Family Handbook 2011-2012

Dr. Ida Oberman, Director
8755 Fontaine, St. Oakland, CA 94605
http://www.communityschoolforcreativeeducation.org/
510-516-CSCE (2723)
Table of Contents

Mission • Vision • School Motto: .................................................................................................. 3
School Verse .................................................................................................................................. 4
School Calendar ............................................................................................................................... 6
Contact Information • Personnel: ................................................................................................. 7
Before Care and After School: ........................................................................................................ 8
Dress Code and Accessories ............................................................................................................ 9
Attendance Policy and Reminders: ............................................................................................... 9
Absence Policy: .............................................................................................................................. 10
Tardy Policy: ................................................................................................................................... 10
Commitment to Excellence: ........................................................................................................... 11
Teachers’ and Administrator’s Commitment: ............................................................................... 11
Parents’/Guardians’ Commitment: ............................................................................................... 11
Student’s Commitment: .................................................................................................................. 11
Developing Capable Behavior • Restorative Discipline: .............................................................. 13
Prolonged Discipline Support: ...................................................................................................... 15
Student Suspension and Expulsion: ............................................................................................ 16
Grievance Policy: .......................................................................................................................... 16
Cell Phone and Electronic Equipment Policy: ............................................................................ 16
Meal Program: .............................................................................................................................. 17
Tuition Free Policy: ....................................................................................................................... 17
Health, Safety & Emergency: ........................................................................................................ 17
Sexual Harassment Policy: ............................................................................................................. 17
Roles and Organization in the School • Governance Structures • Parent/Guardian Teacher Relationship: ........................................................................................................................ 18
Community School Organization: ............................................................................................... 18
In-school Structures and Positions are as Follows: ..................................................................... 19
To Come as Community School Grows: ..................................................................................... 20
Community School Partners .......................................................................................................... 20
Community School Corporate Structure and Board ..................................................................... 21
Fundraising Programs and Ways to Donate: ............................................................................... 22
Publications and Websites: ............................................................................................................ 23
Community School Parent as Partner Policy ............................................................................ 24
Appendix A – Suspension and Expulsion Policy ....................................................................... 26
Appendix B – Grievance Policy ..................................................................................................... 36
Appendix C – Organizational Chart ............................................................................................. 39
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 Nhần Đứa Trẻ Với Sự Trần Quỷ
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
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.

这是我们的学校
让平安与我们同在
让满足感觉畅流每个角落
让爱心充满校园
彼此互爱, 博爱社群
环保大地, 热爱人生。
让我们紧记:
建屋要合力,
建校要同心！

Dây là trường học của chúng ta
Hãy sống hòa bình ở đây.
Hãy để căn phòng tranh đầy mảnh nguyên.
Hãy để tình yêu tôn tài 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,
Vi 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 founding 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. We collaborate closely with Attitudinal Healing Connection, the Alliance for Public Waldorf Education, Alameda County Office of Education, our host campus Howard Elementary School, and Oakland Community Organizations. Most importantly, we collaborate with you.

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
Director
### Community School Calendar 2011-2012

<table>
<thead>
<tr>
<th>Month</th>
<th>First Day</th>
<th>Last Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>July</td>
<td>1</td>
<td>31</td>
</tr>
<tr>
<td>August</td>
<td>1</td>
<td>31</td>
</tr>
<tr>
<td>September</td>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td>October</td>
<td>1</td>
<td>31</td>
</tr>
<tr>
<td>November</td>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td>December</td>
<td>1</td>
<td>31</td>
</tr>
</tbody>
</table>

**Notes:**
- School Hours for 1st - 3rd Grades: M - T - W - Th - F: 8:30 am - 3:30 pm, W: 8:30 am - 1:00 pm
- School Hours for Kindergarten: M - T - W - Th - F: 8:30 am - 2:30 pm, W: 8:30 am - 1:00 pm

