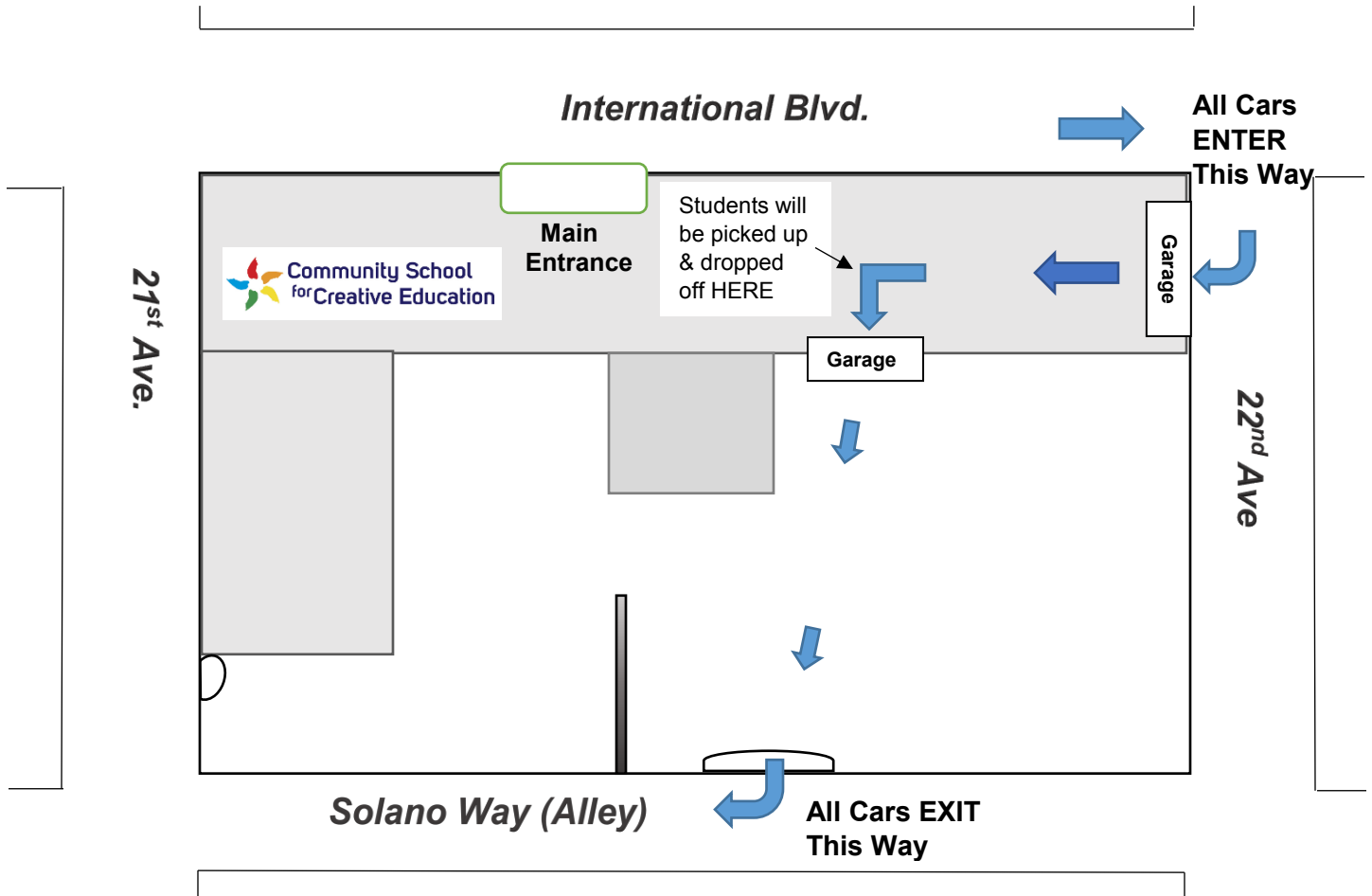
### **Pick-up Procedure – Walkers/Bus Riders**

- Parents/Families who walk or ride public transportation may enter through the Main Entrance of the building
- **For your safety, please do not walk to the gate on Solano Way for Afternoon Pick-up**
- Students permitted to walk or ride public transportation independently must check out at the front office before leaving the building
- The office must have written permission from parent/family member or guardian on file to allow students walking or riding public transportation without an adult

### **Extended Day**

- Students who are not picked up by 2:45 PM (TK/K), 3:45 PM (1<sup>st</sup>-8<sup>th</sup>) on M,T,Th,F and 1:00 PM on Weds, will be checked into Extended Day
- Please see Office for registration forms and Extended Day options
- Students should be picked up from Extended Day using the Main Entrance of the building

# RAINY DAY Drop-off & Pick-up Procedures



## Rainy Day Drop-off Procedure – Car Riders

- On rainy days the garage will be opened at 8:00 AM
- Cars may enter the garage from 22<sup>nd</sup> Avenue and *pull all the way forward (Please do not park in garage)*
- A staff member will be in the garage at the doorway to the building to greet your child
- **Please pull all the way forward and make sure your child waits to exit the vehicle until the staff member is there to greet you**
- A staff member will ensure your student(s) enter the building safely
- **The garage floor can get slick when wet. Remind your child to walk carefully.**
- Cars can exit through the second garage door onto the playground and through the gate onto Solano Way

## Rainy Day Pick-up Procedure – Car Riders

- On rainy days the garage will be opened at 2:25 PM (TK/K), 3:25 PM (1<sup>st</sup>-8<sup>th</sup>) on M,T,Th,F and 12:40 PM on Weds
- Cars may enter the garage from 22<sup>nd</sup> Avenue and pull forward (**Please do not park in garage**)
- A staff member will be in the garage at the doorway to the building to greet vehicles
- Staff will ensure students walk safely from building to vehicle in garage
- Cars can exit through the second garage door onto the playground and through the gate onto Solano Way

## Rainy Day Drop-off & Pick-up Procedure – Walkers/Bus Riders

- On rainy days students walking or riding public transportation to school may enter through the Main Entrance of the building on International Blvd.

# Extended Day Program

- Students participating in our **Extended Day Program** must be **registered**. Please see **School Office** for registrations forms and options.
- **Extended Day begins at 2:45 pm** for Transitional Kindergarten and Kindergarten students on Monday, Tuesday, Thursday and Friday.
- **Extended Day begins at 3:45 pm** for students in 1<sup>st</sup> through 8<sup>th</sup> grades on Monday, Tuesday, Thursday, and Friday.
- **Extended Day begins at 1:00 pm** for all students (TK-8<sup>th</sup> grades) on Wednesdays or other early dismissal days.
- Students must be **signed out** at the **School Office when picked up** from the Extended Day Program.
- **Extended Day ends at 6:00 pm**. Families will be charged **late fees** if students are not picked up by 6:00 pm. Details included in registration forms located in School Office.

# Dress Code and Accessories

Having students arrive at school in the appropriate clothes helps them to focus their energy on joining our learning community. As part of this dress code, we ask that your child come to school in clean and tidy clothes with hair that is neat and clean. We value all students following the mandatory dress code when attending school.

**All students must abide by the following daily dress code:** In case of any problems involving the student dress code, Community School Administration has the right to modify/adjust policies as needed. Community School encourages you to bring in uniforms that your child has grown out of for our uniform closet.

- **Bottoms – Khaki or Navy blue: Pants, Capris, Shorts, Skirts, Skirts, Jumpers** Clothes should fit well (**no sweatpants, sagging pants, or denim**). Shorts, Skorts, Skirts and Jumpers must be longer than the tips of the child's fingers when the child's arms are at rest next to their side. **Solid colored leggings, tights, or knee high socks may be worn under skirts or jumpers- no patterns.**



- **Shoes-** We have recess, PE and/or movement activities everyday. Students need to wear closed toed shoes **NO** open sandals or heel shoes.



- **Accessories/Jewelry:** Earrings should not hang more than an inch below the earlobe. **Bracelets and rings are not permitted.** Necklaces are permitted, but must remain concealed under clothing. **Makeup is not permitted.**

## Grades TK through 5<sup>th</sup>

- **Tops** must have a collar (polo or oxford) -Colors are yellow, navy blue (lower grades only) or light blue (**No crop tops, halter tops, or exposed midriff**)



- **Sweaters or Sweatshirts and Jackets-** Navy blue – *no logos, slogans, or cartoon images permitted.* **Heavy coats** can be worn to/from school and at recess but **will not be permitted during instructional time.**





## Grades 6<sup>th</sup> through 8<sup>th</sup> (Upper grades)

- **Tops** must have a collar (polo or oxford) -Colors are burgundy, white (upper grades only) or light blue (**No crop tops, halter tops, or exposed midriff**)



- **Sweaters** or Sweatshirts and Jackets- Navy blue or burgundy (upper grades only). *No logos, slogans, or cartoon images permitted. Heavy coats can be worn to/from school and at recess but **will not be permitted during instructional time.***



**Listed are stores where you can purchase dress code items:** Walmart, Target, Old Navy, Gap Kids, JC Penny, Macy's

### Items NOT permitted in CSCE's Dress Code:

- *Clothing/accessories with media advertisement, cartoon images, slogans and commercial logos of any kind*
- Clothing that exposes the midriff – no crop or halter tops
- Makeup
- False nails (acrylic, gel, etc.)
- Open toe shoes or high heels
- Patterned tights, leggings or knee-high socks (solid colors permitted)
- Hats, hoods, or heavy outdoor coats (indoors)
- Jeans, sweat pants or sagging pants
- Dangling earrings (more than an inch below earlobe)

### Consequences for Violating CSCE Dress Code:

The following procedures and consequences for dress code violations have been established and apply to all CSCE students. Any child sent to school inappropriately attired will need to follow the procedure outlined below. The three violations are considered to be within the school calendar year.

#### First violation:

The teacher will explain the violation to the student and send the student to the office with a written notice indicating the violation. When the student reports to the office, he/she will be asked to replace the inappropriate attire with clothing supplied at the school. If we do not have appropriate size the office will call a parent to request a uniform be brought to school. Provided the student accepts the replacement garment he/she returns to class, or if he/she declines the clothing he/she is sent home (Please see note below re: suspension). The Dean of School Culture will log the violation in a logbook and the item of inappropriate clothing will be sent home at the end of the day and asked to return the cleaned item within a reasonable amount of time. Finally, the parent/family members will receive a "Dress Code Violation Form" sent home with the student to be signed and returned to the Class Teacher the next day.

#### Second violation:

In addition, a dress code violation form and uniform policy will be sent home, the parent/family member will be notified (by phone or e-mail) and will need to acknowledge the violation.

### **Third violation:**

In addition, the teacher will send the student to the office. When the student reports to the office, a staff member will then call the parent/family member to remind them of the uniform policy. A meeting between the student, parent(s)/family member(s), Dean of School Culture, Administrator, and/or Classroom Teacher will occur.

Note: Students who refuse to change their clothing will be seen as willfully disobedient which is a violation of Education Code 48900(k) and may result in suspension or other disciplinary actions.

## **School Attendance Required by Law**

The Community School for Creative Education with its Board of Directors believes that regular attendance plays an important role in student achievement and success in school. Excessive student absenteeism and tardiness, whether caused by excused or unexcused absences, may be an early warning sign of poor academic achievement and may put students at risk. The Board recognizes its responsibility under the law to ensure that students attend school regularly CSCE students attend school every day. Every day is significant.

State Law requires parents/guardians of children ages 6 to 18 to send their children to school, unless otherwise provided by law. Parents who fail to meet this obligation may be subject to prosecution. The Board shall abide by all attendance laws and may use appropriate legal means to correct the problems of excessive absence or truancy.

### **Reporting Absences**

If a student is absent, **parents or guardians are required to call the school at (510) 686 - 4131** each day that the child is absent. Absences not cleared within 48 hours will be officially recorded as unexcused. Both Excused and Unexcused absences and tardies are subject to the truancy policy.

### **First Day of School Policy**

Students who are not in attendance due to an unexcused absence by the third day of school without notification will be dis-enrolled from the school roster. CSCE will attempt to reach the Parent/Guardian on a daily basis for each of the first three days to determine whether the student has an excused absence. If the student has a basis for an excused absence, parents/family members must notify the school of the absence and provide documentation.

### **Absences and Tardies Allowed by Law**

It is important for parents/family members to inform the school whenever their child is absent. An absence is considered "excused" only for the following reasons:

- Illness- A child is too ill to attend school if he or she has a contagious condition, a temperature of over 100, symptoms of vomiting or diarrhea, or written orders from a doctor to stay home. Keep sick children at home for at least 24 hours *after* they no longer have fever, without using fever-reducing medications. Keeping children with a fever at home will reduce the number of
- people who may get infected.
- Quarantine – Student is quarantined under the direction of a county or city health officer.
- Appointments- Student's medical, dental or chiropractic appointments, verified with documentation from the provider. Insofar as class participation is an integral part of students' learning experiences, parents/guardians and students are encouraged to schedule medical appointments during non-school hours, and, whenever possible, to encourage students to return to school after a non-emergency appointment.
- Funeral Services - for immediate family (1 day in State, 3 days out of State).
- Court Appearance - Verified with documentation from the court or other appropriate body or official, such as an attorney.

- Religious Holiday - With a note and approval by the school prior to the holiday. Attendance at religious retreats shall not exceed 8 hours per year.

