

Community School for Creative Education
Escuela Comunitaria de Educación Creativa
TRƯỜNG HỌC CỘNG ĐỒNG CHO SÁNG KIẾN HỌC TẬP
社羣創新學校
2020- 2021
Family-Student Handbook

Ms. Candice Paul, Principal
Dr. Ida Oberman, Executive Director & Founder



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Mission • Vision • School Motto:

Mission:

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

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

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

Vision:

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

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

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

School Motto:

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

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

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

以崇敬迎接 用愛引領 在自由的心態中讓他離去。



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

School Verse

(Anonymous)

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

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

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

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

**Đây là trường học của chúng ta
Hãy sống hòa bình ở đây.**



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



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Family Letter

Dear Families,

Welcome to Community School for Creative Education! We are delighted to work with you to make school a nurturing and strong academic experience for every child at Community School.

Community School for Creative Education (CSCE) is a first of its kind in the country TK-8th Grade Charter school inspired by Intercultural Waldorf Education and focused on advancing equity and building college bound, career ready leaders and thinkers. We are honored to call Oakland our home. Founded in 2010 in partnership with Faith in Action East Bay, we are proudly entering our 11th year. At CSCE, we believe that the “need for imagination, a sense of truth, and a feeling of responsibility are the three forces which are the very nerve of our education (Rudolf Steiner)”. We continue to educate the whole child, cultivating the “hearts, heads, and hands” of our children. To achieve this holistic approach, we draw motivation from the Waldorf framework, emphasizing learning through doing, and incorporating art, music and handwork into the daily rhythm of learning for all our children. These social emotional learning techniques are aimed at increasing student engagement and academic achievement for all our students, coming from various multi-lingual, and multicultural backgrounds, ensuring equitable outcomes for all our children.

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 family needs 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 school administration. To succeed as a community, we will work together to maintain effective open communication, build our instructional capacity, bond with relational trust, engage and empower one another to lead the children in our community to manifest their true destinies. We look forward to a successful school year, and wish all our families a safe and prosperous school year.

With warm regards,

Dr. Ida Oberman,
Founder & Executive Director

Candice Paul,
Principal



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Letter of Solidarity

Monday, June 8th, 2020

Dear Community School Students, Families, Community, and Allies,

We write to express our solidarity with the African-American community here in Oakland and across the United States; and we offer our heartfelt condolences to the loved ones of the victims of the racially-motivated violence that has taken place locally and throughout the United States.

We make the statement that follows as a collective voice of members of the Leadership Team of the Community School for Creative Education, the country's first Intercultural Public Waldorf School, located in Oakland, California, the epicenter of social, artistic, and cultural movements. We are, since inception, multi-cultural and multi-lingual. Grounded in the founding principles of Waldorf education, we stand for the focus on intercultural relationships and trust as the elixir of learning and growing together to take down institutional racism and build a more just world where our youth thrive.

It is difficult to express the pain and frustration that Black people feel on a daily basis. What happened to **George Floyd** is not new - *it was videotaped*. Mr. Floyd's life, and so many countless others including: **Oscar Grant, Breonna Taylor, Nia Wilson, Philando Castille, Ahmaud Arbery,** and **Trayvon Martin** have lost their lives due to police and civilian racism and acts of brutality. The end of slavery and the end of segregation did not end racism. This systemic racism begins with interactions large and small, with instances of Amy Cooper and Jennifer Schulte calling the police on **Christian Cooper** and **Kenzie Smith**, respectively. These instances happen to Black people *every single day*.

We are committed to work in allyship to move this energy to the front lines, side lines, and to break open rooms where people of color are not allowed to enter.

We are committed to speak truth, to change and co-construct a new paradigm of power.

We are committed to change this narrative and work together - all of us - to truly end racism. It is not enough to 'not be a racist.' We know we must all be anti-racist to truly change the world.

We stand strong against the pandemic of violence charged by racism.