**Additional Information:**
- The calendar is subject to change. Please refer to the family focus and our website for additional information.
- Report Card Periods (Ending Dates) Individual Student Progress Reports due and collected within one week of the following dates:
  - First Report: December 2
  - Second Report: March 5
  - Third Report: June 14

**Calendar Highlights:**
- **July 11-22:** Fourth of July Holiday - School/Office Closed
- **July 16:** Community School Feast
- **Aug. 13:** Community School Boot Camp for Urban Educators
- **Aug. 24:** State Day - No school for students
- **Aug. 22:** Professional Development Day - No school for students
- **Aug. 27-29:** Back to School Days - No school for students
- **Aug. 30:** LSC Meeting
- **Aug. 30:** Community School Open House
- **Aug. 31:** First Day of School for Students
- **Sept. 5:** Labor Day - School/Office Closed
- **Sept. 7:** Labor Day - School/Office Closed
- **Sept. 10:** LSC Meeting
- **Oct. 9:** Parent Study
- **Oct. 21:** Parent Study
- **Oct. 25:** Board of Directors Meeting - 4th Wednesday of the month
- **Nov. 6:** Black History Month
- **Nov. 11:** Veterans Day - School/Office Closed
- **Nov. 25:** Thanksgiving - School/Office Closed
- **Dec. 24:** Winter Recess - School Closed
- **Dec. 29:** Winter Recess - School Closed
- **Dec. 30:** Parent Study - 3rd Thursday of the month
- **Dec. 30:** OPAC Meeting - 1st & 3rd Tuesdays
- **Jan. 6:** LSC Meeting - normally every 4th Wednesday of every month
- **Jan. 6:** Parent Study - 3rd Thursday of the month
- **Jan. 25:** Community School Day Time Assembly
- **Feb. 8:** Winter Recess - School Closed
- **Feb. 15:** Martin Luther King, Jr. Day - School/Office Closed
- **Feb. 20:** President’s Day - School Closed
- **Feb. 20:** President’s Day - School Closed
- **Feb. 22:** Parent Study - 3rd Thursday of the month
- **Mar. 7:** Community School Day Time Assembly
- **Mar. 14:** Great Chefs Day - School/Office Closed
- **Mar. 20:** Spring Recess - School Closed
- **Apr. 19:** Board of Directors Meeting - 4th Wednesday of the month
- **Apr. 20:** Board of Directors Meeting - 4th Wednesday of the month
- **Apr. 25:** LSC Meeting - 4th Wednesday of the month
- **May 1:** Labor Day - School/Office Closed
- **May 1:** Parent Study - 3rd Thursday of the month
- **May 1:** Memorial Day - School/Office Closed
- **May 25:** Presidents’ Day - School Closed
- **Jun. 1:** Last Day of School for Students
- **Jun. 14:** President Study - 3rd Thursday of the month
- **Jun. 21:** LSC Meeting - 4th Wednesday of the month
- **Jun. 26:** Board of Directors Meeting - 4th Wednesday of the month
- **Jun. 28:** Community School Day Time Assembly

---

**School Hours:**
- M - T - W - Th - F: 8:30 am - 3:30 pm
- W: 8:30 am - 1:00 pm

**School Hours for Kindergarten:**
- M - T - W - Th - F: 8:30 am - 2:30 pm
- W: 8:30 am - 1:00 pm

**After School Care:**
- After school care will be provided free of charge until 6:00 pm everyday including Wednesdays (days space availability).
CONTACT INFORMATION • PERSONNEL:
8755 Fontaine Street • Oakland, CA 94605
Main Office: 510-516-CSCE (2723) • Alternate Line: 510-639-3244 ext. 12
After School Program Only: 510-999-6794
info@communityschoolforcreativeeducation.org
www.communityschoolforcreativeeducation.org

FACULTY AND STAFF:

Administration and Office Staff:
• Director, Dr. Ida Oberman, idao@communityschoolforcreativeeducation.org
• Operations & Business Manager, Liane Zimny, lizimny@communityschoolforcreativeeducation.org
• Dean of Student Affairs, Carlee Scheinfeld, carlees@communityschoolforcreativeeducation.org
• Office Administrator, Ms. Guadalupe Heredia guadalupeh@communityschoolforcreativeeducation.org

Classroom Teachers:
• Kindergarten Teacher, Ms. Maureen Gonzales maureeng@communityschoolforcreativeeducation.org
• Kindergarten Teacher, Ms. Claudia Hung-Haas claudiahh@communityschoolforcreativeeducation.org
• 1st Grade Teacher, Ms. Manoella Gonzalez manoellag@communityschoolforcreativeeducation.org
• 2nd Grade Teacher, Ms. Delena Hill delenah@communityschoolforcreativeeducation.org
• 3rd Grade Teacher, Ms. Robin Paredes-Brown robinpb@communityschoolforcreativeeducation.org
• Teaching Assistant, Ms. Christine Davidson christened@communityschoolforcreativeeducation.org
• Teaching Assistant, Ms. Anna Rainville annar@communityschoolforcreativeeducation.org
• Mandarin Teacher, Ms. Gigi Hsu gigih@communityschoolforcreativeeducation.org
• Environmental Science Teacher, Mr. Grey Kolevzon, greyk@communityschoolforcreativeeducation.org

Educational Support:
• Curriculum & Instruction Coach, Ms. Monica Alexandra monicaa@communityschoolforcreativeeducation.org
• Curriculum & Instruction Coach, Ms. Carlee Scheinfeld carlees@communityschoolforcreativeeducation.org
• Special Education Coordinator, Ms. Shirley Priestley shirleyp@communityschoolforcreativeeducation.org

Family Resource Center:
• Family Liaison, Ms. Nhan Le, Family Liaison nhanl@communityschoolforcreativeeducation.org
• Family Liaison Volunteer Support, Ms. Velia Navarro velian@communityschoolforcreativeeducation.org

After School Program:
• Co-Coordinator, Director, Dr. Ida Oberman
• Co-Coordinator, Attitudinal Healing Connection Manager, Ms. Kim Turner kim@ahc-oakland.org
Subject Teachers:
- Environmental Science, Mr. Grey Kolevzon greyk@communityschoolforcreativeeducation.org
- Eurthymy, To be filled
- Fiber Arts, Ms. Monica Alexandra monicaa@communityschoolforcreativeeducation.org
- Mandarin, Ms. Gigi Hsu gigih@communityschoolforcreativeeducation.org

Custodian:
- Ms. Willie Hatten

Cafeteria Staff:
- Ms. Jacqueline Abrams

Development:
- Jorge Ruiz de Velasco, Board Fundraising Team Chair, jorge04@gmail.com

Strategy:
- Emma Paulino – Community School Organizer for Oakland Community Organizations (OCO), emmap@oaklandcommunity.org
- Kate Nicol – Director, Oakland Charter School Collaborative, California Charter Schools Association, KNicol@calcharters.org
- Chip Romer – Director, Alliance of Public Waldorf Schools, chip@sonomacountyhighschool.org

BEFORE CARE AND AFTER SCHOOL:
- School grounds are open and care is available from 7:30 am until 6:00 pm.
- Early Care runs from 7:30 – 8:00 am.
- Students being dropped off for Early Care between 7:30 and 8:00 am must be signed in by a legal guardian.
- General drop-off for all students is 8:00 – 8:30 am.
- Drop off and pick up: On large playground by Community School entrance
- Rainy day drop off and pick up: Cafeteria
- Breakfast is available to students 8:00 - 8:25 am.
- The school day for 1st – 3rd grades runs from 8:30 am – 3:30 pm on all school days except Wednesdays, when the school day ends at 1 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 1 pm. Kindergarteners can be picked up on other days at 1 pm with prior written approval of the Teacher and Director.
- Students participating in after school care must be registered. Please see School Office for registration forms. Enrollment is dependent on space availability.
Students must be signed out when picked up at the after school program. Please see lead teacher for sign out.