### **Independent Study**

Independent Study is a voluntary instructional strategy that may be requested at least two weeks in advance by CSCE parent(s) or guardian(s) based on unique educational needs of their child. CSCE is not required to provide an Independent Study but will consider the option on a case by case basis. Independent Study will only be considered as a short-term option (not less than five days) or to accommodate for student travel. Parent(s) or guardian(s) who wish to request an independent study must submit a written request to their child(ren)'s classroom teacher at least two weeks prior to the requested dates for independent study. The classroom teacher will then get final approval from the Community School Principal.

### **Unexcused Absences**

Absences for most other reasons are considered unexcused. Some examples of unexcused absence are: out of town, personal day, family vacation, other family member's illness, and car problems.

### **Tardy policy**

All students are expected to arrive at school on-time, school begins at 8:30. Any student who arrives to school after the official start of the school day. Yet less than 30 minutes into the instructional school day, will be considered "tardy". Tardiness is only excused if a student has a medical, dental, legal appointment or a death in the family (see above). All excused tardies require appropriate documentation. Three tardies of 30 minutes constitutes truancy. It is during the first two and a half hours of each school day that our students participate in Main Lesson. This time is extremely valuable and crucial to your student's education.

All students are required to check in at the front office upon arriving after 8:30 a.m. to receive a tardy slip to notify the teacher of their tardiness. Any student arriving after 8:45 a.m. must receive a tardy slip from the office and notify the attendance clerk if they need a school lunch.

### **CSCE's Student Attendance Review Team (SART)**

We have implemented a Student Attendance Review Team (SART). This team is designed to meet with parent/guardians of children who have exceeded the allowable amount of excused or unexcused absences. The purpose of the meeting is to discuss the child's attendance record and develop a plan for the child's regular participation in school and improved attendance.

CSCE's SART will hold a hearing with the parent/guardian and truant student to resolve attendance and truancy problems. At that time if the student continues to be truant and does not follow the school's SART directive, the matter will be referred to the district attorney. A Certified Delivery Confirmation letter will be sent to the parent/guardian informing them of this action.

The school's SART will consist of:

- The Principal or designee
- The Dean of School Culture
- The student's classroom teacher;
- Other relevant members, including: another CSCE administrator, attendance clerk, other teachers or staff as appropriate, counselor, police officer, etc.

# Notification of Truancy or Excessive Absences

## Definitions of Truancy

The statewide average absence rate for typical childhood illness is 5 days per school year. Detailed below is the process that CSCE Charter follows when a child is truant or has excessive absences.

**Truant** means a student who is absent from school without a valid excuse for three full days in one school year, or tardy more than any 30-minute period during the school day without valid excuse on three occasions in one school year, or any combination thereof.

**Habitual truant** means a student who has been reported as a truant three or more times within the same school year, provided the school has made a conscientious effort to hold at least one conference with the student and his/her parent/guardian.

**Chronic truant** means a student who has been absent from school without a valid excuse for 10 percent or more of the school days in one school year, from the date of enrollment to the current date.

**Chronic absentee** means a student who is absent for any reason for 10 percent or more of the school days in the school year, when the total number of days the student is absent is divided by the total number of days the student is enrolled and school was actually taught. The school principal may require an official medical or judicial verification in order to excuse an absence. Students with such an excess of absences will be notified in writing of the official verification requirement. Any teacher may change the grade of a student who has accrued 10 unexcused absences per semester or 7 unexcused absences per trimester to a failing grade for their courses at the marking period.

**Truant students and their parents/guardians are in violation of the law and are subject to prosecution and other penalties.**

An attendance supervisor or designee, peace officer, probation officer, or school administrator or designee may, as applicable, arrest or assume temporary custody during school hours of any minor student found away from his/her home who is absent from school without a valid excuse. Any person arresting or assuming temporary custody of a minor student shall deliver the student and make reports in accordance with California Law.

## First Notification of Truancy or Excessive Absences

Letter #1 will be sent regular and Certified Delivery Confirmation mail when a student has accrued three (3) truancy events. The letter shall include:

- a) That the student is truant
- b) That the parent or guardian is obligated to compel the attendance of the pupil at school.
- c) That parents or guardians who fail to meet this obligation may be guilty of an infraction and subject to prosecution.
- d) That alternative educational programs are available in the district.
- e) That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the pupil's truancy.
- f) The parent or student may be subject to arrest or held in temporary custody by a probation officer, a peace officer, a school administrator or attendance supervisor or his/her designee under if found away from home and absent from school without a valid excuse.
- g) The attendance supervisor may notify the district attorney and/or probation officer of the student's name and the name and address of his/her parents/guardians.
- h) That it is recommended that the parent or guardian accompany the pupil to school and attend classes with the pupil for one day.

## **Second Notification of Truancy or Excessive Absences**

A student must be notified a second time if he/she is absent from school without a valid excuse one or more days or is tardy on one or more days during the school year. The parent(s) or guardian(s) will receive a phone call from the Dean of School Culture to notify and inquire about student's attendance.

In addition, letter #2 will be sent regular and Certified Delivery Confirmation mail. The letter shall note:

- a) An Attendance Contract will be entered into which must be signed at this meeting to abate truancy.
- b) The student may be assigned to an after-school or weekend study program within the county. If the student fails to successfully complete this study program may be referred to the SARB Board.
- c) The student may be given a written warning by a peace officer. A record of that warning may be kept at the school for not less than two years or until the student graduates or transfers from the school. If the student transfers, the record may be forwarded to the new school.
- d) The attendance supervisor may notify the district attorney and/or probation officer when the student continues to be classified as a truant after the parents/guardians have been notified by letter.

## **Notification of Determination as a Habitual Truant - Referral to CSCE SART**

A student must be notified a third time once he/she is absent from school without a valid excuse one or more days or is tardy on one or more days during the school year following the second notification. Student is identified Habitual Truant. At this time, the Dean of School Culture will schedule a home visit with the parent(s) or guardian(s).

In addition, letter #3 will be sent regular and Certified Delivery Confirmation mail. Letter shall contain:

- a) Mandatory SART meeting with student, parent, teacher advisor, and Principal within 5 days. If not already on file, an Attendance Contract must be signed at this meeting.
- b) If the parent fails to respond in 5 days or does not attend the scheduled conference, the student may be referred to the District Attorney, students 12 years of age and older may be referred to the juvenile court for adjudication

## **Removal from Charter School**

If, after the above procedures have been followed, the student continues to have unexcused absences, the parent/guardian may receive notice that the student is in violation of the SART contract. The student will then be required to appear before the SART panel again to discuss the unexcused absences. After such meeting, or after two (2) attempts by the SART panel to schedule the meeting if the parent/guardian is nonresponsive, the SART panel will recommend that the student be deemed to have voluntarily disenrolled from the Charter School. The parent will receive written notice of the SART panel's recommendation.

The SART panel shall then forward its recommendation to the Governing Board for review of the matter and final decision. The parent/guardian will receive written notice of the date and time of the Governing Board review. Such notice shall be sent at least five (5) days prior to the Board review. The Board's decision shall be final as to that recommendation.

If there is a Board decision to dis-enroll, notice will be sent to the student's district of residence within thirty (30) days.

A Board decision not to dis-enroll the student does not prevent the SART panel from making a similar recommendation in the future.

## Referral to Appropriate Agencies or County District Attorney

It is the Charter School's intent to identify and remove all barriers to the student's success, and the School will explore every possible option to address student attendance issues with the family. For any unexcused absence, the School may refer the family to appropriate school-based and/or social service agencies.

If a child's attendance does not improve after a SART contract has been developed according to the procedures above, or if the parents fail to attend a required SART meeting, the Charter School shall notify the District's Attorney's office, which then may refer the matter for prosecution through the court system. Students 12 years of age and older may be referred to the juvenile court for adjudication.

These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

## Withdrawal due to Excessive Unverified Absences (AWOL)

If student is absent ten (10) or more consecutive school days without valid excuse and parent/guardian cannot be reached at the number, email or mailing address provided in the registration packet and does not otherwise respond to the Charter School's communication attempts, as set forth above, the student will be in violation of the SART contract, and the SART panel will recommend that the student be deemed to have voluntarily disenrolled and notification of the disenrollment be sent to the student's district of residence.

# School-wide Behavior Policy

## PHILOSOPHY

–Creating a Healthy, Positive Learning Environment

“Loving authority needs to precede freedom of thought and independent judgment.”

- Rudolf Steiner

Community School is committed to creating a safe and nurturing environment for every child. We are equally committed to helping our children grow into healthy, happy, responsible adults. Community School for Creative Education is implementing the best research based approaches to discipline.

Our School-wide approach carefully integrates Waldorf, Positive Behavior, and Restorative Practices to discourage misbehavior and encourage students to learn from mistakes and make appropriate choices in the future. Our **Waldorf** inspiration encourages us to consider the developmental stage of a child, particularly in how we communicate expectations and provide consequences. Using **Positive Behavior Intervention Systems (PBIS)** as our behavior management system, we establish clear expectations and school-wide values so we are proactively developing a positive school culture. Implementation of the **social/emotional curriculum Toolbox** as well as daily **Mindfulness** practices aim to support students' peaceful reflection, full presence, and community membership throughout the day. **Restorative Justice Practices** promote equity, inclusion, and community cohesion which provides a vehicle to collaboratively create solutions to conflict based on the needs of individual(s) harmed in addition to the community as a whole.

Community School for Creative Education is committed to creating a safe and nurturing learning environment for every child. Community School for Creative Education uses Restorative Practices moving toward restoring a sense of harmony and well-being for all those effected by a hurtful act. It addresses incidents of harm or conflict by exploring root cause(s), considering underlying needs of those that caused the harm, as well as identifying needs of those who were harmed so to collaboratively create solutions that allow everyone to thrive. It provides families, schools, and communities a way to ensure accountability while at the same time breaking the cycle of retribution and violence. It is based on a view of resilience in children and youth and their capability to solve problems, as opposed to the youth themselves being the problems adults must fix. It focuses not on

retribution or punishment but on reconnecting severed relationships and re-empowering individuals as they acknowledge the effect of their actions and work collaboratively toward solutions. This approach acknowledges that, when a person does harm, it affects the persons they hurt, the community, and themselves. When using restorative measures, an attempt is made to repair the harm caused by one person to another and to the community so that everyone is moved toward healing.

Restorative practices involve students and the entire school community in a process to repair the harm resulting from conflicts through such means as: community circles that create a respectful group space in which students participate in establishing the values for the class based on human dignity and the democratic principles of rights and responsibilities. All students will be encouraged to participate in restorative practices.

## **Code of Behavior**

In order to provide a school environment that fosters cooperation, responsibility and respect; we offer these guidelines for positive behavior in our School community.

## **The Community School Creed**

The Student Behavior Guidelines are based on a philosophy of care and are stated in our Community School Creed:

### *Take care of **self***

- *Head*: Respect for oneself and one's ability to learn
- *Heart*: Do your best
- *Hands*: Complete class assignments

### *Take care of **others***

- Respect for all human beings
- Respect for the guidance provided by teachers, staff and parents
- Respect for our classmates
- Observe class starting and ending times

### *Take care of **this space***

- Respect for the earth and all living things
- Respect for all school and personal property
- Complete classroom chores

**Positive Behavior Matrix for various school locations:**

		<b>Water Fountain</b>	<b>Bathroom</b>	<b>Hallway/ Stairwell</b>	<b>Large Yard/ Blacktop</b>	<b>Small Yard/ Play Structure</b>	<b>Library</b>	<b>Office/ Lobby</b>
	<b>SELF</b>	<ul style="list-style-type: none"> <li>-drink water or fill bottle during breaks</li> <li>-ask permission to go to fountain</li> <li>-use fountain closest to you</li> <li>-walk to/from</li> </ul>	<ul style="list-style-type: none"> <li>-wash hands with soap</li> <li>-respect your learning time</li> <li>-right to privacy</li> <li>-make safe choices</li> <li>-use quiet voice</li> <li>-ask for permission</li> <li>-only go when you need to</li> </ul>	<ul style="list-style-type: none"> <li>-get permission and use hall pass</li> <li>-walk</li> <li>-use an inside voice</li> <li>-stay on the right side</li> <li>-keep feet on the ground</li> <li>-make safe choices</li> </ul>	<ul style="list-style-type: none"> <li>-play safely</li> <li>-stay in your area</li> <li>-line up when asked</li> <li>-pick up personal items</li> <li>-follow rules</li> </ul>	<ul style="list-style-type: none"> <li>-play safely</li> <li>-only go down the slide</li> <li>-make safe choices</li> <li>-pick up personal items</li> </ul>	<ul style="list-style-type: none"> <li>-ask for permission</li> <li>-choose just right books</li> </ul>	<ul style="list-style-type: none"> <li>-walk to and from</li> <li>-ask permission or go only when sent by staff member</li> <li>-respect your learning time</li> </ul>
	<b>OTHERS</b>	<ul style="list-style-type: none"> <li>-wait your turn behind line</li> <li>-form a line along the wall so there is space for others to pass in the hall</li> <li>-respect personal space</li> <li>-give someone else a turn after 10 seconds</li> </ul>	<ul style="list-style-type: none"> <li>-respect others' privacy and space</li> <li>-only 4 students in the restroom at a time</li> <li>-use quiet voices</li> <li>-respect learning time of others</li> </ul>	<ul style="list-style-type: none"> <li>-respect personal space</li> <li>-walk single file</li> <li>-use inside voice</li> <li>-respect others' learning time</li> </ul>	<ul style="list-style-type: none"> <li>-line up when asked</li> <li>-play fairly</li> <li>-take turns</li> <li>-be aware of</li> <li>-respect others personal property</li> <li>-share toys</li> </ul>	<ul style="list-style-type: none"> <li>-treat others the way you want to be treated</li> <li>-respect others personal space and boundaries</li> <li>-butterfly tag only</li> <li>-play fairly</li> </ul>	<ul style="list-style-type: none"> <li>-use quiet voice</li> <li>-be considerate of others trying to read</li> </ul>	<ul style="list-style-type: none"> <li>-respect privacy</li> <li>-return borrowed materials</li> <li>-be polite</li> <li>-wait your turn</li> <li>-use quiet voices</li> </ul>
<b>SPACE</b>	<ul style="list-style-type: none"> <li>-use water responsibly</li> <li>-report clogs or spills to teacher</li> <li>-support a learning environment</li> </ul>	<ul style="list-style-type: none"> <li>-tell an adult if supplies are needed</li> <li>-flush the toilet</li> <li>-tell an adult if there is a clog or spill</li> <li>-use specified amount of paper towels</li> <li>-keep bathroom clean</li> <li>-place trash in trash can</li> </ul>	<ul style="list-style-type: none"> <li>-respect others' work on display</li> <li>-pick up/hold all trash until you reach a trash can</li> <li>-keep hands to yourself</li> <li>-notify an adult of any spills or messes</li> </ul>	<ul style="list-style-type: none"> <li>-stay in approved play area</li> <li>-use toys &amp; equipment appropriately</li> <li>-pick up toys &amp; equipment and return to proper location when finished</li> <li>-keep yard clean &amp; garbage free</li> </ul>	<ul style="list-style-type: none"> <li>-respect equipment and play structures</li> <li>-respect our garden and trees</li> <li>-place trash in proper place</li> <li>-use toys and play structure appropriately</li> </ul>	<ul style="list-style-type: none"> <li>-put books back in correct place</li> <li>-turn lights off when everyone is done</li> <li>-keep shelves and space neat</li> </ul>	<ul style="list-style-type: none"> <li>-clean up after yourself</li> </ul>	



