

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 2014-2015



Kathryn Wilson, Principal
Dr. Ida Oberman, Executive Director

2111 International Blvd. Oakland, CA 94606
<http://www.communityschoolforcreativeeducation.org/>
510.686.4131

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Mission • Vision • School Motto:

Mission:

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.

Vision:

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.

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 在自由的心

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 cuarto se llene de satisfacción .

Dejar que el amor permanezca aquí:

Amor de unos a otros

El amor de humanidad

Amor a la tierra.

Amor a la vida misma.

Recordemos:

Como tantas manos construyen una casa

Así, 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.

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/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 office 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

Kathryn Wilson
Principal

2014 – 2015 SCHOOL CALENDAR

August 2014

S	M	T	W	T	F	S
						16
						23
24	25	26	27	28	29	30
31						25

16 11 Teachers return to work
23 16 Come help paint the school!
20 New Parent Orientation
25 First Day of School

February 2015

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

13 Lunar New Year Tea at school
16 Presidents' Day Holiday

September 2014

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1 Labor Day Holiday
30 Back to School Night (Parents only)

March 2015

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

2 – 6 Minimum Days; Parent Conf.
5 Main Lesson Block Party 4-6pm
30 Spring Recess (continues in April)

October 2014

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

10 No school; PD for staff
31 Minimum Day

April 2015

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

1-3 Spring Recess (cont.)
23 Main Lesson Block Party

November 2014

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

11 Veterans' Day Holiday
17-21 Minimum Days; Parent Conf.
20 Main Lesson Block Party 4-6pm
24-28 Thanksgiving Recess

May 2015

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

22 Holiday in Lieu of Cesar Chavez
25 Memorial Day Holiday

De

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

19 Minimum Day
19 Family Potlucks 11-12:45
22-31 Winter Recess (continues into January)

June 2015

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13

4 Main Lesson Block Party
11 Last Day of School
12 Professional Development Day

January 2015

S	M	T	W	T	F	S
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1-2 Winter Recess (cont.)
19 Martin Luther King Jr. Day
22 Main Lesson Block Party
23 Non-School - PD for staff*

LEGEND

Non-School day for Students

Minimum Day Dismissal at 12:45

Professional Development Days

CONTACT INFORMATION • Personnel:

2111 International Blvd. • Oakland, CA 94606

Main Office: 510.686.4131 • Alternate Line: 510.686.4133

info@communityschoolforcreativeeducation.org

www.communityschoolforcreativeeducation.org

Faculty and Staff:

Administration and Office Staff:

- Principal, Kathryn Wilson, kwilson@communityschoolforcreativeeducation.org
- Executive Director, Dr. Ida Oberman, idao@communityschoolforcreativeeducation.org
- Office Manager, Ms. Alejandra Baez
- Alejandrab@communityschoolforcreativeeducation.org
- Office Assistant, Yolanda Baez
Yolandaa@communityschoolforcreativeeducation.org

Teachers:

- Transitional Kindergarten Teacher, Ms. Robin Paredes-Brown robinpb@communityschoolforcreativeeducation.org
- Kindergarten Teacher, Ms. Lupe Thun lupet@communityschoolforcreativeeducation.org
- 1st Grade Teacher, Ms. Sara Welborn saraw@communityschoolforcreativeeducation.org
- 2nd Grade Teacher, Ms. Alicia Barton aliciab@communityschoolforcreativeeducation.org
- 3rd Grade Teacher, Ms. Sarah Bueno sarahb@communityschoolforcreativeeducation.org
- 4th Grade Teacher, Ms. Hilary Holmes hilaryh@communityschoolforcreativeeducation.org
- 5th Grade Teacher, Ms. Delana Hill delenah@communityschoolforcreativeeducation.org
- 6th Grade Teacher, Ms. Monisha Peters monishap@communityschoolforcreativeeducation.org
- Resource Teacher, Ms. Brenda Rapp brendar@communityschoolforcreativeeducation.org

After School Program:

- Director, Ms. Kathryn Wilson kwilson@communityschoolforcreativeeducation.org
- Supervisor, Christy Majano christym@communityschoolforcreativeeducation.org
- Receptionist, Ms. Yolanda Alvarez yolandaa@communityschoolforcreativeeducation.org
- Afterschool Teacher, Ms. Myisha Hill myishah@communityschoolforcreativeeducation.org

Before and After School:

- School grounds are open and care is available from 8:00 am until 6:00 pm.
- General drop-off for all students is 8:00 – 8:30 am.
- Breakfast is available and to be completed by students in class each morning until 9am.
- The school day for 1st –5th grades runs from 8:30 am – 3:30 pm on all school days except Wednesdays, when the school day ends at 12:45 pm.
- The school day for Kindergarteners runs from 8:30 am – 2:30 am on all school days except Wednesdays, when the school day ends at 12:45pm
- Students participating in after school care must be registered. Please see School Office or Website for registration forms. Enrollment is dependent on space availability.
- Students must be signed out when picked up at the after school program. Please see aftercare receptionist for sign out.

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 ask that all students follow the dress code when attending school

- **All students must abide by the following daily dress code:** The use of clothing and accessories with media advertisement, cartoon images, slogans and commercial logos of any kind is prohibited. Students who come to school out of dress code will be sent to the office and asked to wear a loaned dress code item belonging to the school. You will receive a phone call or e-mail and a note to be informed of the loan with an agreement to return the cleaned item or the option to purchase the item at the cost to the school. In case of any problems involving the student dress code, Community School Administration has the right to modify/adjust policies as needed.
- **No hats allowed inside.**
- **Tops must be polo shirt** -Colors are light blue or light yellow or white polo.



- **Bottoms – Khaki or Navy blue(Pants, Capris, Shorts, Skorts, Skirts, Jumpers Clothes should fit well (no sagging pants) and 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 (plain colored leggings or tights may be worn under skirts or jumpers).**



- **Sweaters or Sweatshirts and Jackets- Navy blue/Heavy coats- Free of uniform**



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



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

Consequences for Violating the 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 remove the inappropriate attire and replace it with clothing supplied by the school. The student either accepts the replacement garment and returns to class, or he/she declines the clothing and is sent home (Please see note below re: suspension). The office staff will log the violation in a logbook and the item of inappropriate clothing will be sent home at the day at which time the student will come and pick it up. Finally, the parents 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 meeting will take place between the student and the Principal and the parents will be notified by phone. Dress Code Policy 3 of 3

Third violation:

The teacher will send the student to the office with a written notice indicating the violation. When the student reports to the office, a staff member will then call the parent to pick up their child from school. A meeting between the student, parent(s), class teacher and Administrator 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.

Attendance Policy and Reminders:

We view every day as an essential learning opportunity and expect excellent attendance of all of our students. Attendance becomes a pattern and missing school regularly is not only detrimental to a child's learning, but also can create poor learning habits. In addition, a child's poor attendance is detrimental to the school. Every day a child does not attend, even if the absence is excused (see below), Community School loses vital State funds that help to run the educational program. A child is considered absent when he/she is not in school.

Students are required to make up all work missed during any absence, regardless of the reason. In order to participate in any extra-curricular after school or evening activities, students must be present at school the entire day, and may not leave school before the regular dismissal time without prior approval of the Principal.

Absence Policy:

All absences require that a parent/guardian **notify** Ms. Alejandra Baez at the **school office** the **same day** of absence by telephone, letter, e-mail, or in person, preferably by 8:30 am.

Appropriate documentation (i.e. a note from home, a note from a doctor or medical facility, court documents, etc.) is required when the child returns to school.

If the appropriate documentation is not provided, the child's absence will be considered an unexcused absence and staff will contact the child's parent/guardian. Excusable absences include: illness, doctor or dentist appointments, quarantine of home by a health official, death in the immediate family, court appearance, and observation of a holiday for personal religious reasons. If a child is sick or has a communicable disease, it may be best for the child to stay home to rest and recover. The school office should be informed promptly if your child has a communicable disease so that we can notify other parent/guardians, if necessary. If treatment is necessary during school hours, a doctor's note is required, even for over the counter medications.