**DRESS CODE AND ACCESSORIES**

All students must abide by the following daily dress code:

- Tops – Light blue or light yellow. Must be a polo shirt.
- Bottoms – Khaki (pants, capris, shorts, skorts, skirts, jumpers)
- Sweaters or Sweatshirts – Navy blue

**Special Instructions:**

- Shoes – Free of uniform. Must be closed toed-shoes or sandals. No opened-toed shoes, please!
- Socks and Heavy Coats – Free of uniform.
- Jewelry – Small stud earrings with posts are allowed. All other forms of jewelry including hoops, bracelets (except medical alert), large rings, etc. are not permitted with student safety in mind.
- The use of clothing and accessories with media advertisement, cartoon images, slogans and commercial logos of any kind is discouraged. Support and cooperation of all parent/guardians is requested to encourage moderation in clothing and personal grooming for the sake of creating an atmosphere conducive to learning. Shoes and coats can be whatever is available to each family but curbing media imagery should be something we strive for, if not possible now, in the near future so that we may be supportive of the collective vision.
- No hats allowed inside.
- Shorts, skorts, skirts or jumpers, must be longer than the tips of the child’s fingers when the child’s arms are at rest next to their sides.
- Pants cannot sag.
- Students must abide by the dress code daily. There will be some free dress days announced throughout the year.
- 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.
- In case of any unusual issues/problems that arise involving the student dress code, Community School Administration has the right to modify/adjust policies as needed.

**Uniform Gift and Purchasing:**

- Each student will receive a gift of one light blue short sleeve polo shirt and one light blue long sleeve polo shirt with Community School for Creative Education’s logo embroidered on the front, courtesy of a generous corporate sponsor, American President Lines.
- Additional polo shirts and other uniform items will not have a logo and may be purchased at the retailer of the family’s choosing.
- The following are some recommendations of where you may be able to purchase dress code items:
  - In person - Walmart, Target, Old Navy, Gap Kids, JC Penny, Macy’s,
  - Online only - The Children’s Wear Outlet (www.thechildrenswearoutlet.com) and French Toast (www.frenchtoast.com).
  - Most store retailers also have online purchasing options.

**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 Administrator.

ABSENCE POLICY:
All absences require that a parent/guardian notify Ms. Guadalupe Heredia 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.

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.

Excessive absences, even if excused, can be grounds for suspension.

All vacations should coincide with school breaks and appointments should be scheduled outside of school hours whenever possible. If treatment is necessary during school hours, a doctor’s note is required.

In the event of an absence, students must make arrangements with their teacher to make-up missed school work with an independent study agreement.

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.
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 always 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.

Please sign and return to Main Office in Tuesday Folder:____________________________________

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 1:00 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 3:30 P.M. on Mondays, Tuesdays, Thursdays and Fridays and 1:00 P.M. on Wednesdays.
Family Handbook 2011-2012

- 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: ________________________________
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 everyday.
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

DEVELOPING CAPABLE BEHAVIOR • RESTORATIVE DISCIPLINE:

The school’s Restorative Discipline Plan outlines consequences when a child exceeds the boundaries of classroom behavior repeatedly, or in such a way that can be harmful. In such a case, the child may be asked to leave the classroom, join another classroom, or other consequences as listed in the discipline plan. When a behavioral issue reaches this step, the teacher may be prompted to address the situation with the rest of the faculty.

Remind:

Before engaging any of the levels, teachers have clearly stated expectations (of seating, noise level, objectives, work quality, materials acquisition procedures, how to ask for help, etc.), checked for understanding, and set students up for success. In the instance that a child does not meet expectations, the teacher first checks in and asks if anything is wrong, then reminds the student what is expected and offers a choice (for example, “You can do the work on your own, or I can help you.”). In the event the child still does not meet expectations…
Reflect:
Level 1: Inappropriate behavior or breaking of a classroom/school rule:
1. Time out in the classroom or revocation of privileges. The majority of problems will end here.