**Positive Behavior Matrix for various school locations:**

		<b>Garden</b>	<b>Assembly Room</b>	<b>Cafeteria</b>	<b>Field Trips</b>	<b>Pick- Up/Dismissal</b>	<b>Computer lab</b>
	<b>SELF</b>	<ul style="list-style-type: none"> <li>-use the area as a learning space</li> <li>-use tools safely and appropriately</li> <li>-wash hands when finished</li> </ul>	<ul style="list-style-type: none"> <li>-sit quietly and ready to listen</li> <li>-keep hands &amp; feet to yourself</li> <li>-keep track of your personal belongs</li> </ul>	<ul style="list-style-type: none"> <li>-walk</li> <li>-only request food/drinks when needed</li> </ul>	<ul style="list-style-type: none"> <li>-use buddy system</li> <li>-follow directions</li> <li>-leave personal items at home</li> <li>-wear appropriate clothing</li> <li>-be prepared for weather</li> </ul>	<ul style="list-style-type: none"> <li>-stay seated</li> <li>-stay in line for your grade</li> <li>-listen for your name</li> <li>-respond right away</li> <li>-keep track of personal belongings</li> </ul>	<ul style="list-style-type: none"> <li>-sit quietly</li> <li>-raise a quiet hand when you need assistance</li> <li>-only use educational websites and programs as directed by teacher</li> </ul>
	<b>OTHERS</b>	<ul style="list-style-type: none"> <li>-take turns</li> <li>-share tools &amp; food</li> <li>-put tools away when finished</li> </ul>	<ul style="list-style-type: none"> <li>-follow directions</li> <li>-walk</li> <li>-respect personal space of others</li> <li>-use only the space you need</li> </ul>	<ul style="list-style-type: none"> <li>-ask permission to go to kitchen</li> <li>-get permission from food service manager before taking food or milk</li> <li>-use indoor voice</li> <li>-only take food/drinks needed to avoid waste</li> </ul>	<ul style="list-style-type: none"> <li>-respect buddies</li> <li>-respect host</li> <li>-respect chaperones</li> <li>-use appropriate voice level</li> <li>-listen</li> </ul>	<ul style="list-style-type: none"> <li>-politely alert a friend when their name is called</li> <li>-respect personal space</li> <li>-keep objects to yourself</li> </ul>	<ul style="list-style-type: none"> <li>-keep hands to yourself</li> <li>-respect others learning time</li> <li>-use headphones or mute volume on computer</li> </ul>
	<b>SPACE</b>	<ul style="list-style-type: none"> <li>-ask before you pick or eat</li> <li>-walk carefully</li> <li>-respect all growing things</li> <li>-keep area tidy</li> </ul>	<ul style="list-style-type: none"> <li>-pick up after yourself</li> <li>-ensure all refrigerators and closets are closed</li> <li>-put trash in trash can</li> </ul>	<ul style="list-style-type: none"> <li>-keep your area clean</li> <li>-make sure all trash gets into trash can</li> <li>-line up quietly</li> <li>-keep line order</li> </ul>	<ul style="list-style-type: none"> <li>-respect the space</li> <li>-pick up after yourself (bus, train, etc.)</li> <li>-be open minded about place we're visiting</li> </ul>	<ul style="list-style-type: none"> <li>-clean up trash</li> </ul>	<ul style="list-style-type: none"> <li>-make sure laptops stay on table/desk top</li> <li>-leave room better than you found it</li> <li>-food and drinks should be left outside the computer lab</li> <li>-return all materials to proper location (laptops to cart and plugged in)</li> </ul>

\*In addition, individual classroom teachers will have guidelines for positive behavior for their own classroom and will communicate it to their classes. Teachers will develop a class management system, approved by the administrator, and appropriate to the age level of their individual class. Parental concerns about the implementation of this policy shall be shared directly with their child's teacher.

## Consequences for Misbehavior

The School has implemented a school-wide positive behavior system that encourages equity and inclusion while also considering a child's developmental stage. This approach aims to create a strong and caring school culture where all members of the community are valued and supported to grow and learn together. In the event that school-wide positive behavior system and/or the individual class management systems are not sufficient to correct disruptive or disrespectful behavior, we will implement our **referral procedures** based on the severity of the infraction and the teacher and/or the dean/principal's evaluation of the circumstances.

**Inappropriate behaviors** include (but are not limited to):

Minor – Teacher Managed	Major – Office Managed
<p><b>Disrespect</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Talking back</li> <li><input type="checkbox"/> Chewing gum</li> <li><input type="checkbox"/> Food in Class</li> <li><input type="checkbox"/> Mocking</li> <li><input type="checkbox"/> Note passing</li> </ul> <p><b>Defiance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Noncompliance with classroom instructions</li> <li><input type="checkbox"/> Incomplete work or not working</li> <li><input type="checkbox"/> Dishonesty</li> </ul> <p><b>Inappropriate Language</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cursing</li> <li><input type="checkbox"/> Name Calling</li> </ul> <p><b>Observable Behavior</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Running in class/hall</li> <li><input type="checkbox"/> Poor line behavior</li> <li><input type="checkbox"/> Throwing objects/food</li> </ul> <p><b>Physical Contact (reaction)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Wrestling or horseplay with another student</li> <li><input type="checkbox"/> Pushing, shoving, kicking</li> <li><input type="checkbox"/> Biting (with no mark)</li> </ul> <p><b>Property Misuse</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Inappropriate use of materials</li> <li><input type="checkbox"/> Misuse of technology</li> <li><input type="checkbox"/> Looking in others' desks/bags</li> <li><input type="checkbox"/> Causing minor reparable damage to school property</li> </ul> <p><b>Disruptive</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Out of seat</li> <li><input type="checkbox"/> Calling out</li> <li><input type="checkbox"/> Talking or nonverbally communicating with classmate at inappropriate time</li> <li><input type="checkbox"/> Noisemaking</li> </ul> <p><b>Dress Code Violation</b></p>	<p><b>Abusive Language</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Racial/gender/orientation based taunting</li> <li><input type="checkbox"/> Harassment</li> </ul> <p><b>Threats/Intimidation/Bullying</b></p> <p><b>Leaving school grounds without permission</b></p> <p><b>Vandalism of personal/school property</b></p> <p><b>Truancy</b></p> <p><b>Fighting/Physical Aggression (intent)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Hitting, pushing, shoving, kicking, grabbing, tripping, slapping, punching, spitting, hair pulling, throwing objects with intent to do harm</li> </ul> <p><b>Theft</b></p> <p><b>Weapons/Dangerous Items</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Knives, lighters, matches, etc.</li> </ul> <p><b>Inappropriate behavior involving bodily fluids</b> (blood, urine, spit)</p> <p style="text-align: center;"><b>-OR-</b></p> <p><b>Three (3) documented minor behaviors with teacher intervention</b></p>

## Bullying is prohibited

Bullying is the repeated intentional aggressive behavior from one person towards another which involves a difference in the balance of power. The School considers bullying a major violation of our behavior policy and it will result in a child entering the referral process and could lead to suspension. Bullying can take various forms, including:

- Physical Bullying: When a person repeatedly uses physical force to hurt another person. Physical bullying can also include repeated interference with another person's belongings.

- Verbal Bullying: When a person directs words at another person with the intention of scaring them, humiliating them, or harassing them. This includes repeated threats, taunts, insults, name-calling, or hostile gestures.
- Relational Bullying: When a person has a negative impact on another person's friendships/relationships by spreading gossip or rumors about them, writing or drawing things about them that are designed to hurt or humiliate.
- Cyber Bullying: When a person uses a computer, phone, or connected device to send threatening or insulting messages, post untrue or embarrassing information or pictures about another person.

### **Prohibited Items**

In support of creating an ideal learning environment and in order to reduce distraction and/or potential for conflict, the School asks that certain personal items are not brought to school. Prohibited items include, but are not limited to the following:

- Chewing gum
- Unhealthy foods containing high concentration of sugar and/or fat (e.g. candy, soda, chips, fast food)
- Electronic devices (e.g. cellular phones, pagers, mp3 players/iPods, games/toys)
- Vehicles (e.g. scooters, skateboards, rollerblades, shoes with wheels)
- Permanent markers/pens/paint
- Aerosol cans, spray bottles, water shooters
- Hairspray, perfume/cologne, cosmetics
- Playing cards or trading cards
- Toys or games of any kind
- Toy/fake weapons

The school is not responsible for the loss or theft of items brought from home. Administration will not disrupt students' learning time to investigate the loss of an item that is on the forbidden items list.

### **Student Internet and Technology Use Policy and Agreement**

Students are expected to use technology and the Internet as an educational resource. The following procedures and guidelines are used to help ensure appropriate use of the technology and the Internet at all facilities used for Alameda County Department of Education purposes.

#### Community School for Creative Education Policy

- a. Community School for Creative Education uses technology protection measure that blocks or filters Internet access to some Internet sites that are not in accordance with the policy of Community School for Creative Education.
- b. The technology protection measure that blocks or filters Internet access may be modified by a Community School for Creative Education staff member for bona fide research purposes by an adult.
- c. A Community School for Creative Education staff member may override the technology protection measure that blocks or filters Internet access for a student to access a site with legitimate educational value that is wrongly blocked by the technology protection measure that blocks or filters Internet access.
- d. Community School for Creative Education staff will monitor students' use of the Internet, either through direct supervision or by monitoring Internet use history, to ensure enforcement of the policy.

Students are responsible for appropriate behavior on Community School for Creative Education's computer network, just as they are in a classroom or on school grounds. Communications on the network/systems are often public in nature. Expectation of confidentiality should not be assumed. General school rules for behavior and communications apply. It is expected that users will comply with district standards and the specific rules set forth below. The use of technology is a privilege, not a right, and may be revoked if abused. The user is personally responsible for his/her actions in accessing and utilizing the school's technology resources. The

students are not allowed to access, keep, or send anything that they would not want their parents or teachers to see.

- a. Students shall not access material that is obscene, "harmful to minors", or otherwise inappropriate for educational uses.
- b. Students shall not use school resources to engage in "hacking" or attempts to otherwise compromise system security.
- c. Students shall not engage in any illegal activities on the Internet.
- d. Students shall only use electronic mail, chat rooms, and other forms of direct electronic communications for school-related purposes.
- e. Students shall not download or install any commercial software, shareware, or freeware onto network drives or disks, unless they have permission from the Network Administrator. Neither shall students copy other people's work or intrude into other people's files.
- f. Students shall not disclose personal information, such as name, school, address, and telephone number outside of the school network.
- g. Students shall notify the teacher or a Community School for Creative Education staff member immediately, if by accident, you encounter materials which violate the boundaries of appropriate use.
- h. The Student shall not use Internet resources for personal gain or political purposes.
- i. Students shall BE PREPARED to be held accountable for their actions and for the loss of privileges if the Rules of Appropriate Use are violated.

Any violation of school policy and rules may result in loss of school-provided access to technology. Additional disciplinary action may be determined in keeping with existing school policies and procedures. When and where applicable, law enforcement agencies may be involved.

### **Cell Phone and Electronic Equipment Policy:**

We are trying to create an environment that limits media, this includes cell phone and electronic equipment use by students. Electronic equipment such as iPods, video games, video cameras, and other electronic devices are not allowed at school. Students may not have cell phones during the school day, unless approved by Community School Principal for specific academic purposes. Students who choose to bring their cell phone to school must check their cell phones in with their advisor/classroom teacher at the start of the school day. Each class teacher will have a lock box in their classroom. Students may not use cell phones for off-campus events during school hours such as on field trips.