Three unexcused absences will require a parent/guardian-staff conference. If a child **exceeds ten excused** absences, the school will also require a conference between parent/guardian, student, and administration, to devise an action plan for ensuring the child does not fall behind in school. Ten unexcused absences will result in a School Attendance Review Board hearing and could result in the child being removed from school.

All vacations should coincide with school breaks and appointments should be scheduled outside of school hours whenever possible. In the event of an absence, students must arrange with their teacher to **make-up missed school work** if a family must take leave, of greater than five days and less than ten days, during school an independent study agreement is required.

Tardy Policy:

Students who arrive after 8:35 am are tardy and must check in at the school office. If a student accrues more than six tardies in a semester then a meeting with the student's parent/guardian and staff will be called for an SST meeting.

Commitment to Excellence:

All will be asked to sign the **Commitment to Excellence Statements**. They are:

Teachers' and Administrator's Commitment:

Teachers and Administration fully commit to Community School for Creative Education in the following ways:

- We will always teach in the best way we know how, and we will do whatever it takes for our students to learn.
- We will make ourselves available to students, parents/guardians, and attend to any concerns they have to the best of our ability.
- We will always protect the safety, interests, and rights of all individuals in the classroom.
- *We understand that failure to adhere to these commitments can lead to our removal from Community School for Creative Education.*

School-wide Behavior Policy: Restorative Discipline 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. In order to respect, care for, and work with others, children must learn to truly love and respect themselves.

It is also important that every student possess a clear understanding of how their actions affect others. Using a positive discipline approach, our goal is to discourage misbehavior and encourage students to learn from mistakes and make appropriate choices in the future. **Restorative Justice** as a vehicle towards positive conflict resolution and esteem building are integral parts of our curriculum.

The Guidelines of Community School are based upon a philosophy of Respect:

- Respect for all human beings
- Respect for the earth and all living things
- Respect for all school and personal property
- Respect for the guidance provided by teachers, staff, and parents
- Respect for our school community
- Respect for our neighbors

Safe, Respectful, Peaceful, Sharing S.T.A.R.S.:

At Community School, we shine like **S.T.A.R.S.** in our work and our play

By being peaceful in our words and actions every day.

We cooperate with adults and each other.

We keep our hands and feet to ourselves,

Respect our sisters and brothers.

S.T.A.R.S.:

Seated and ready

Track the speaker

Attention to person whose turn it is

Raise head off desk and raise hand if you have a question

Community School for Creative Education

STUDENT BEHAVIOR POLICY

PHILOSOPHY –Creating a Healthy, Positive Learning Environment

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

- Rudolf Steiner

All pupils shall comply with the regulations, pursue the required course of study, and submit to the authority of the teachers of the schools.

- California State Education Code 48908

Community School for Creative Education is committed to creating a safe and nurturing learning environment for every child. We are equally committed to helping our children grow into healthy, happy, responsible adults. In order to respect, care for and work with others; children must learn to truly love and respect themselves.

It is our goal that all students possess a clear understanding of how their actions affect others. When a child acts in thoughtless or harmful ways, the entire community suffers. Our goal is to discourage misbehavior and encourage the child to do better in the future. Our approach emphasizes compassion, consistency and responsibility.

The Student Behavior Guidelines for Community School for Creative Education are based upon a philosophy of respect:

- Respect for all human beings
- Respect for the earth and all living things
- Respect for all school and personal property
- Respect for the guidance provided by teachers, staff and parents
- Respect for our school community
- Respect for our neighbors

Code of Behavior

In order to provide a school environment that fosters cooperation, responsibility and respect; children

Will be expected to follow these guidelines:

1. Students will support a good learning environment.—Children are expected to do their best and cooperate with teachers and classmates. This includes, but is not limited to, quietly focusing their attention on the teacher when asked to do so, completing class assignments, observing class starting and ending times, completing classroom chores, and lining up promptly and quietly when requested to do so.
2. Students will treat all adults and children with respect.—Respectful, courteous language is expected towards teachers, children and parents. Inappropriate behavior such as rudeness, teasing, mimicking, unkind or inappropriate words, swearing, physical or emotional threats, sexual harassment, and lying are not permitted. Students are expected to comply whenever an adult or a child asks for an inappropriate behavior to stop.
3. Students will treat all personal and school property with respect.—lost, stolen, defaced or destroyed property will be repaired or replaced by the parents of those responsible.
4. A “gentle hands” policy will be followed.—Rough housing, fighting, shoving, spitting, pushing, hitting, kicking or biting is cause for immediate intervention.
5. Students will obey all classroom and playground rules.—Teachers will help their students understand and integrate the school-wide behavior policy into their daily activities. Additionally, individual teachers may have unique expectations, which they will communicate to their classes. Teachers will develop a class management system,

- approved by the administrator, and appropriate to the age level of their individual class.
6. Parental concerns about the implementation of this policy shall be shared directly with their child's teacher.

Home/School Communication

7. At the beginning of each school year each teacher will discuss his/her class management plan with parents at the first parent meeting. Additionally, a written copy of the class management plan and behavior policies for Special Subject classes will be distributed to all parents.

Consequences for misbehavior

8. In the event that individual class management systems are not sufficient to correct disruptive or disrespectful behavior, the following procedures will be followed based on the severity of the infraction and the teacher and/or principal's evaluation of the circumstances:
Student Behavior

Student Behavior Report and Action Plan (Referral)

9. 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 may be sent home with the child describing this behavior. Teacher will follow this up with a phone call to the parents letting them know to expect a referral from their child.
10. The parents and child will discuss the situation and the parents will assist the child in developing a plan to correct the behavior. It is suggested that a student who receives a referral is given a consequence for it at home. The signed notice will be returned to the teacher the following day. Either the parent or the teacher may request a telephone or personal conference. It is the parents' responsibility to see that the student returns this signed referral to the school the following day.

Parent-Teacher Conference

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

Suspension

12. 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 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. The child may return to school after a suspension once a follow-up conversation with the teacher and/or administrator stipulating the conditions of the child's return has taken place. Student Behavior Policy 4 of 5

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.

Student Success Team (SST) Meeting

At any time the teacher deems it necessary, an SST Meeting, consisting of the student's parents, classroom teacher, administrator, as well as other teachers and support staff, if needed, will be convened to study 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.

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 (Ed Code 48915).

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 district employee, sale or furnishing a firearm, unless the student has written permission from a certificated employee with 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. "Student Behavior Policy 5 of 5

Due Process

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

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
4. At SST Meeting: Parents will be notified in writing that a 3rd suspension may result in a recommendation for expulsion.
5. Fourth referral: Phone call home
6. Fifth referral: Phone call and parent-teacher conference
7. Sixth referral and suspension: Phone call home. SST follow-up meeting is scheduled
8. At SST Meeting: Parents will be notified in writing that a 3rd Suspension may result in a recommendation for expulsion.
9. Seventh referral: Phone call home.
10. Eighth referral: Phone call home and parent-teacher conference
11. Ninth referral and/or 3rd suspension: Recommendation for expulsion

Hallway Behavior:

While school is in session, children will walk silently in the hallways. Children will stay to the right of the hall or stairway and be certain to walk down the stairs (no jumping allowed).

Bathroom Behavior:

Children are in the bathroom to go to the bathroom and/ or wash their hands only. They will use the bathroom silently (as there are classes right outside the bathroom with open doors). Children are expected to return to their classroom directly after washing their hands.

Yard Behavior:

On the yard, children are to keep their hands and feet to themselves. Tag is okay, but only appropriately. They must use talking voices only (no screaming). Children must be in eyesight of adults and only on the correct part of the yard.

Expectations of 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
- File incident report
- Alert the classroom teacher of the incident
- Follow-up with children and parents (set up meeting if needed)/ check back

-----Clip here and return. -----

I (We), _____ have read and reviewed the Community School for Creative Education for Student Behavior Policy and Procedures with my (our) child(ren).

Comments:

Parent Signature Parent Signature

Date

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.

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.