Restore:
Level 2: Persistent inappropriate behavior:
1. Student completes a Reflection which provides the child an opportunity to state what happened, how their actions contributed to the situation, and how they can behave differently in the future to achieve success in the classroom. Additionally, a plan for restoration of harm will be created, either through mediation with the person or class who was harmed by the behavior or between the student, administrator, and teacher.
2. The teacher of the class where the problem occurred may contact the parent.

Call/Conference:
Level 3: Subsequent incidents:
Once a Reflection is on file for a student, if another incident occurs and the teacher feels that the current intervention is not resolving the problem, the student will participate in a conference with the teacher(s) and administrator before returning to class. During this time, the student will be on in-house suspension. A second Reflection will be developed by the students, teacher(s), and administrator. The parent will be called and is given a copy of the Reflection.

Level 4: Serious Misbehavior and/or Continued Incidents:
Students exhibiting any of the following behaviors:
· continuing to have inappropriate behavior after a second Reflection
· openly defiant
· using profanity or inappropriate language
· fighting and/or physically injuring another student
· leaving the area of instruction without teacher permission

1. Will immediately be sent to the office with a referral form and will have an in-house suspension for the remainder of the class/day. This will include community service at the school. Parent, teacher, and administrator will meet to develop a Behavior Contract before the child is admitted back to class.
2. Violation of the Behavior Contract will result in a 1-day suspension.

In the event that a child is out of class for behavior reasons, the child will be responsible for completing work missed. The teacher will provide work. As an alternative to suspension, children may choose to engage in a Restorative Circle process with their family present along with the family of any children who were harmed. This process will allow a plan to be put in place for restoration of harm which may include community service at the school.

Suspension:
In the event that restoration of harm is not possible or the child will not take responsibility for harm caused and for repairing harm, it may be necessary to have a child kept at home. This is only to send the message that their behavior is unacceptable and if it continues, we cannot have them here at school. We have to be able to be safe and keep our community safe and peaceful.

Actions for which a child will be sent home:
• Threatening ones own life or the life of another
• Bringing or illegal substance to school
• Running away from class/ school building
• Repetitive Bullying
• Repetitive physical harm to other children

PROLONGED DISCIPLINE SUPPORT:
When the school staff has implemented solutions that don’t seem to have a significant impact on the situation, the administrator will contact the parents to request the help of local school district Educational Support Services departments to determine the exact nature of the problem.

When a district specialist is consulted, the parents have to be a part of the process in order to gain the services available to public schools. Together, the parent and the school can engage psychologists or specialists who identify and treat such conditions as autism or attention deficit problems. At the very least, having children checked for larger developmental issues provides a way to eliminate certain possibilities and enlist the support of a professional counselor to identify strategies for helping the child, family, and school meet with positive results. We are very fortunate to have access to some very wonderful and well-trained specialists who help provide the best possible experience for children at The Community School.

Campus Protocols:
We share our hallways, yard, bathrooms and cafeteria with Howard School. We need to keep the hallways quiet and the bathrooms quiet and clean. We need to support the cafeteria staff by being on time, quiet, clean and respectful in the cafeteria.

Hallway Behavior:
In the hallways, children will walk silently. If they need to talk, it will be in a whisper. Children may only walk in the hallways with an adult supervising if they are in Kindergarten or 1st grade. This means, class bathroom times must be established. If a child needs to go at another time, I will escort them until we have trained volunteers staffing the hallway.

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 will take no more than 3 minutes in the bathroom except in case of emergency.

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 or yelling). Children must be in eyesight of adults and only on the correct part of the yard.