If a student has a cell phone at school during the day:

1. Cell phone is confiscated and student receives verbal warning
2. Cell phone is confiscated, student receives universal office referral, parent/family contact, and parent is required to pick up cell phone from office
3. Cell phone is confiscated, student receives universal office referral, parent/family contact, parent is required to pick up cell phone from office, and student loses privilege(s) as deemed appropriate by Principal or Dean of School Culture.

### **Family Acknowledgement Form and Action Plan (Referral)**

Minor/Teacher Managed Behaviors: If a child fails to follow the school or classroom behavior guidelines or in any way undermines a healthy learning environment, endangers himself, others or property, a notice (Family Acknowledgement Form) may be sent home with the child describing this behavior. This Family Acknowledgement Form is to be completed by the classroom teacher or staff member who directly responded to the behavior. Teacher will follow this up with a phone call or email to the parents. A copy of this Form can be made available for parent/guardian and will also be maintained by the Dean of School Culture.

Major/Office Managed Behaviors: If a student's behavior is categorized as Major (or reoccurring Minor), the Referral process is warranted. These behaviors can lead to suspension. (See referral/suspension process

below). The Universal Office Referral Form is completed by staff member and submitted to the office. The Dean of School Culture or Principal will contact the parent/guardian by phone to inform them of the incident and let the parent know to expect a Referral Form from their child. The Referral will state the behavior concern and restorative practice used. Parent is to sign stating they have reviewed this form. The signed form is to be returned to the teacher the following day. Either the parent or the class teacher may request a telephone or personal conference.

### **Family/Parent-Teacher Conference**

When a student receives two referrals, a family/parent-teacher conference will be scheduled by the class teacher. If both family and class teacher agree, the child may be included in the meeting. A behavior plan may be developed at this time. The class teacher or parents may request that the principal to be present. Parents may invite other individuals to the conference.

### **Expectations of Class Teachers:**

- Help the children – tend to injury, mediate conflict (after child has time to cool off)
- Find out what happened/ talk to other children or witnesses
- Call parent/guardian when appropriate
- Complete Family Acknowledgement Form or Universal Office Referral form and submit to Dean of School Culture
- Follow-up with children and parents (set up meeting if needed)/ check back

## **Student Suspension and Expulsion:**

Community School recognizes that maintaining an environment which promotes learning and protects the health, safety, and welfare of all students may require the suspension or expulsion of a student from regular classroom instruction. Community School policies and school site rules shall clearly identify behavior standards. Staff shall enforce this policy consistently and fairly amongst all students. Except in cases where suspension for a first offense is warranted in accordance with this policy, associated procedures or applicable law, suspension shall be imposed only when other means of correction fail to bring about proper conduct (which will be laid out further on.) Expulsion is an action taken by the Administration for severe or prolonged breaches of discipline by a student or for single acts of a grave nature. For the full policy, see Community School Bylaws on our website.

### **Suspension**

Upon receiving a third, sixth and ninth referral, a student may be suspended from school. The first suspension will be one day, the second suspension may be from 1 – 3 days and the third suspension may be from 2 – 4 days long.

In the interest of maintaining a safe and courteous environment, certain behaviors will not be tolerated and may result in an immediate suspension. These behaviors are:

- Causing, attempting to cause, or threatening to cause physical injury to another person.
- Willfully using force or violence upon the person of another, except in self-defense.
- Disrupt school activities or otherwise willfully defying the valid authority of Supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- Bringing of weapons, cigarettes, alcohol, or drugs to school.
- Blatant defiance or disrespect towards children or adults, such as the repeated use of profanity;
- Ethnic, or gender slurs or harassment; and verbal attacks based on differing mental or physical abilities,
- Physical or sexual harassment of any kind in grade 4 - 8.
- Deliberate violation of safety rules in grades 4 – 8.

If a child is suspended, the parents will be informed by telephone and will receive a formal notice of suspension from the Dean of School Culture or School Principal. The child may return to school after a suspension once a

follow-up conversation with the class teacher and/or administrator stipulating the conditions of the child's return has taken place.

### **Student Success Team (SST) Meeting**

Class teachers and/or a parent/guardian can request an SST meeting in order to develop a plan to support student behavior on campus. An SST meeting, consisting of the student's parent(s)/guardian, classroom teacher, administrator, as well as other specialists or support staff, if needed, will be convened to review the child and his/her needs. The team will work to cultivate healthy classroom and playground behavior. During this meeting a behavior plan may be developed. Parents will be notified in writing at the meeting that should a third suspension occur, expulsion may be recommended.

### **Special Needs Students**

Suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a pupil, including an individual with exceptional need, as defined in Section 56026 of the CA Ed Code, may be suspended for any of the reasons enumerated above upon a first offense, if the principal determines that the pupil violated one of the above items.

### **Clearing Referrals**

Referrals and suspensions are cumulative from year to year. In order for a student's referral record to be cleared, he/she must be referral free for two consecutive school years.

### **Expulsion**

Should the above steps not prove to correct the student's behavior, expulsion may be recommended. In addition, there are certain situations in which Mandatory Expulsion is required.

They are listed in the Code as follows:

The principal or designee must immediately suspend and recommend a student for expulsion and the School Board of Trustees must expel for:

1. Possession, as verified by a school employee, sale or furnishing a firearm, unless the student has written permission from the principal or designee's concurrence.
2. Brandishing a knife at another person.
3. Sale of drugs.
4. Committing or attempting to commit sexual assault or battery.

### **Due Process**

Below is a summary of the steps that may be taken prior to a recommendation for suspension or expulsion:

#### **Referral process initiated**

1. First referral: Phone call to parent
2. Second referral: Phone call and parent-teacher conference
3. Third referral and suspension: Phone call home and SST meeting is scheduled

#### **Student Success Team (SST) Meeting Initiated**

At SST Meeting: Parents will be notified in writing that a 3<sup>rd</sup> suspension may result in a recommendation for expulsion

#### **Continuation of Referral process**

4. Fourth referral: Phone call home
5. Fifth referral: Phone call and parent-teacher conference
6. Sixth referral and suspension: Phone call home. SST follow-up meeting is scheduled

#### **Student Success Team (SST) Meeting**

At SST Meeting: Parents will be notified in writing that a 3<sup>rd</sup> Suspension may result in a recommendation for expulsion.

## Continuation of Referral process

7. Seventh referral: Phone call home.
8. Eighth referral: Phone call home and parent-teacher conference
9. Ninth referral and/or 3rd suspension: Recommendation for expulsion

## Grievance Policy

Community School for Creative Education is a public charter school chartered by Alameda County. Disputes and complaints within Community School must follow the Grievance Policy outlined in Handbook Appendix B.

# Health and Safety

## Meal Program:

Breakfast and lunch will be available to all students. All students are offered **free breakfast from 8:00-8:30 AM**. Students who qualify may receive free or reduced priced lunches. Our food services are provided by Oakland Unified School District. A child may bring a lunch from home. If bringing food from home we encourage low sugar, low sodium options. Candy and soda are not permitted. Please avoid sugary drinks and artificial food coloring when possible. This will better equip our scholars for a successful day of learning. We are also striving for a waste-free campus. If you send your child's lunch, please use washable bags and containers.

## Tuition Free Policy:

Community School does not charge tuition. It is a free, public charter school. Community School does welcome monetary and service donations.

## Health, Safety & Emergency:

For complete information on health and safety at Community School, please reference the Health and Safety Handbook, available in the office. Students will be asked to bring a small comfort kit/emergency kit in the event of an emergency. In addition, teachers may request that students bring spare clothing to be left at school in the event of an emergency.

## Medication Administration:

If your child is regularly taking medicine for an ongoing health problem, even if he or she only takes the medicine at home, give a written note to the school nurse or other designated school employee at the beginning of each school year. You must list the medicine being taken, the current amount taken, and the name of the doctor who prescribed it (Education [EC] Code Section 49480).

If your child needs medication during the school day or extended day program, please take the following steps:

1. If your child must take medicine while at school, please complete the **Medication Authorization form** located in the front office. This form includes written permission from the parent/guardian and written verification from your child's doctor or other health care provider, who is licensed to practice in California. Provide a new form at the beginning of each school year and whenever there is any change in the medicine, instructions, or doctor (EC Section 49423).
2. As parent or guardian, you must supply the school with all medicine your child must take during the school day. You or another adult must deliver the medicine to school, except medicine your child is authorized to carry and take by him or herself.
3. Each medicine your child must be given at school must be in a separate container **labeled by a pharmacist** licensed in the United States. ***The container must list your child's name, doctor's name, name of the medicine, and instructions for when to take the medicine and how much to take.***
4. Pick up all discontinued, outdated, and/or unused medicine before the end of the school year.

## Immunization Requirements

The Community School, as a public charter school in the state of California, must comply with the state vaccination requirements. As of July 1, 2016, all students enrolled in grades TK-12 must meet all of the state's vaccination requirements by the time they next reach a vaccination "checkpoint." Those checkpoints are grades Transitional Kindergarten/Kindergarten and Grade 7. (The required immunizations are listed below.)

Make sure that your child is on track to complete immunization requirements. Parents/Families must provide the Community School with documentation of your child's vaccination record from your child's physician. Children behind on their required immunizations will not be permitted to enroll in Community School without documentation from a physician stating that 1) they are not currently due for any doses (due to being on an alternative immunization schedule), or 2) they have a valid medical exemption.

Remember, children who have not provided Community School with documentation verifying they have received all required immunizations prior to the first day of school will not be allowed to attend school until all immunization records have been provided.

### California Immunization Requirements:

Vaccine	4-6 Years Old Elementary School at TK/Kindergarten and Above	7-17 Years Old Elementary or Secondary School	7th Grade <sup>1</sup>
<b>Polio (OPV or IPV)</b>	<b>4 doses</b> (A total of 3 doses is acceptable if at least one dose was given on or after the 4th birthday.)	<b>4 doses</b> (A total of 3 doses is acceptable if at least one dose was given on or after the 2nd birthday.)	
<b>Diphtheria, Tetanus, and Pertussis (DTaP, DTP, DT, or Tdap)</b>	<b>5 doses</b> (A total of 4 doses is acceptable if at least one dose was given on or after the 4th birthday.)	<b>3 doses</b> (4 doses required if last dose was before 2nd birthday. At least one dose must be Tdap or DTaP/DTP given on or after 7th birthday for all 7th-12th graders.)	<b>1 dose of Tdap</b> (Or DTP/DTaP given on or after the 7th birthday.)
<b>Measles, Mumps, and Rubella (MMR or MMR-V)</b>	<b>2 doses</b> (Both doses given on or after 1st birthday. Only one dose of mumps and rubella vaccines are required if given separately.)	<b>1 dose</b> (Dose given on or after 1st birthday. Mumps vaccine is not required if given separately.)	<b>2 doses of MMR</b> or any measles-containing vaccine (Both doses given on or after 1st birthday.)
<b>Hepatitis B (Hep B or HBV)</b>	<b>3 doses</b>		
<b>Varicella<sup>2</sup> (chickenpox, VAR, MMR-V or VZV)</b>	<b>1 dose</b>	<b>1 dose</b> for ages 7-12 years. <b>2 doses</b> for ages 13-17 years.	

<sup>1</sup> New admissions to 7th grade should also meet the requirements for ages 7-17 years.

<sup>2</sup> Physician-documented varicella (chickenpox) disease history or immunity meets the varicella requirement.

### Lice:

Head lice are common and are easily spread. The Administration will send home information about the treatment and control of head lice to parent/guardians as needed to prevent the spread of infestations. Staff will report all suspected cases of head lice to the Administration as soon as possible. Community School



recognizes that responsibility for the treatment of head lice rests with the home. When lice are found, the student shall be sent home as soon as possible with proper parent/guardian notification. Staff shall make every effort to maintain the privacy of students identified as having head lice and excluded from classes for treatment.

If a child is affected in any one classroom, information about head lice shall be sent home to all parent/guardians/ in the class. Excluded students may return to school when they bring a note from the parent/guardian indicating the treatment applied and date administered. Students will be rechecked before readmission.

## **Home-School Communication**

### **The Weekly Folder**

Every week your child's classroom teacher will send home a folder of weekly information, in hardcopy, with the student. Weekly Folders will include your child's homework, notes from your child's teacher, and any notes that go out school wide. The Weekly Folder will serve as the primary communication between school and home. Teachers will also review the Weekly Folder with their students each week. If your child is missing the Weekly Folder, it is your responsibility to contact your child's teacher to obtain a copy.

### **Monthly Newsletter**

Once per month the School will send a school-wide newsletter via email and hard copy with your child. This newsletter will include a message from the Principal (or Administration) with highlights for the month, a calendar with upcoming events, and flyers announcing special activities or invitations.

### **Robo Call**

The Community School will utilize an automated phone service (in addition to other methods) to remind you of important events or to communicate other time-sensitive information.

### **Conferences**

Parent/guardian-teacher conferences will happen twice per year and as requested by the teacher or family. In addition, there will be 6 meetings per year when families are invited into the classrooms for student exhibitions and collaborative planning.

### **Publications and Websites**

The Community School website URL is: <http://www.communityschoolforcreativeeducation.org/>

The Community School also has a Facebook group that we invite you to join. This is great way to connect with other parents and to find out about playdates and other parent gatherings.

### **Family/Parent-as-Partner Policy**

The Community School for Creative Education believes that the creation of a welcoming, responsive, and creative learning environment that places students at the center of transformative learning, is only possible with the inclusion of families and community. We advocate strong connections between the home, school, and the community, as one means of supporting the creativity of young people. Studies demonstrate that when parents are involved in their children's education, the attitudes, behaviors, and achievement of students are positively enhanced.