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We stand strong to end the anguish of every mother of Black youth who has to know fear for her child's safety.

We stand strong against the racism that crushes Black lives.

We work to build youth voices and our community up where people of all races, cultures, religious creeds, national origin, ancestry, disability, languages, sex, gender identity, gender expression, and sexual orientation join together to thrive.

This is our guiding light, our focus and our fight.

Please share your feedback or concerns here.

In Community and in Solidarity,

Mr. Raúl Alcantar, *Dean of School Culture*
Ms. Sara Alvarado, *Kindergarten/1st Grade Teacher*
Ms. Adrienne Barnes, *Deputy Director*
Ms. Yolanda Cordova (ex officio), *Office Manager*
Ms. Hanna Forde, *TK/Kindergarten Teacher*
Ms. Amy Gaerlan, *Support Team Lead and Coach*
Dr. Ida Oberman, *Executive Director and Founder*
Ms. Candice Paul, *Principal*



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CSCE Annual Notice for Families

Availability of CSCE Charter 2016-2021

Upon request, Community School for Creative Education (CSCE) will make available to any parent or legal guardian, the CSCE Charter 2016-2021. Please note that, pursuant to law, CSCE may charge for the prospectus in an amount not to exceed the cost of duplication. A copy is also available on our website and a hard copy is available at the Front Office.

California Assessment of Student Performance and Progress (“CAASPP”)

CSCE shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress.) Notwithstanding any other provision of law, a parent’s or guardian’s written request to School officials to excuse his or her child from any or all parts of the state assessments shall be granted.

School wide Safety Plan

CSCE has established a Safety Plan. Notice of the Plan details is available to the public through the CSCE main office on request.

Child Find

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. CSCE provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act (“IDEIA”), Education Code requirements, and applicable policies and procedures of the El Dorado County Charter SELPA. These services are available for special education students enrolled at CSCE. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. CSCE collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the Individuals with Disabilities Education Improvement Act (20 U.S.C. §§ 1400 et. seq) and relevant state law, CSCE is responsible for identifying, locating, and evaluating children



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enrolled at CSCE with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or are wards of the State. To ensure that eligible students are receiving the services to which they are entitled, we would like to request your assistance.

If you know of a child who has a disability or that you suspect may have a disability, you may refer that child's parent or guardian to CSCE by contacting Mr. Louis Orren at louiso@communityschoolforcreativeeducation.org or calling 510-686-4131 and asking for the Senior Resource Education Specialist. Please note: All referrals are considered confidential. The parent, legal guardian, or surrogate parent retains the right to refuse services and other procedural safeguards under federal and state law.

Concussion/Head Injuries

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. Because CSCE offers some athletic programs, we must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until he or she is evaluated by, and receives written clearance from, a licensed healthcare provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

Sudden Cardiac Arrest

CSCE is invested in the health of its athletes, especially their heart health. Sudden cardiac arrest ("SCA") is when the heart stops beating, suddenly and unexpectedly. Those wishing to participate in athletics at a CSCE school, must review the information sheet on sudden cardiac arrest via the



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link below and attached to this handbook: <https://www.cdc.gov/dhbsp/docs/cardiac-arrest-infographic.pdf>

Tests on Personal Beliefs

Unless you give written permission, your child will not be given any test, questionnaire, survey, or examination containing any questions about your child's, or his/her parents' or guardians' personal beliefs or practices in sex, family life, morality, or religion.

Diabetes

CSCE will provide an information sheet regarding type 2 diabetes to the parents or guardians of 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Free and Reduced Price Meals

CSCE participates in the National School Lunch Program. Applications for free or reduced price meals are included in the first day packets to all families and can also be obtained on the CSCE website and in the main office. All families are encouraged to complete the application form in order to include as many eligible students as possible.

Harassment, Intimidation, Discrimination and Bullying

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn and negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, CSCE prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether.



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This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation.