Cafeteria Behavior:
In the cafeteria, children need to walk to get their lunches, find their seats, and remain in their seats speaking in quiet voices to the children sitting near them until it is time to line up to go outside. When lining up in lunch line or for outside children need to leave space in front and behind them and follow school norms. When cleaning up lunches, children need to walk quietly and place milk carton, cardboard tray and trash into the appropriate bins.

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 (office staff who deals with clean-up and supervising adult who witnessed the event)
• File incident report.
• Share incident with classroom teacher in person and place copy of incident report in binder and in teacher’s box for Accountability Binder.
• Follow-up with children and parents (set up meeting if needed)/ check back to ensure

Procedure for Student Incidents:

• Call parents every time a child has an incident or is removed from class for any reason
• Document incidents and calls in accountability binder (which comes to Wednesday Professional Development Meetings every week for updates and sharing)
• Referral form or incident report completed for any incident that requires follow-up or any time the child needs to go to the office. Keep a copy in accountability binder and give a copy to Carlee.
• Before any consequences are put in place, the teacher must have given clear expectations, offered choices and reminded, offered a time out, reflected with the child and worked to restore the situation unless harm was being done physically or emotionally to another child or the child him/herself.
• Keep clear records on children’s behavior, what you do to respond, and what you observe.

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 Administration. 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
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. If you send your child’s lunch, please use washable bags and containers. We are striving for a waste-free campus.

Oakland Unified School District provides our food services. Students may buy a hot lunch for $2.25. Breakfast can be purchase for $1.50. Milk can also be purchased for $0.40. Eligible students may receive meals free or at a reduced price of $0.40 for lunch and/or $0.30 for breakfast. Students may purchase meals in advance at the school cafeteria. Please send money with your student. To apply for free or reduced price meals, use the application for Free and Reduced Price Meals 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, doctors 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.

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 of any type by any employee, independent contractor or other person with which the School does business with. 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 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. Each packet will have a space that must be signed by the parent/guardian and returned to the teacher, to acknowledge receipt. The 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 Tuesday Folder, it is your responsibility to contact your child’s teacher to obtain a copy. The weekly Family Focus newsletter will also be sent out weekly via email.

Home Visits:
Home visits (or in another place of the parent/guardian’s choosing) will happen once per year, school wide. Visits will take place between the teacher and student’s family and will happen in the autumn.

Conferences:
Parent/guardian-teacher conferences will happen twice per year, autumn and spring, in the classroom. In addition, there will be four class meetings per year when families are invited into the classrooms for class meetings.

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 and a CPAC – Community School Parent Action Committee (see below). See calendar for regular scheduled meetings.

Community School Parent Action Committee (CPAC): CPAC will bring together people from across the school community, including parents, guardians and families, community members, teachers and administrators. CPAC will address important school issues, enable parents/guardians to participate in key decisions about the school and help to communicate with the greater school community. All parents/guardians are welcome to attend the monthly meetings. CPAC Bylaws will be posted on the school website. CPAC will meet on the first and third Tuesday of each month, from 6:00 pm – 7:00 pm, at
school. Refreshments, translation, and childcare are provided. CPAC will encompass working groups on: School Culture, Access, Fundraising and Curriculum.

**Family Liaison:** The Family Liaison guides and supports the Family Resource Center. The Family Resource Center aims to lay the foundation for Community School for Creative Education to become a full service community school blending Waldorf inspiration and community focus. Activities planned from the Family Resource Center are trainings for families in Waldorf education, site visits to public and private Waldorf and Waldorf inspired schools as well as other key community service capacity building. The Family Liaison is supported by a Family Center Volunteer who is a school parent and OCO leader.

**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 Paulino 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 CPAC 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 ARISE High School. Meetings are public and parents and community are encouraged to join. Agendas are posted 72 hours in advance on the school website, at the School Office and at ARISE High School.

**Director:** Dr. Ida Oberman is the lead administrator at the school, with focus on advancing the whole school vision, external relations and administrative leadership.