We value all members of our learning community providing input and resources to better the learning outcomes for our students. Working in genuine partnerships is mutually beneficial. Developing cooperative efforts and meaningful involvement contributes to improved schools and successful students. Community School strongly encourages parents/guardians to be active partners in developing school policies and leading efforts to engage the support of the community, making recommendations about issues related to the school,

and reviewing family and community concerns. Please join us each month for our parent work groups and focus groups. See website calendar and Monthly Newsletter for regular scheduled meetings.

As a community, we will include outreach strategies, related home-learning activities, community resources, as well as supportive school and district policies and actions.

- **Our parent/family drop-in policy is:** Parents/visitors are welcome to participate in the work of classroom and out of classroom school activities, as arranged prior to the lesson with the class teacher. Notes on where parents can volunteer in class are included in each teacher's weekly class newsletter. If you are visiting, first check-in with the main office and receive a visitor's pass. If you are OBSERVING rather than volunteering, we ask that you observe silently unless otherwise agreed with the teacher, whose attention must be 100 % on the children. If you want to speak to the teacher, please make those arrangements after class so the children's instructional time is preserved. According to State law, parents that will be **alone** with children must be fingerprinted.
- **Our goal for parent/family engagement:** All parents and community are welcome as partners in building a strong supportive learning environment for all children. We seek to build a model of parent engagement that is consistent across classrooms, is supportive of the skills and assets that our community possesses, and that is pushing our school towards greatness.
- **Our systems that make this happen:** From the principal to instructional assistants, parents will feel welcomed as valued stake-holders integral to the future of this school. Parents and community can expect to experience welcoming classrooms with open door policies, volunteer roles that utilize the strengths that families bring, opportunities to provide feedback and reflections on how we are doing at meeting our goals. We seek to enrich our school family by being intentional in offering meaningful ways for our community to work together towards doing better.
- **Supporting teachers means:** Being respectful of the classroom dynamics, treating all children as valued members of our school community, providing appropriate constructive feedback outside of class time, and working with the school to push our practices and policies towards the best possible models for our students.
- **Supporting young people means:** Treating all children as valued members of our school community. As a community we must encourage one another to be equitable and just in the treatment that all children receive. As a community, we celebrate all the difference and diversity that is present among us. To support our children we must actively model working in collaborative, respectful, uplifting partnership that actively challenges gender, race, class, and ability based oppression that is active in our society.
- **Supporting parents means:** all members of the school community see parents as partners and equals.
- **Our "Open Door" policy means:** that parents are welcome to support, observe, or engage in the classroom at any time pending prior arrangement and consent.

As we actively work towards meeting the needs of our children, we look to our community to hold us accountable. We expect critical feedback, input and, where appropriate, affirmations to let us know how we are doing in all areas of honoring our parent engagement and leadership policy.

**Classroom Representative/Community Keepers:** Each teacher will request two parent/family volunteers to represent each class. These parents/family members will meet with the classroom teacher on a regular basis and will communicate with other classroom parents/family members. They will also communicate about their classroom activities to the wider school community during School Site Council meetings.

## Organizational Structures & Governance

### In-school Structures

**Alameda County Office of Education:** Community School for Creative Education is authorized by Alameda County Board of Education (ACOE). ACOE oversees the school and its board.

**Community School for Creative Education Board of Trustees:** The school is overseen by the Community School for Creative Education Board of Trustees. Trustees meet monthly at CSCE (see website and monthly

calendar for schedule). Meetings are public and parents/family members and community are encouraged to join. Agendas are posted 72 hours in advance on the school website and at the School Office.

**Executive Director:** Our Founder, Dr. Ida Oberman, is the Executive Director. She focuses on the external relations of the school and works to make Community School a hub of non-profit organizing in the Lower San Antonio and to secure funding with foundation and organizations.

**Principal:** Our Principal, Monique Brinson, is the lead administrator at the school, with focus on advancing the whole school vision, external relations and administrative leadership.

**Dean of School Culture:** Our Dean of School Culture, Ms. Gina Stiens, models how to build strong, mutually respectful relationships with students and families in the oversight of our school-wide positive behavior system.

**Office Manager:** The office is supported by the Office Manager, Ms. Yolanda Cordova. This person provides front office assistance to the students, families, principal and school staff by answering/screening phone calls, preparing correspondence and other written communication, receiving and responding to inquiries and requests, leading rainy day schedule adjustments, coordinating meetings and events, managing crisis situations, handling confidential information and other related duties.

**Teacher Leader:** Our Teacher Leader and founding teacher, Ms. Delana Hill, supports/coaches our teachers as we strive for excellence in practice.

**Class teachers and Instructional Assistants:** Each class is led by a class teacher. In addition, each kindergarten is supported by one instructional assistant. Other classes may have an instructional assistant based on specific student needs.

**Staff Meetings:** All teachers and staff members meet once a week Wednesday 1:30-4pm for staff meeting, collaboration around student work and professional development.

**School Site Council (SSC):** The School Site Council is composed of community members, parents, family members, guardians, teachers and administrators. The SSC will oversee the running of Community School with a focus on Strategic Planning.

## **Community School Partners**

**Oakland Community Organization (OCO):** OCO is a federation of congregations, schools, and allied community organizations, representing over 40,000 families in Oakland. Through Local Organizing Committees OCO builds leadership. OCO leaders develop relationships, research and action to make change in their city and state. OCO is an affiliate of a national organization, PICO – People Improving Communities through Organizing.

**Alameda County Office of Education (ACOE):** ACOE oversees elementary and secondary education as well as community colleges serving over 280,000 students across Alameda County.

**The Alliance for Public Waldorf Education:** The Alliance for Public Waldorf Education was established to represent and connect public schools inspired by Waldorf Education. They promote and support high quality public schools inspired by Waldorf education.

## **Community School Corporate Structure and Board**

### **Corporate Status:**

Community School is a non-profit, 501(c) (3) public benefit corporation with Employer Identification Number EIN 26-5964588. For a copy of our Bylaws and Board list, we refer you to our website.

### **Board of Directors:**

Community School is governed by a Board of Directors of up to eleven members in accordance with California's Charter Schools Act and the Nonprofit Public Benefit Corporation Law. The Board seeks to represent the diversity of its constituents.

#### **Board and Officer Election, Appointment and Replacement:**

The number of Directors comprising the Board of Directors (**Board**) is, by the Community School bylaws, no less than five (5) and no more than eleven (11), unless changed by amendments to the bylaws. Board members will possess expertise in a variety of fields, such as, education, business, accounting, or law to maximize their benefit to the Community School. Directors and officers are elected, appointed or replaced in accordance with the bylaws.

**Board Meetings:**

The Board generally meets once monthly consistent with the bylaws as needed and in accordance with the Brown Act. Meeting agendas are posted 72 hours before the meeting on the Community School website and at CSCE, the place of meeting, in accordance with the Brown Act. All are welcome to join in accordance with the Brown Act.

**Board Responsibility:**

The Board responsibilities and general powers include, among other things:

- Appointing and removing all corporate officers, agents and employees and fixing their compensation;
- Borrowing money and incurring indebtedness;
- Creation of committees;
- Approval and monitoring of the annual budget;
- Financial audit and oversight;
- Approval of annual fiscal and performance audits;
- Attendance at Board committee meetings.

NOTE: Refer to the website, Bylaws and Board Members for more detail regarding Board officers and Board responsibilities. The current list of Board members and their biographies is on the website. Community School is committed to community representation on the Board and refers you to Board Skills and Capacity Rubric on the website for more information.

**Board Member Nominations:**

The Chair of the Board of Directors will appoint a committee to designate qualified candidates for election to the Board's at least thirty (30) days before the date of any election of Directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee. Any person can make a recommendation to the nominating committee.

**Alameda County Board of Education Representation**

In accordance with Education Code §47604 (b), the Alameda County Board of Education will be granted the right to a representative on the Community School Board.

**Board Member Job Description:**

Each member of the Community School Board is individually and collectively responsible for the ethical and legal mandates that govern the School. Board members are solely responsible for determining School policy, and have ultimate responsibility for the operation and activities of the School. Board members have key responsibilities in the following areas:

COMMUNITY RELATIONS 1. Ensure that the School's programs and services appropriately meet the needs of the people it serves. 2. Solicit opinions and input of parents/family members regarding issues of significance in the School community. 3. Develop and maintain a positive relationship with the ACOE and the community. 4. Represent the School at key public or charter functions, and serve as emissaries in the community.

PERSONNEL 1. Recruit new Board members and provide for the continuance of the School through Board succession. 2. Supervise the Director and Principal of the School, including all employment issues such as hiring, termination, and evaluation. 3. Provide necessary support to the Director and Principal to ensure that directorial duties may be properly carried out. 4. Develop and adopt necessary personnel policies, including guidelines for hiring and termination, salaries, benefits, and grievance procedures. 5. Develop and adopt policies for volunteer involvement.

PLANNING 1. Set and review the School's Mission and Vision and goals. 2. Develop short-term and long-range goals for the future of the School. 3. Approve services and programs provided by the School. 4. Evaluate the School's programs and operations on a regular basis. 5. Review policies and bylaws that govern the School. 6. Develop policies to ensure smooth operations and continuance of the School. 7. Participate in Community School Charter renewal process.

FINANCE 1. Ensure the fiscal accountability and viability of the School. 2. Oversee development, approval and review of the School budget. 3. Engage in fund raising efforts to ensure that adequate

funds are available to support the School's programs and the School's facilities. Community School for Creative Education Board Member Job Description

**OPERATIONS** 1. Ensure that the School's administrative systems are adequate. 2. Ensure that the Board's operations meet all applicable legal and ethical standards. 3. Ensure that the organizational and legal structures are adequate and appropriate. 4. Ensure that the School and its Board members meet all applicable legal standards and requirements.

**MINIMAL JOB REQUIREMENTS** 1. A demonstrated interest in the School's educational programs. 2. A commitment to a three-year term. 3. A willingness to represent the School to the community at large. 4. Active participation in the majority of scheduled Board meetings. 5. A willingness to serve as a board liaison to at least one committee. 6. A thorough understanding of the public meeting laws governed by the Brown Act. 7. Participation in at least one board development seminar or workshop per year. 8. Participation in one Brown Act workshop per term.

## **Fundraising Programs and Ways to Donate:**

Community School is a tuition-free school that received funding from the state, however donations of time and money are always welcomed to support the programs Community School provides.

### **Checks, Credit Cards and Electronic Funds Transfers:**

Community School can accept automatic donations by check, credit card (Visa, MasterCard, Discover and American Express) or electronic funds transfer.

### **Employer Matching:**

More than 6,000 businesses in the country participate in employer matching gift programs. Some companies will even donate twice the amount of the original gift! Please contact the community relations person in your workplace for information on how to register.

### **Payroll Deduction:**

Many employers offer pre-tax, payroll deduction plans to assist their employees with charitable giving. Contact your company's payroll department for more information.

### **In-Kind Donations:**

You can receive tax benefits for the donation of new or used goods or pro bono professional services. Even school supplies or the perfect place to hold a special event can be donated in exchange for a tax deduction. Please contact our office if you have something in-kind that you would like to contribute.

### **Appreciated Securities:**

Many donors make gifts of securities as a way to make a contribution and avoid Capital Gains taxes. In most cases, this enables the donor to obtain a charitable income tax deduction equal to the market value of the securities at the time of transfer, for up to 30% of their adjusted gross income.

### **Estate Planning:**

Planning for your financial future can save you tax dollars if you make a nonprofit organization a recipient of your estate plans. For further information, please consult with your financial planner or tax advisor.

# Appendix A • Suspension and Expulsion Policy

The Board, in consultation with legal counsel, plans to undertake an internal review internally of all previously adopted policies for the purpose of determining if current law or best practices necessitate updating such policies. If updating is warranted, Community School shall review all updates with Alameda County Office of Education prior to meeting any posting requirements. Pursuant to Charter Section D.9.c), to the extent any such changes do not materially vary the Charter, the Charter need not be amended. Any and all material amendments to Community School's charter will be made by mutual agreement of the Board and Alameda County Office of Education Board of Directors.

## **Community School Policy Number: 500-300**

### **Title: Student Suspension and Expulsion**

The Community School for Creative Education (CSCE) recognizes that maintaining an environment which promotes learning and protects the health, safety, and welfare of all students may require the suspension or expulsion of a student from regular classroom instruction. CSCE policies and school site rules shall clearly identify CSCE behavior standards. Staff shall enforce this policy consistently and fairly amongst all students. Except in cases where suspension for a first offense is warranted in accordance with this policy, associated procedures or applicable law, suspension shall be imposed only when other means of correction fail to bring about proper conduct (which will be laid out further on.) Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student or for single acts of a grave nature.

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in administrative procedures. Faculty, staff, administration and board will annually review disciplinary policies to make sure they are effective. The Principal shall annually provide all students and parents/guardians with a copy of the school's Family/Student Handbook ("Handbook") upon enrollment and at the beginning of each school year. The school's Handbook will include or refer to any and all discipline policies and procedures dealing with student discipline, suspension and expulsion in and outside the classroom. This Policy and associated Administrative Procedures will also be available online on the CSCE website or upon request at the Principal's office. Suspended or expelled students shall be excluded from all school and school related activities unless otherwise authorized during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability by law (the Individuals with Disabilities in Education Act -- "IDEA") or who is qualified for services by law (under Section 504 of the Rehabilitation Act of 1973, "Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow the Americans with Disabilities law (Section 504, IDEA, the Americans with Disabilities Act -- "ADA" - of 1990) and all federal laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. As applicable, these procedures may include but are not limited to a behavior intervention plan, a functional behavioral assessment, and a manifestation determination to consider whether the behavior is a manifestation of the disability; and whether the student was appropriately placed at the time the behavior occurred. No student with exceptional needs may be expelled or be suspended for more than 10 days consecutively or receive a series of suspensions which combined would be considered a change of placement, unless the behavior is not a manifestation of the disability and the student was properly placed at the time the behavior occurred, or under exceptions outlined in law (the IDEA and applicable federal regulations).