A copy of our policy governing Harassment, Intimidation, Discrimination and Bullying is available upon request and posted as required by law.

Immunizations and Physical Examinations

To ensure a safe learning environment for all students, CSCE follows and abides by the health standards set forth by the state of California. Students will not attend school until all required records have been received. The immunization status of all students will be reviewed periodically. Those students who do not meet the State guidelines may be excluded from school until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the CSCE.

Homeless Students

The term “homeless children and youth” means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42 USC 11434(a)):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;



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2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of “homeless.”

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the School Liaison.

School Liaison: The ED or designee designates the following staff person as the School Liaison for homeless students ((42 USC 11432(g)(1)(J) & (e)(3)(C).):

Mr. Raul Alcantar, Dean of School Culture

EM: raula@communityschoolforcreativeeducation.org Tel: 510 686 4131

The School Liaison shall ensure that (42 U.S.C. 11432(g)):

1. Homeless students are identified by school personnel and through coordination activities with other entities and agencies.
2. Homeless students enroll in, and have a full and equal opportunity to succeed at CSCE.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by CSCE, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.



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5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. CSCE personnel providing services receive professional development and other support.
9. The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.
11. For any homeless student who enrolls at CSCE, a copy of CSCE's complete policy shall be provided at the time of enrollment and at least twice annually.

Nondiscrimination Statement

CSCE does not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

CSCE adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA").



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CSCE is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination in Employment Act of 1967; The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability). CSCE also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, 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. CSCE does not condone or tolerate harassment of

any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which CSCE does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. CSCE will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the CSCE Uniform Complaint Procedures (“UCP”) Compliance Officer:

Dr. Ida Oberman

2111 International Boulevard Oakland, CA 94606

510 686 4131

Oral Health Assessment

Students enrolled in kindergarten in a public school or while enrolled in first grade if the pupil was not previously enrolled in kindergarten in a public school are required to have an oral health assessment completed by a dental professional. Please contact the school office if you have questions about this requirement.

Parent and Family Engagement

CSCE aims to provide all students in our schools significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act (ESEA).



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CSCE staff recognizes a partnership with families is essential to meet this goal. Our family engagement policy leverages promotes active involvement of all families as partners with schools to ensure student success.

Providing Information

A. A Parent Family Action Committee (PFA) shall be established, consisting of parent representatives from each grade and overall. Representatives shall meet at least five times per year and report back to school. The PFA will work together with the staff to:

1. Involve parents in the planning, implementation, and evaluation of various components funded by the Title I grant and other grant sources.
2. Provide input on educational opportunities for children, and make recommendations for strengthening the partnerships between home and school in order to improve student achievement.
3. Develop, annually review, and revise at least annually the CSCE family engagement policy and the school level LCAP.
4. Give input to design of annual survey of CSCE to determine the range and effectiveness of the family engagement practices and to capture schools' efforts to overcome barriers to family engagement.
5. Prepare an annual report to the CSCE Board with recommendations for enhancing services and enhancing parent engagement..

B. CSCE Administration will support the school to:

1. Work jointly with parents to develop a school-level Family Engagement Policy and School-Home Compact and to ensure these meet the requirements of the ESEA. These documents will be reviewed and distributed to parents annually, revised, at least, every two years, and translated for accessibility for all parents.
2. Collect and share family engagement strategies taking place in schools



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Coordination and Assistance

A. CSCE will actively involve parents in their school improvement planning process and in the review and revision of the school-level Family Engagement Policy and School-Home Compact.

B. CSCE Administration will:

1. Support the staff collaboration with parents through meetings, surveys, and

informal discussions that can help parents understand the curriculum, instructional practices, academic assessments, expected proficiency levels and strategies to support their children at home to improve student achievement.