Cell Phone and Electronic Equipment Policy:

We are trying to create an environment that limits media and this includes cell phone and electronic equipment use by students. While not possible now, our intent is that we become a cell phone free campus. Students may not have cell phones, unless the student walks or takes the bus and is approved by Community School Principal. Students who have been approved must check their cell phones in at the office upon arrival on campus and may check them out before leaving campus at the end of the school day. 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, staff may confiscate it. Other electronic equipment such as iPods, video games, video cameras, and other electronic devices are not allowed at school.

Meal Program:

Breakfast and lunch will be available to all students. Students who qualify may receive free lunches. A child may bring a lunch from home. We are striving for a waste-free campus. If you send your child's lunch, please use washable bags and containers. Oakland Unified School District provides our food services. Students may buy a hot lunch for \$2.25. Breakfast is free. Milk can also be purchased for \$0.40. Eligible students may receive meals free or at a reduced price of \$0.40 for lunch. Students may purchase meals in advance. Please send money with your student to give to your child's teacher.

Applications for Free and Reduced Price Meals are available in the office. If your total income is the same or less than the amounts on the income scale on the form, your child may receive meals free or at a reduced price. Household means a group of related or non-related individuals who are living as one economic unit and sharing living expenses. Living expenses include rent, clothes,

food, doctor bills, and utility bills. We cannot approve an application that is not complete. Please return the completed application to the office. To inquire about the status of your application call: 510-879-8344.

This application must be filled out for every student regardless of eligibility. This confidential information helps our school with data collection and the ability to receive funding.

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.

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.

Sexual Harassment Policy:

Community School for Creative Education is committed to providing a work and educational atmosphere that is free of unlawful harassment. Community School's policy prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. Community School will not condone or tolerate harassment or sexual touching (assault) of any type by any employee, independent contractor or other person with which the School does business. This policy applies to all employee actions and relationships, regardless of position or gender. Community School will promptly and thoroughly investigate any complaint of harassment or assault and take appropriate corrective action, if warranted.

Roles and Organization in the School • Governance Structures • Parent/guardian teacher relationship:

The Tuesday Folder:

Every Tuesday, a Folder of weekly information will be sent home, in hardcopy, with the student. Tuesday Folder will include your child's homework, notes from your child's teacher, and any notes that go out school wide. The Tuesday Folder will serve as the primary communication between school and home. If your child is missing the Monday Folder, it is your responsibility to contact your child's teacher to obtain a copy.

Conferences:

Parent/guardian-teacher conferences will happen in the fall, winter, and spring trimester 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.

Community School Organization:

Parent/Guardian, Student, and Community Involvement:

Community School holds the child's learning and well-being at the heart of its work. With this as a focus, it is critical that parents/guardians and community members participate in and share responsibility for the educational process that supports the child. 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. The bodies outlined below work together to build a strong Community School with parents as key partners. With support of one of its key partners, Oakland Community Organizations (OCO), Community School has created parent/guardian committees, an LOC – Local Organizing Committee. See website calendar and Tuesday Folder for regular scheduled meetings.

Local Organizing Committee (LOC): The Community School Local Organizing Committee is the place for people to build their leadership. LOC members will develop leadership to ensure that parents/guardians and families all have a voice in key decisions at the school. They will also exercise their power to make change in the community around the issues that matter most to our families. For more information contact OCO organizer Emma Pauline at emmap@oaklandcommunity.org

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

In-school structures and positions are as follows:

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 on the 4th Wednesday of the month 7pm – 10pm at CSCE. Meetings are public and parents and community are encouraged to join. Agendas are posted 72 hours in advance on the school website and at the School Office.

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

Director of Development and External Affairs: Our Founder, Dr. Oberman, is the Director of Development and External Relations. 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 works to secure funding with foundation and organizations.

Office Administrator: The office is supported by the Office Administrator, This person provides front office assistance to the students, families, director 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.

Class teachers and Kindergarten teachers and aides. Each class is led by a class teacher or kindergarten teacher. In addition, each kindergarten is supported by one aide.

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, guardians, teachers and administrators. The SSC will oversee the running of Community School with a focus on Strategic Planning.

English Learner Advisory Committee (ELAC): ELAC is a committee of parents, guardians and staff working together to ensure that the needs of English Language Learning families at Community School are adequately met.