## **A. Student Due Process**

Consistent with its Charter, the Board shall provide for the fair treatment of students facing suspension and expulsion by affording them their due process rights under this policy, associated procedures, and applicable

law. Parent/guardians/guardians shall be notified of this policy before it is implemented and at the beginning of each subsequent school year.

## **CSCE Procedure: 500-001**

### **Title: Student Suspension and Expulsion**

#### **A. Notification of Policy**

At the beginning of each school year, the Principal shall ensure that all students and parent/guardians are notified in writing, via the Family/Student Handbook, of all school rules related to discipline, suspension, and expulsion. Students and their parent/guardians shall also be notified at the time of enrollment. All families will be required to sign a letter of acknowledgement, located in the School's Family/Student Handbook that states that the parent/guardian and student have read, understand and agree to abide by all CSCE policies and procedures. A copy of each signed and dated letter of acknowledgment will be kept in the student's file. Notification shall include information about the ongoing availability of individual school rules and all Community School for Creative Education Board policies and procedures pertaining to student discipline.

#### **B. Grounds for Suspension or Expulsion**

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion are:

A student may be suspended from school or recommended for expulsion by the Principal or his/her designee, of the CSCE, if it is determined that the student has:

Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another. Specifically fighting and bullying will not be tolerated.

Possessed, sold, or otherwise having furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of objects of this type, the student has obtained written permission to possess the item from a certificated school employee, which is concurred in by the Director or the designee of the Director. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance, as defined by law (listed in Chapter 2, commencing with section 11053, of Division 10 of the Health and Safety Code), an alcoholic beverage, or an intoxicant of any kind.

Unlawfully offered, arranged, or negotiated to sell any controlled substance, as defined by law (listed in Chapter 2, commencing with section 11053, of Division 10 of the Health and Safety Code), an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

- Unlawful possession or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, defined by law (in section 11014.5 of the Health and Safety Code).
- Caused or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stolen or attempted to steal school property or private property.
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a student of his or her own prescription products.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Disrupted school and classroom activities or otherwise willfully defied, or disobeyed the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in performance of their duties.
- Knowingly stealing or receiving stolen school property or private property.
- Repeatedly possessed an imitation firearm. As used in this subsection, "imitation firearm" means a replica of a firearm that is as substantially similar in physical properties to an existing firearm as to lead a

reasonable person to conclude that the replica is a firearm.

- Committed or attempted to commit a sexual assault, as defined by law (in Sections 261, 266c, 286, 288, 288a, or 289 of the Penal Code), or committed a sexual battery as defined by law (in Section 243.4 of the Penal Code) Committed sexual harassment.
- Harassed, threatened, or intimidated a student witness in a disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against the witness for testifying, or both.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold prescription drugs.
- Engaged in or attempted to engage in hazing of another.
- Aiding and abetting as defined by law (in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
- Made terrorist threats against school officials and/or school property.
- Caused, attempted to cause, threatened to cause, or participated in the act of hate violence.
- Intentionally harassed, threatened, or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.

The above list of offenses is intended to be non-exhaustive and in no way sets limits on the offenses that are deemed grounds for suspension and/or expulsion. Decisions on all other offenses not otherwise described above will be made at the sole discretion of the Principal. Please see the Family/Student Handbook for further information.

Excessive tardiness, absences or truancy shall not be tolerated. Alternatives to suspension or expulsion shall be imposed, wherever practicable, against any student who is truant, tardy, or otherwise absent from school activities.

The Principal or designee shall notify the appropriate law enforcement agency of acts which may violate the law (Penal Codes 245, assault with a deadly weapon or use of force likely to produce great bodily injury, 626.9 and 626.10, possession of firearm and/or other weapons), and acts which may violate education codes (Education Code 48900 [subsections c or d], sale, possession, or under the influence of a controlled substance or narcotics).

Students may be suspended or expelled for acts deemed grounds for suspension or expulsion occurring (a) in a school under the jurisdiction of the district or occurring (b) within any other school district at any time, including but not limited to any of the following:

1. While on school grounds;
2. While going to or coming from school;
3. During the lunch period whether on or off campus
4. During, or while going to, or coming from, a school-sponsored activity.

### **C. Imposition of Suspension**

A student, including an individual with previously identified special needs, may be suspended upon the first offense if the Principal determines that the student violated subdivision 1 thru 18 of *Grounds for Suspension or Expulsion* or upon a first offense for any of the reasons enumerated in *Grounds for Suspension or Expulsion* if the Principal determines that the student's presence causes a danger to persons or property or threatens to disrupt the instructional process.

### **D. Director/Designee Suspension**

#### **1. Pre-Suspension Conference**

Except in the case of an Emergency Suspension, as outlined below, suspension by the Principal or designee shall be preceded by an informal conference which involves the Principal or designee, the school employee who referred the student for suspension, and the student. At the conference the student shall be informed of the reason(s) for the disciplinary action, including any evidence, and shall be given the opportunity to present his/her version of the incident.

#### **2. Notification of Parent/Guardian**



At the time of suspension, the Principal or designee shall contact the student's parent/guardian in person or by telephone. Whenever a student is suspended from school, the parent or guardian shall receive, via mail or in person, a completed suspension notice.

### 3. Report

The Principal or designee shall report the suspension of a student to the CSCE Board, including the cause thereof, in the Principal's report.

## **E. Parent/guardian's Conference**

A parent/guardian conference will be held to discuss the student's behaviors and actions within 3 schooldays of the infraction.

## **F. Emergency Suspension**

A Principal or designee may suspend a student without affording the student an opportunity for a conference only if the Principal or designee determines that an emergency situation exists. "Emergency situation," as used in this section, means a situation determined by the Principal or designee to constitute a clear and present danger to the life, safety, or health of students or school personnel. If a student is suspended without a conference prior to suspension, both the parent/guardian and the student shall be notified of the student's right to a conference, and the student's right to return to school for the purpose of a conference. The conference shall be held within two (2) school days, unless the student and his/her parent/guardian waives this right or is physically unable to attend for any reason, including, but not limited to incarceration or hospitalization. The conference shall then be held as soon as the student is physically able to return to school for the conference. Upon the parent/guardian's request, the Principal or designee may meet with the parent/guardian of a suspended student to discuss the causes, the duration, the school policy involved, and other matters pertinent to the suspension.

## **G. Notification of Law Enforcement Agencies**

1. The Principal or designee shall, prior to the suspension of any student, notify the appropriate law enforcement authorities of any acts of the student which may violate section 245 of the Penal Code (relating to assault with a deadly weapon or force likely to produce great bodily injury).
2. The Principal or designee shall, within one school day after suspension of any student, notify by telephone or other appropriate method the appropriate law enforcement authorities of any act of the student which may violate subdivision 1 (c) or 1 (d) noted in *Grounds for Suspension or Expulsion*.
3. The Principal or designee shall notify appropriate law enforcement authorities of any acts of a student that may involve the possession or sale of narcotics or of a controlled substance or a violation of Penal Code section 626.9 or 626.10 (relating to possession of weapons on campus), even if the student has not been suspended or expelled.
4. A Principal or designee reporting a known or suspected act described above is not civilly or criminally liable for the report unless it is proven that the report was false and that the person making the report knew it was false or made the report with reckless disregard for the truth.

## **H. Extension of Suspension**

An extension of suspension may be imposed if the Principal has determined, following a meeting in which the student and the student's parent/guardian are invited to participate, that the presence of the student at the school would cause a danger to persons or property or a threat of disrupting the instructional process.

## **I. Student with Previously Identified Exceptional Needs**

While the expulsion of a student with previously identified exceptional needs is being processed by the CSCE Board, the student's suspension may be extended for up to ten (10) consecutive school days, in accordance with the procedure for extending suspensions for regular students as set forth above, if the student poses an immediate threat to the safety of himself or herself or to others. School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, in cases where a pupil:

1. Carries or possesses a weapon to or at school, on school premises, or to or at a school function under

- the jurisdiction of a state or local educational agency;
2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a state or local educational agency; or
  3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a state or local educational agency.

#### **J. Maximum Number of Days of Suspension**

Except as provided in section H (1) and (2) above or section 4 (*Suspension by Governing Board*), the total number of days for which a student may be suspended from school shall not exceed 20 school days in any school year. Over the course of the school year, if a student's days of suspension exceeds 20, then the student may be brought up for expulsion by the Principal.

#### **K. Completion of Student Work Assignments**

The teacher of any class from which a student is suspended may require the suspended student to complete any assignments and tests missed during the suspension.

#### **L. Community Service Alternative**

As an alternative to suspension, the Principal or designee may require the student to perform community service on school grounds, which may include, but is not limited to, work performed on school grounds in the areas of outdoor beautification, campus betterment, and teacher or peer assistance programs, except in instances where expulsion is required by the Suspension and Expulsion policies and procedures of CSCE.

#### **M. In-House Suspension**

It is the intent of the CSCE Board to encourage the Principal to impose alternatives to suspension or expulsion against any pupil when the Principal deems it appropriate. One such alternative is an in-house suspension, whereby the student shall serve their suspension at the school's campus. The in-house suspension will be carried out at the direction of the school's Principal. An in-house suspension may be used at the Principal's discretion in lieu of other forms of discipline for offenses other than expulsion. Furthermore, it may include doing schoolwork or performing services that benefit the school community.

#### **N. Exclusion from LCLC Property/Activities**

During the period of a suspension, the student shall not enter, or come onto, any CSCE property or grounds, and shall not attend any CSCE or school sponsored activities or events. The exception is in the case whereby the Principal or designee has authorized the suspension to be served on campus. In this case, the student shall be allowed to enter, or come onto, CSCE property or grounds; however, the student shall not be allowed to attend any CSCE or school sponsored activities or events.

#### **O. Release to Parent/Guardians**

A student suspended or expelled from any CSCE school shall be released only to an authorized adult. While waiting for the authorized adult to arrive, the student shall remain in the school's office or designated area, under supervision.

#### **P. Procedures for Student Expulsion**

The student who has been recommended for expulsion shall be entitled to a hearing to determine whether the student should be expelled.

1. Timing of Expulsion Hearing:
  - a. Unless a postponement is asked for by the student, an expulsion hearing should be held within thirty (30) school days of the date the Principal determines that the student has committed any of the acts enumerated in Grounds for Suspension or Expulsion unless the student or the student's parent or guardian requests, in writing, that the hearing be postponed.
  - b. The student shall be entitled to at least one postponement of the hearing for a period of not more than 30 calendar days. Any additional extension may be granted at the discretion of the

Board.

2. Written Notice to Parent/Guardian of Expulsion Hearing:
3. Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days prior to the date of the hearing. The notice shall include:
  - a. The date and place of the hearing.
  - b. A statement of the specific facts and charges upon which the proposed expulsion is based.
  - c. A copy of the disciplinary rules of CSCE that relate to the alleged violation.
  - d. Notice that the student or the student's parent/guardian has the right to appear in person or to employ and be represented by counsel, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the student's behalf, including witnesses.
  - e. Notice of parent/guardian's and student's obligation to notify school districts upon enrollment of expulsion from the CSCE School.
4. Student's Right to Waive Hearing
5. The student and the student's parent/guardian shall be given the opportunity, at their discretion, to waive any and all of their due process rights relative to an expulsion recommendation, including, but not limited to, the right to a hearing to determine whether the student committed the offense(s) with which he/she has been charged. If the student and/or the student's parent/guardian requests a waiver of any of their rights, the consequences of such a waiver shall be thoroughly explained to them by the Principal prior to entering into a waiver agreement.
6. Expulsion Hearing before CSCE Board
7. The CSCE Board shall conduct a hearing to consider the expulsion of a student in a session closed to the public, unless the student or the student's parent/guardian requests in writing, at least five (5) days prior to the date of the hearing, that the hearing be at a public meeting. Regardless of whether the expulsion hearing is conducted in a closed or public session, the Board may meet in closed session for the purpose of deliberating and determining if the student should be expelled.
8. Record of the Hearing
9. A record of the hearing shall be made. The record may be maintained by any means, including electronic recording, so long as a reasonably accurate and complete written transcription of the proceedings can be made.
10. Evidence at the Hearing
  - a. Technical rules of evidence shall not apply to the hearing, but relevant evidence may be admitted and given probative effect only if it is the kind of evidence upon which reasonable persons are accustomed to rely in the conduct of serious affairs.
  - b. No evidence to expel shall be based solely upon hearsay evidence except that the CSCE Board may, upon a finding that good cause exists, determine that the disclosure of the identity of a witness and the testimony of that witness at the hearing would subject the witness to an unreasonable risk of harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the CSCE Board. Copies of these sworn declarations which are edited in such a manner as to delete the name and identity of the witness shall be made available to the student.
  - c. If the student, parent/guardian, or representative of the student fails to object at the hearing that these rules are not being properly followed, or that any other law or requirement of due process is not being followed, the objections shall be deemed waived.
  - d. It is the policy of CSCE not to issue subpoenas in student discipline matters.