**Curriculum & Instructional Coaches:** The Curriculum & Instructional Coach will work with teachers and Director to develop, implement and assess curriculum throughout the year.

**Operations and Business Manager:** The Operations and Business Manager will manage the operations and business matters of the school. Duties ranging from attendance reports to our authorizer to monthly payroll and managing back office infrastructure are within the scope of the Operations and Business Manager.

**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.
Special Education Coordinator: The Special Education Coordinator supports and brokers the special education resources that need to be brought to the school. The Special Education Coordinator works in collaboration with the Community School’s SELPA, El Dorado SELPA.

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 aid.

Leadership Team: The Leadership Team is composed of the director, curriculum & instruction coaches, special education coordinator, faculty chair (elected annually from faculty) and as needed joined by the operations and business manager. The mission of this committee is to work together to create high quality education that blend standards-based education with Waldorf inspired education. The Leadership Team meets weekly. Staff Meetings: All teachers and Leadership Team members meet once a week Wednesday 1:30pm – 2:30pm for staff meeting, teachers, coaches and director meet from 2:30 -4:00 PM for professional development planning. Meetings are led by the director and curriculum coaches and faculty chair. Professional Development and Collaboration Meetings: All teachers, and Leadership as appropriate, meet once a week Wednesday 2:30pm – 4pm for collaboration around student work and professional development.

TO COME AS COMMUNITY SCHOOL GROWS:

School Site Council (SSC): The School Site Council will be composed of community members, parents, guardians, teachers and administrators. The SSC will oversee the running of Community School with a focus on finances and budget.

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 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.

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.
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 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.
FirstGiving:
FirstGiving is dedicated to one purpose: empowering passionate nonprofit supporters to raise more money than they ever thought possible for the causes they care about. FirstGiving 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 Facebook page is: http://www.facebook.com/groups/133350590035144/

Informal Google Groups have formed by our parent community. If you would like to be added to the group please send an email to info@communityschoolforcreativeeducation.org  Please note, that all official communication should not be addressed here. Google Groups are a source for lively conversation and sharing of resources and events among parents.
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 director to classroom assistants, parents will feel welcomed as valued stake-holders integral to the future of this school. Parents and community can expect to experience welcoming classrooms with open door policies, volunteer roles that utilize the strengths that families bring, opportunities to provide feedback and reflections on how we are doing at meeting our goals. We seek to enrich our school family by being intentional in offering meaningful ways for our community to work together towards doing better.

- **Supporting teachers means:** Being respectful of the classroom dynamics, treating all children as valued members of our school community, providing appropriate constructive feedback outside of class time, and working with the school to push our practices and policies towards the best possible models for our students.

- **Supporting young people means:** Treating all children as valued members of our school community. As a community we must encourage one another to be equitable and just in the treatment that all children receive. As a community, we celebrate all the difference and diversity that is present among us. To support our children we must actively model working in collaborative, respectful, uplifting partnership that actively challenge gender, race, class, and ability based oppression that is active in our society.

- **Supporting parents means:** all members of the school community see parents as partners and equals.

- **Our “Open Door” policy means:** that parents are welcome to support, observe, or engage in the classroom at any time pending prior arrangement and consent.
As we actively work towards meeting the needs of our children, we look to our community to hold us accountable. We expect critical feedback, input and, where appropriate, affirmations to let us know how we are doing in all areas of honoring our parent engagement and leadership policy.
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 Director 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 Director'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 accordance 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 Director shall ensure that all students and parent/guardians/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/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/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 Director 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 of 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 disobeying 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 so 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 Director. 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 Director 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 Director 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 Director 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 Director or designee shall be preceded by an informal conference which involves the Director 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 Director 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 Director or designee shall report the suspension of a student to the CSCE Board, including the cause thereof, in the Director’s report.
E. Parent/guardian's Conference

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

F. Emergency Suspension

A Director or designee may suspend a student without affording the student an opportunity for a conference only if the Director or designee determines that an emergency situation exists. "Emergency situation," as used in this section, means a situation determined by the Director 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 Director 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 Director 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 Director 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 Director 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 Director 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 Director 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 School’s Director.