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.

Oakland Charter School Collaborative: The Oakland Charter School Collaborative brings together charter schools from across the city on common issues to learn from each other and advocate together.

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.

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.

E-Scrip:

Participating merchants will make a contribution to Community School each time you make a purchase using their grocery club, or registered credit or debit card. It is free to you, there are no receipts to collect, no vouchers or certificates to buy - and every purchase supports our school. Register at www.escrip.com, group name – Community School for Creative Education and group number – 500029682.

Target Red Card:

If you have a Target Red Card, your purchases there can benefit the school through their "Take Charge of Education" program. Please visit http://sites.target.com/site/en/corporate/page.jsp?ref=nav_footer_TCOE&contentId=PRD03-001825 and enter our school code (152281), to register.

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.

First Giving:

First Giving is dedicated to one purpose: empowering passionate nonprofit supporters to raise more money than they ever thought possible for the causes they care about. First Giving partnered with Community School to allow us to plan, execute, and measure our successful online fundraising campaign events with their fundraising software.

<http://www.firstgiving.com/CommunitySchool>

Publications and Websites:

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

The Community School Parents have a private 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. If you are interested in joining please contact Beth Vandervennet (4th grade parent) on Facebook and she will add you to the group.

Community School for Creative Education 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.

Schools must welcome the public's involvement while recognizing the potential tapping of strengths, dynamism and resources. 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 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 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 teacher's 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 parent's 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.

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 ACOE 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 ACOE 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 parent/guardians/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/Guardian

At the time of suspension, the Principal or designee shall contact the student's parent/guardian/guardian in person or by telephone. Whenever a student is suspended from school, the parent/guardian 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 student 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/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/guardian 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/Guardian of Expulsion Hearing:

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian/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.

3. Student's Right to Waive Hearing

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.

4. Expulsion Hearing before CSCE Board

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.

5. Record of the Hearing

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.

6. 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 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

- A. receive five days' notice of the complaining witness' scheduled testimony at the hearing;
- b. have up to two adult support persons of his or her choosing present at the hearing at the time he/she testifies; and
- C. to have the hearing closed during the time he/she testifies.

8. 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.

9. 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.

10. 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?

W_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

W_{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 misassignment 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:

w_{Receives} and reviews the complaint procedures from the Local Educational Agency (LEA).

w Files a written complaint by following the steps described by the LEA complaint procedures.

w Provides the LEA investigator with documents and other evidence related to the allegations in the complaint.

w 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.

w 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.

w 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:

w Ensures compliance with applicable federal and state laws and regulations.

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

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

w 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.

w Protects complainants from retaliation.

w 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.

w ^{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

Adult Education Office
916-323-5074

Career/Technical Education

Regional Occupational Centers and Programs and Workforce Development Centers
916-322-5050

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

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

Nutrition Services

Nutrition Services Division
916-445-0850

Special Education

Procedural Safeguards and Referral Services Unit
800-926-0648

Facilities (for Williams Settlement cases)

School Facility Planning Division
916-322-2470

Office of Equal Opportunity, *including*: Discrimination, Harassment, and Civil Rights Guarantees

Office of Equal Opportunity
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, Ste, 5408, Sacramento, CA 95814; telephone 916-319-0929, or visit our Web site at: <http://www.cde.ca.gov/re/cp/uc> .

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. 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 work (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 in Tuesday Folder:

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 in Tuesday Folder :

**COMMUNITY SCHOOL FOR CREATIVE EDUCATION
FAMILY HANDBOOK 2014-15.**

Please return signed sheet to Ms. Alejandra Baez, Front Office, in Tuesday Folder or acknowledge receipt of Family Handbook via email to AlejandraB@communityschoolforcreativeeducation.org

Commitment to Excellence:

Please go to pages 12-16 in Handbook, review, sign and return “Commitment to Excellence” for “Parents” and “Students” to Front Office in Tuesday Folder 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:

SIGNATURE _____ **DATE** _____

SIGNATURE _____ **DATE** _____

Student _____ **DATE** _____

Student _____ **DATE** _____

Student _____ **DATE** _____

Student _____ **DATE** _____