#### **Q. Special Procedures for Expulsion Hearings Where Sexual Assault/Battery Allegations**

1. A complaining witness must be given five (5) days' notice prior to being called to testify and is entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel present during his/her testimony. Prior to a complaining witness testifying, support persons will be admonished that the hearing is confidential. These provisions do not preclude the Board President or designee from removing a support person if the hearing Board President or designee finds that the

- person is disrupting the hearing.
2. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
  3. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
  4. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
  5. A complaining witness has the right to have his or her testimony heard in closed session when testifying at a public hearing would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threat and harm, including but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
  6. Evidence of specific instances of a complaining witness' prior sexual conduct is to be presumed inadmissible and shall not be heard absent a determination by the Board President that extraordinary circumstances exist requiring that specific instances of a complaining witness' prior sexual conduct be heard. Before the Board President makes such a determination, the complaining witness must be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent/guardian, guardian, legal counselor or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.
  7. At the time the expulsion is recommended, the complaining witness shall be provided with a copy of the applicable disciplinary rules and advised of his or her right to
  8. receive five days' notice of the complaining witness' scheduled testimony at the hearing;
  9. b. have up to two adult support persons of his or her choosing present at the hearing at the time he/she testifies; and
  10. To have the hearing closed during the time he/she testifies.
  11. The expulsion hearing may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is a complaining witness.
  12. The Board shall provide a non-threatening environment for a complaining witness during the expulsion hearing. The Board is required to have a separate room available for the witness during breaks.
  13. Whenever any allegation is made of sexual battery/assault, complaining witnesses and accused students are to be advised immediately to refrain from personal or telephone contact with each other during the pendency of any expulsion process.

## **R. CSCE Board of Directors**

1. Final action to expel a student shall be taken only by the Board in a public session.
2. The CSCE Board shall make its decision about a student's expulsion within 30 school days after the date the student's removal from his or her school of attendance for the incident for which the recommendation for expulsion is made by the Director, unless the student or student's parent/guardian or guardian requests in writing the decision be postponed.
3. The decision of the CSCE Board to expel a student shall be based upon substantial evidence, relevant to the charges and showing that the student committed any of the acts enumerated in *Grounds for Suspension or Expulsion*, adduced at the expulsion hearing or hearings.

### **S. No Right to Appeal**

The pupil shall have no right of appeal from expulsion from CSCE as the CSCE Board's decision to expel shall be final.

### **T. Recordation in Student's Record**

The expulsion order and the causes therefore shall be recorded in the student's cumulative record and shall be forwarded, upon receipt of a request, to the school in which the student subsequently enrolls.

### **U. Written Notice of Expulsion Decision**

Written notice of any decision to expel or to suspend the enforcement of an expulsion order during a period of probation shall be sent by the Principal or designee to the student and shall be accompanied by:

1. Notice of the parent/guardian or student's obligation under subdivision (b) of section 48915.1 of the Education Code, upon the student's enrollment in a new school district, to inform that district of the expulsion.
2. Notice that pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.
3. A description of the procedure for requesting readmission.
4. Students who are expelled from a CSCE school shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to a CSCE school for readmission

### **V. Readmission**

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Principal and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission.

### **X. Community Service Alternative**

As an alternative to expulsion, the CSCE Board may require the student to perform community service on school grounds during non-school hours. "Community service" may include, but is not limited to: work performed on school grounds in the areas of outdoor beautification, campus betterment, and teacher or peer assistance programs. The section does not apply if expulsion is mandatory under the terms of this policy.

### **Y. Graduating Students**

A student who has been recommended to the CSCE Board for expulsion may not participate in his/her graduation ceremony or graduation-related activities scheduled prior to the completion of the expulsion process, without the prior approval of the Principal.

### **Z. Notification of Subsequent School District**

Upon the expulsion of a pupil, the Principal of CSCE shall immediately notify the pupil's district of residence of the expulsion. CSCE shall also notify the County Superintendent in all expulsion cases.

When a student is expelled from a CSCE school for an offense other than those listed in subdivision (a) of section 48915 of the Education Code, the student's parent/guardian, or the student if emancipated or legally of age, shall inform any subsequent school district, upon enrollment, of the student's status with the district. If this information is not provided to the subsequent school district and the subsequent district later determines the student was expelled from a CSCE school, the lack of compliance with this section shall be recorded and discussed in the hearing required for enrollment.

# Appendix B • Grievance Policy

## Categorical Programs Complaints Brochure

Describes the process in filing a complaint and contacts.

Authorized by California Code of Regulations, Title 5, sections 4600 – 4687

### What is a complaint?

A complaint is a written statement alleging discrimination, or a violation of a federal or state law within the following programs:

- Adult Education
- Career/Technical Education
- Child Development
- Consolidated Categorical Aid
  - No Child Left Behind (NCLB)
  - State Compensatory Education
  - State Program for Students of Limited English Proficiency
  - School Improvement
  - Tenth-Grade Counseling
  - Tobacco-Use Prevention Education
  - Peer Assistance and Review
  - School Safety and Violence Prevention Act
- Migrant and Indian Education
- Nutrition Services
- Special Education
- Discrimination
- Harassment
- Civil Rights Guarantees

Williams Settlement complaints regarding instructional materials, emergency or urgent facilities conditions that pose a threat to the health and safety of pupils, and teacher vacancy or mis-assignment may be filed anonymously. Schools shall have a complaint form available for these types of complaints. Schools will not reject a complaint if the form is not used as long as the complaint is submitted in writing.

### What are the responsibilities of the complainant?

The complainant:

- Receives and reviews the complaint procedures from the Local Educational Agency (LEA).
- Files a written complaint by following the steps described by the LEA complaint procedures.
- Provides the LEA investigator with documents and other evidence related to the allegations in the complaint.
- Files a written appeal within 15 days to the California Department of Education (CDE) for resolution if he or she finds the Decision of the LEA is incorrect.
- Specifies in the appeal, the reason for the appeal to CDE and why the LEA facts are incorrect and/or the law is misapplied. The appeal packet shall contain a copy of the original complaint to the LEA and a copy of the LEA Decision.

Requests a reconsideration within 35 days to the State Superintendent of Public Instruction (SPI) if he or she finds the determination of the CDE's finding of facts are incorrect or the law is misapplied.

### What are the responsibilities of the LEA?

The LEA:

Ensures compliance with applicable federal and state laws and regulations.

Adopts complaint policies and procedures not inconsistent with the California Code of Regulations, Title 5, and Sections 4600 – 4687.

Designates a staff member to be responsible for receiving, investigating and resolving complaints.

Annually notifies parents, employees, committees, students and other interested parties of the LEA complaint procedures, including the opportunity to appeal the LEA's Decision. The notice must also advise recipients of any civil law legal remedies that may be available. The notice must be (a) in English; (b) in the primary language of the students when 15 percent or more of the students speak that language.

Protects complainants from retaliation.

Implements the following procedures:

1. Any individual, public agency, or organization alleging a violation of federal or state statutes may file a written complaint regarding specific programs with the LEA.
2. Discrimination complaints must be filed with the LEA by a person harmed or by a person on behalf of others who have been subjected to discrimination. These complaints must be filed no later than six months from the date of the occurrence, or from the time the complainant first learned of the facts of the discrimination. The LEA must protect the confidentiality of the parties and the facts related to the case.

Resolves the complaint and completes a written report within 60 days of receipt of a complaint. The LEA must give the filing party an opportunity to present evidence relevant to the complaint. The LEA must also advise the complainant regarding appeal rights to CDE within 15 days of receipt of the LEA Decision.

### **What are the responsibilities of the CDE?**

The California Code of Regulations, Title 5, Section 4610 authorizes CDE, through the UCP to process only complaints regarding student discrimination and/or categorical programs that are mandated by certain federal and state statutes and regulations as appeals of the LEA Decision or, in certain specified situations, directly.

The CDE:

- Reviews, monitors and provides technical assistance to all LEAs regarding the adoption of complaint UCP policies.
- Refers each complaint to the LEA for resolution when appropriate.
- Considers a variety of alternatives to resolve allegations in the appeal when:
  1. The LEA fails to act within 60 days.
  2. A complainant appeals an LEA Decision if he or she believes as a matter of fact or law the Decision is incorrect.
  3. The Department determines that direct intervention is necessary.
- Requires corrective action by the LEA if non-compliance issues are identified during the investigation.
- Provides monitoring and technical assistance to LEAs to ensure resolution on non-compliant findings.
- Gives either party the right to request reconsideration of the CDE report to the SPI within 35 days of the receipt of the report.
- Gives either party the right to appeal the CDE report to the United States Secretary of Education for those programs governed by Part 76 of Title 34 of the Code of Federal Regulations.

### **California Department of Education**

Contacts for Programs and Services Covered Under the Uniform Complaint Procedures

**Adult Education:** 916-323-5074

Adult Education Office

**Career/Technical Education** 916-322-5050

Regional Occupational Centers and Programs and Workforce Development Centers

**Child Care and Development**, *including:* Alternative Payment, CalWORKS Stage 2 & 3, Exceptional Needs, Family Child Care Homes, General, Migrant, Protective Services, Resource and Referral, School-Age (Latchkey), Severely Handicapped, and State Preschool.

**Child Development Office** 916-322-6233

**Consolidated Categorical Aid**, *including:* Economic Impact Aid/State Compensatory Education (EIA/SCE) Economic Impact Aid/State Program for students of Limited English Proficiency (EIA/LEP) No Child Left Behind, Titles I-VI (NCLB) School Improvement Tenth-Grade Counseling Tobacco-Use Prevention Education (TUPE) Peer Assistance and Review (PAR) School Safety and Violence Prevention Act

Categorical Programs Complaint Management office 916-319-0929

**Migrant Education** 916-319-0851  
Migrant, Indian, and International Education Office

**Nutrition Services** 916-445-0850  
Nutrition Services Division

**Special Education** 800-926-0648  
Procedural Safeguards and Referral Services Unit

**Facilities** (for Williams Settlement cases) 916-322-2470  
School Facility Planning Division

**Office of Equal Opportunity**, *including*: Discrimination, Harassment, and Civil Rights Guarantees 916-445-9174

For additional general information on Uniform Complaint Procedures, contact the Categorical Programs Complaints Management office, California Department of Education, Legal and Audits Branch, 1430 N Street, Suite, 5408, Sacramento, CA 95814; telephone 916-319-0929, or visit our Web site at: <http://www.cde.ca.gov/re/cp/uc>.

### **Uniform Complaint Procedures (UCP) Policies and Procedures**

Community School for Creative Education  
2111 International Blvd.  
Oakland, California 94606  
510.686.4131

Date UCP Policies and Procedures approved by Governing Board:

This document contains rules and instructions about the filing, investigation and resolution of a Uniform Complaint Procedures (UCP) complaint regarding an alleged violation by a local educational agency of federal or state laws or regulations governing educational programs, including allegations of unlawful discrimination, harassment, intimidation, bullying and noncompliance with laws relating to pupil fees.

This document presents information about how the Community School for Creative Education processes UCP complaints concerning particular programs or activities in which we receive state or federal funding. A complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying and charging pupil fees for participation in an educational activity. A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of federal or state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation, bullying and noncompliance with laws relating to pupil fees. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, Community School for Creative Education shall assist the complainant in the filing of the complaint.

**Programs or activities in which Community School for Creative Education receives state or federal funding may include:**

- Adult Education
- Consolidated Categorical Aid Programs
- Child Care and Developmental Programs



Child Nutrition Programs  
Special Education Programs

A pupil fee is a fee, deposit, or other charge imposed on pupils, or a pupil's parents or guardians, in violation of state codes and constitutional provisions which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers. Educational activities are those offered by a school, school district, charter school, or county office of education that constitute a fundamental part of education, including, but not limited to, curricular and extracurricular activities.

**A pupil fee includes, but is not limited to, all of the following:**

A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.

A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

This document also applies to the filing of complaints which allege unlawful discrimination, harassment, intimidation, and bullying against any protected group as identified under Education Code section 200 and 220 and Government Code section 11135, including those with actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by a local agency, which is funded directly by, or that receives or benefits from any state financial assistance.

The following complaints shall be referred to other agencies for appropriate resolution and are not subject to our UCP process set forth in this document unless these procedures are made applicable by separate interagency agreements:

Allegations of child abuse shall be referred to County Dept of Social Services (DSS), Protective Services Division or appropriate law enforcement agency.

Health and safety complaints regarding a Child Development Program shall be referred to Dept of Social Services for licensed facilities, and to the appropriate Child Development regional administrator for licensing-exempt facilities.

Employment discrimination complaints shall be sent to the State Dept of Fair Employment and Housing (DFEH).

Allegations of fraud shall be referred to the Legal, Audits and Compliance Branch in the California Department of Education (CDE).

**The responsibilities of the Community School for Creative Education**

Community School for Creative Education has the primary responsibility to insure compliance with applicable state and federal laws and regulations. We shall investigate complaints alleging failure to comply with applicable state and federal laws and regulations and/or alleging discrimination, harassment, intimidation, bullying and charging pupil fees for participation in an educational activity and seek to resolve those complaints in accordance with our UCP procedures.

In regards to complaints of noncompliance with laws relating to pupil fees, if Community School for Creative Education finds merit in a complaint a remedy will be provided to all affected pupils, parents and guardians, that, where applicable, will include reasonable efforts by Community School for Creative Education to ensure full reimbursement to all affected pupils, parents and guardians.

Our UCP policies shall ensure that complainants are protected from retaliation and that the identity of a complainant alleging discrimination, harassment, intimidation, and bullying remain confidential as appropriate. We submitted our UCP policies and procedures to our local governing board for approval and adoption (see the top of this document for final adoption date).