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 Director 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 Director to impose alternatives to suspension or expulsion against any pupil when the Director deem 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 Director. An in-house suspension may be used at the Director’s discretion in lieu of other forms of discipline for offenses other than expulsion, and may include doing school work 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 Director 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 as been asked for by the student, an expulsion hearing should be held within thirty (30) school days of the date the Director 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 Director 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/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 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.

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 Director 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.


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 Director 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 Director 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 Director.

Z. Notification of Subsequent School District

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

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

Categorical Programs Complaints Brochure

Describes the process in filing a complaint and contacts.

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

What is a complaint?

- A complaint is a written statement alleging discrimination, or a violation of a federal or state law within the following programs:
  - Adult Education
  - Career/Technical Education
  - Child Development
  - Consolidated Categorical Aid
    - No Child Left Behind (NCLB)
    - State Compensatory Education
    - State Program for Students of Limited English Proficiency
    - School Improvement
    - Tenth-Grade Counseling
    - Tobacco-Use Prevention Education
    - Peer Assistance and Review
    - School Safety and Violence Prevention Act
  - Migrant and Indian Education
  - Nutrition Services
  - Special Education
  - Discrimination
  - Harassment
  - Civil Rights Guarantees

- Williams Settlement complaints regarding instructional materials, emergency or urgent facilities conditions that pose a threat to the health and safety of pupils, and teacher vacancy or 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:

- Receives and reviews the complaint procedures from the Local Educational Agency (LEA).
- Files a written complaint by following the steps described by the LEA complaint procedures.
- Provides the LEA investigator with documents and other evidence related to the allegations in the complaint.
- Files a written appeal within 15 days to the California Department of Education (CDE) for resolution if he or she finds the Decision of the LEA is incorrect.
- Specifies in the appeal, the reason for the appeal to CDE and why the LEA facts are incorrect and/or the law is misapplied. The appeal packet shall contain a copy of the original complaint to the LEA and a copy of the LEA Decision.
Requests a reconsideration within 35 days to the State Superintendent of Public Instruction (SPI) if he or she finds the determination of the CDE’s finding of facts are incorrect or the law is misapplied.

What are the responsibilities of the LEA?

The LEA:

- Ensures compliance with applicable federal and state laws and regulations.
- Adopts complaint policies and procedures not inconsistent with the California Code of Regulations, Title 5, Sections 4600 – 4687.
- Designates a staff member to be responsible for receiving, investigating and resolving complaints.
- Annually notifies parents, employees, committees, students and other interested parties of the LEA complaint procedures, including the opportunity to appeal the LEA’s Decision. The notice must also advise recipients of any civil law legal remedies that may be available. The notice must be (a) in English; (b) in the primary language of the students when 15 percent or more of the students speak that language.
- Protects complainants from retaliation.
- Implements the following procedures:
  1. Any individual, public agency, or organization alleging a violation of federal or state statutes may file a written complaint regarding specific programs with the LEA.
  2. Discrimination complaints must be filed with the LEA by a person harmed or by a person on behalf of others who have been subjected to discrimination. These complaints must be filed no later than six months from the date of the occurrence, or from the time the complainant first learned of the facts of the discrimination. The LEA must protect the confidentiality of the parties and the facts related to the case.
- Resolves the complaint and completes a written report within 60 days of receipt of a complaint. The LEA must give the filing party and 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.
Community School for Creative Education

I ACKNOWLEDGE THAT I HAVE RECEIVED THE COMMUNITY SCHOOL FOR CREATIVE EDUCATION FAMILY HANDBOOK 2011-2012.

SIGNATURE

DATE

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

Commitment to Excellence:

Please go to pages 11-12 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).