The person responsible for receiving and investigating complaints and ensuring our compliance with state and federal laws and regulations is:

Name or title: Community School for Creative Education Board President

Unit or office: Community School for Creative Education

Address: 2111 International Blvd. Oakland, California 94606

Phone Number: 510.686.4131

We ensure that the person above, who is responsible for compliance and/or investigations, is knowledgeable about the laws/programs that he/she is assigned to investigate. Complaints of noncompliance with laws relating to pupil fees are filed with a principal of a school.

We shall annually notify in writing our pupils, employees, parents or guardians of our pupils, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties of our UCP process regarding an alleged violation by a local agency of federal or state law or regulations governing educational programs, including allegations of unlawful discrimination, harassment, intimidation, bullying and noncompliance with laws relating to pupil fees. The UCP Annual Notice will be disseminated to all of the six required groups each year and will include information on how to appeal to the CDE. An appeal is a request made in writing to a level higher than the original reviewing level by an aggrieved party requesting reconsideration or a reinvestigation of the lower adjudicating body's decision.

Our UCP Annual Notice shall also advise the recipient of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation, and bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3. Our UCP Annual Notice shall be in English and in the primary language, pursuant to section 48985 of the Education Code, or mode of communication of the recipient of the notice.

A copy of this UCP complaint policies and procedures document shall be available free of charge.

### **Filing a complaint with the Community School for Creative Education**

Except for Williams Complaints regarding instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of pupils or staff, and teacher vacancies or mis-assignments, and complaints that allege discrimination, harassment, intimidation, and bullying, any individual, public agency or organization may file a written complaint with our Executive Director or his or her designee alleging a matter which, if true, would constitute a violation by Community School for Creative Education of federal or state law or regulation governing a program. A complaint of noncompliance with laws relating to pupil fees may be filed with the principal of a school under the Uniform Complaint Procedures and may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.

An investigation of alleged unlawful discrimination, harassment, intimidation, and bullying shall be initiated by filing a complaint no later than six months from the date the alleged discrimination, harassment, intimidation, or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, and bullying. The time for filing may be extended in writing by our Executive Director or his or her designee, upon written request by the complainant setting forth the reasons for the extension. The period for filing may be extended by our Executive Director or his or her designee for good cause for a period not to exceed 90 calendar days following the expiration of the six month time period. Our Executive Director shall respond immediately upon a receipt of a request for extension.

The complaint shall be filed by one who alleges that he or she has personally suffered unlawful discrimination, harassment, intimidation, and bullying or by one who believes an individual or any specific class of individuals has been subjected to discrimination, harassment, intimidation, and bullying prohibited by this part.

An investigation of a discrimination, harassment, intimidation, and bullying complaint shall be conducted in a manner that protects confidentiality of the parties and maintains the integrity of the process.

Except for Williams Complaints, within 60 calendar days from the date of the receipt of the complaint, we shall conduct and complete an investigation of the complaint in accordance with our UCP policies and procedures and prepare a written Decision; also known as a final report. This time period may be extended by written agreement of the complainant.

The investigation shall include an opportunity for the complainant, or the complainant's representative, or both, to present the complaint(s) and evidence or information leading to evidence to support the allegations of non-compliance with state and federal laws and/or regulations.

Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

Refusal by the Community School for Creative Education to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

We shall issue a Decision based on the evidence. The Decision shall be in writing and sent to the complainant within 60 calendar days from receipt of the complaint by the local educational agency. The Decision should contain:

- (i) the findings of fact based on the evidence gathered,
- (ii) conclusion of law,
- (iii) disposition of the complaint,
- (iv) the rationale for such disposition,
- (v) corrective actions, if any are warranted,
- (vi) notice of the complainant's right to appeal Community School for Creative Education's decision to the CDE, and
- (vii) procedures to be followed for initiating an appeal to the CDE.

Nothing in this document shall prohibit anyone involved in the complaint from utilizing alternative methods to resolve the allegations, such as mediation. Nor are we prohibited from resolving complaints prior to the formal

filing of a written complaint. Mediation is a problem solving activity whereby a third party assists the parties to the dispute in resolving the complaint.

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**Federal and State Laws cited:**

34 Code of Federal Regulations [CFR] §§ 300.510-511

California Code of Regulations [CCR] Title 5 §§ 4600–4687

California Code of Regulations [CCR] Title 5 § 4610(b)

California Code of Regulations [CCR] Title 5 § 4622

California Code of Regulations [CCR] Title 5 §§ 4630–4631

California Education Code [EC] §§ 200, 220, 262.3

California Education Code [EC] §§ 234 – 234.5

California Education Code [EC] § 35186

California Education Code [EC] § 48985

California Education Code [EC] §§ 49010 - 49013

California Government Code [GC] §§ 11135, 11138

California Penal Code (PC) § 422.55

# Uniform Complaint Form

Case #

Employee    Applicant    Parent/Guardian    Public    Student\*    Anonymous

Date (mm/dd/yy):   /   /		Response Requested: <input type="checkbox"/> Yes <input type="checkbox"/> No	
Site/Location		Administrator:	
Course or Grade Level:		Room Number or Location:	
Site/Location Address:			
Name of Complainant (Print):			
Address:			
Phone:   Work:	Cell:	Home:	

Please indicate the type of complaint below:

<b>Employee /Applicant: Employment Discrimination/Harassment</b>			
<input type="checkbox"/> Age	<input type="checkbox"/> Sex	<input type="checkbox"/> Sexual Orientation	<input type="checkbox"/> Ethnic Group Identification
<input type="checkbox"/> Race	<input type="checkbox"/> Ancestry	<input type="checkbox"/> National Origin	<input type="checkbox"/> Mental / Physical Disability
<input type="checkbox"/> Religion	<input type="checkbox"/> Color	<input type="checkbox"/> Other	<input type="checkbox"/> Employee Complaint
<b>Student *</b>			
<input type="checkbox"/> Student Complaint (BP 5144, 5145.7)			
<b>Parent / Public</b>			
<input type="checkbox"/> Complaint Concerning Schools		<input type="checkbox"/> Complaint Concerning School Employee	
<input type="checkbox"/> Discrimination in Programs		<input type="checkbox"/> Complaint Concerning Instructional Material	
<b>Parent / Public: Williams Case Complaint Concerning Deficiencies Related to:</b>			
Instructional Materials	<input type="checkbox"/> A pupil, including an English Learner, does not have standards-aligned textbooks or instructional materials or state-adopted textbooks or the required instructional materials to use in class. (EC 35186[e][1][A], T5CCR 4681)		
	<input type="checkbox"/> A pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials. (EC 35186[e][1][B], T5CCR 4681)		
	<input type="checkbox"/> Textbooks or instructional materials are in poor or unusable condition, having missing pages, or are unreadable due to damage. (EC 35186[e][1][C], T5CCR 4681)		

	<ul style="list-style-type: none"> <li><input type="checkbox"/> A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage or textbooks or instructional materials. (T5CCR 4681)</li> </ul>
<p>Teacher Vacancy or Mis-assignments</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A semester begins and a teacher vacancy exists. (A position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position of which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. (EC 35186[e][2][A], T5CCR 4682)</li> <li><input type="checkbox"/> A teacher who lacks credentials or training to teach English Learners is assigned to teach a class with more than 20% English Learner pupils in the class. (EC 35186[e][2][B], T5CCR 4682)</li> <li><input type="checkbox"/> A teacher assigned to teach a class for which the teacher lacks a subject matter competency. (EC 35186[e][2][C], T5CCR 4682)</li> </ul>
<p>Conditions of Facilities</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A condition poses an urgent or emergency threat to the health or safety of pupils or staff, including: gas leaks, nonfunctioning heating, ventilation, fire sprinklers or air-conditioning systems, electrical power failure, major sewer line stoppage, major pest or vermin infestation, broken windows or exterior door or gates that will not lock and that pose a security risk, abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff, structural damage creating a hazardous or uninhabitable condition, and any other emergency conditions the school district determines appropriate. (EC 17592.72, T5CCR 4683)</li> <li><input type="checkbox"/> A school restroom has not been maintained or cleaned regularly, is not fully operational, or has not been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers. (EC 35292.5[a][1])</li> <li><input type="checkbox"/> The school has not kept restrooms open during school hours when pupils are not in classes, and has not kept a sufficient number of restrooms open during school hours when pupils are in classes. This does not apply when temporary closing of the restrooms is necessary for pupil safety or to make repairs. (EC 35292.5)</li> </ul>

Intensive Instruction and Services Provided to Students Who Have Not Passed One or Both Parts of CAHSEE After the Completion of 12 <sup>th</sup> Grade.	<input type="checkbox"/>	Intensive instruction and services were not provided pursuant to Education Code Section 37254 to pupils who have not passed one or both parts of the high school exit examination after the completion of grade 12. (EC 35186[a][4], EC 35186[e][4], EC 35186[f][4])
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Person(s) Involved in Complaint		1.
		2.
Date of Occurrence:	____/____/____	Time: _____ Witness: _____
Ethnicity (if applicable):	Age (if applicable):	Sex: <input type="checkbox"/> Male <input type="checkbox"/> Female

Describe the Specific Nature of the Complaint: (Include as much information you feel is necessary. Attach additional pages, if necessary.)
Complainant's Requested Remedy:
<p>*Return student complaints to:  <b><i>Fill in School address, fax and phone numbers</i></b></p> <p>Return all other complaints to:  <b><i>Fill in School address, fax and phone numbers</i></b></p>

**UNIFORM COMPLAINT PROCEDURES SHALL BE AVAILABLE FREE OF CHARGE, PHONE NUMBERS ARE LISTED ABOVE TO REQUEST COPIES OF THE PROCEDURE.**

# Parents Rights Under FERPA

Parents have the right to:

- Inspect and review the student's education records;
- Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights;
- Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that
- FERPA and the Code of Federal Regulations authorize disclosure without consent; and File with the Department of Education a complaint concerning alleged failures by the School to comply with the requirements of FERPA and its promulgated regulations.
- Request that the School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.
- The procedure for exercising the right to inspect and review educational records;
- The procedure for requesting amendment of records;
- The procedure for sharing student information with other educational facilities will be by request.



## **Parents’/Guardians’ Commitment:**

Parents/guardians fully commit to Community School for Creative Education in the following ways:

- We will make sure our child arrives at school every day by 8:30 A.M. (Monday-Friday).
- We will make arrangements so our child can remain at school until 3:30 P.M. (2:30 P.M. for TK and K) on Mondays, Tuesdays, and Thursdays and Fridays, and until 12:45 P.M. on Wednesdays.
- We will always help our child in the best way we know how, and we will do whatever it takes for him/her to learn. We will check our child's homework every night, let her/him call the teacher if there is a problem with homework, and read with him/her every night.
- We will always make ourselves available to our children, the school, and attend to any concerns they may have. If our child is going to miss school, we will notify the school as soon as possible, and we will read carefully all the papers that the school sends home to us.
- We will allow our child to go on field trips.
- We will make sure our child follows the dress code.
- We understand that our child must follow the school’s rules to protect the safety, interests, and rights of all in the classroom and will support them to be responsible for their behavior and actions.

*We understand that failure to adhere to these commitments can cause my child to lose various privileges and can lead to my child being asked to leave Community School. We understand that failure to adhere to these commitments will cause a meeting between parents/guardians, teachers and administrators.*

*Please sign and return to Main Office.*

## **Student’s Commitment:**

I fully commit to Community School for Creative Education in the following ways:

- I will arrive at school every day by 8:30 A.M. (Monday-Friday).
- I will remain at school until 2:30 (K) 3:30 P.M. (1-4) on Mondays, Tuesdays, Thursdays and Fridays and 12:45 P.M. on Wednesdays.
- I will always work, think, and behave in the best way I know how and I will do whatever it takes for me and my fellow students to learn.
- I will complete all my homework every night; I will call my teachers if I have a problem with the homework.
- I will raise my hand and ask questions in class if I do not understand something.
- I will always make myself available to my parents/guardians and teachers and will discuss any concerns they may have.
- If I make a mistake, I will tell the truth and accept responsibility for my actions.
- I will always behave so as to protect the safety, interests, and rights of all individuals in the classroom. This means that I will always listen to my classmates and give everyone my respect.
- I will follow the dress code.
- I am responsible for my own behavior, and I will follow the teachers’ directions and school rules.

*I understand that failure to adhere to these commitments can cause me to lose various privileges and can lead to my being asked to leave Community School.*

*Please sign and return to Main Office*

**COMMUNITY SCHOOL FOR CREATIVE EDUCATION  
FAMILY HANDBOOK 2016-17**

Please return signed sheet to the Front Office or acknowledge receipt of Family Handbook via email to [info@communityschoolforcreativeeducation.org](mailto:info@communityschoolforcreativeeducation.org)

**Parent/Student Commitment:**

Please go to previous page in Handbook, review, sign and return to Front Office or under separate cover (if you receive Tuesday Envelope only by email).

I (We), \_\_\_\_\_ acknowledge that I have received the and reviewed the Community School for Creative Education for Student Behavior Policy and Procedures with my (our) child(ren).

Comments:

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**Adult signature** \_\_\_\_\_ **DATE** \_\_\_\_\_

**Adult signature** \_\_\_\_\_ **DATE** \_\_\_\_\_

**Student** \_\_\_\_\_ **DATE** \_\_\_\_\_

**Student** \_\_\_\_\_ **DATE** \_\_\_\_\_

**Student** \_\_\_\_\_ **DATE** \_\_\_\_\_

**Student** \_\_\_\_\_ **DATE** \_\_\_\_\_