2. Collaborate with schools to ensure availability of parent and family programs such as: Faith in Action East Bay and California Charter Schools Association Parent leadership and advocacy training; CSCE Parent Family University; CSCE Parents Family Action Committee; Sweet Pea Nursery Planning Committee; Principal's coffees and other parent workshops; Family field trips

3. Collaborate with CSCE Administration to inform parents of available Adult ESOL

classes, parent workshops, and family literacy programs.

4. Collaborate with CSCE Administration to guide the school in developing partnerships with local community organizations in support of student achievement and improved parental involvement.

Building Capacity

A. In order to support implementation and further development of family engagement strategies and actions related to the CSCE Board's Student Achievement Goals and focus on closing achievement gaps, CSCE will identify a class parent. The class parent together with the Parent Family Action Committee Chairs and members will:

1. Gain access to additional family engagement professional learning opportunities.

2. Serve as point of contact for the school's PFA chairs and representative and instructional staff.

3. Share family engagement resources, updates, and parental involvement and volunteer opportunities with the school community.



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4. Participate in reflective conversations about the school's family engagement practices to support school improvement planning and closing achievement gaps.

B. To build schools' capacity for strong family engagement, home office staff will:

1. Facilitate opportunities for school staff to share successful programs and strategies,
2. Promote reflective processes for schools to assess current practices and identify potential opportunities for strengthening family engagement.
3. Provide informational resources to schools to explain Title I federal regulations to parents
4. Collaborate with other CSCE staff to provide professional learning opportunities and resources to assist schools in strengthening family engagement and overcoming barriers to family engagement.
5. Consult with school staff to support the development of school-level Family Engagement Policies and School-Home Compacts.
6. Support schools in Site Budget planning for effective family engagement programming.
7. Offer logistical support for schools to develop or maintain parent centers to provide parents with resources, information, and opportunities for partnership.
8. Produce and distribute a parent newsletter to inform parents about opportunities and resources for involvement and to highlight effective family engagement practices.
9. Recommend materials for family engagement programs

Accessibility

A. CSCE will:

1. Engage in practices to ensure a welcoming atmosphere for families of all cultures and backgrounds.
2. Offer family engagement events at times convenient to parents, ensuring childcare, refreshments, and transportation are available, as needed, to facilitate full participation.



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3. Whenever possible, enlist interpreters and translators to communicate with parents who have requested correspondence in another language.

4. Apply principles of nondiscrimination, as embodied within Board policy.

B. CSCE Administration staff will:

1. Ensure translations are available in all correspondence languages identified

within CSCE for all federally required Title I communications to parents within

ESEA, such as A Parent's Right to Know.

2. Ensure translated materials and language interpreters are available for all events sponsored by Title I funds

Pupil Records, including Challenges and Directory Information The Family Educational Rights and Privacy Act ("FERPA") affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 5 business days after the day the school receives a request for access. Parents or eligible students should submit to the CSCE Principal or designee a written request that identifies the records they wish to inspect.

The school will make arrangements for access and notify the parent or eligible

student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask CSCE to amend a record should write the CSCE school principal or designee, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the



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hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before CSCE discloses personally identifiable information (“PII”) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to CSCE officials with legitimate educational interests. A CSCE school official is a person employed by CSCE as an administrator, supervisor, instructor, or support staff member or a person serving on the CSCE Board. A CSCE school official also may include a volunteer or contractor outside of CSCE who performs an institutional service of function for which CSCE would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another CSCE school official in performing his or her tasks. A CSCE school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, CSCE discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

Note that CSCE will not release information to third parties for immigration- enforcement purposes, except as required by law or court order.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by CSCE to comply with the requirements of FERPA. The name and

address of the Office that administers FERPA are:

Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW
Washington, DC 20202



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FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to CSCE officials,

disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires CSCE to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. CSCE may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student —

1. To other CSCE officials, including teachers, within the educational agency or institution whom CSCE has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1)).
2. To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2)).
3. To authorize representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35).
4. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4)).



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5. To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7)).
6. To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8)).
7. To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9)).
8. To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10)).
9. Information the CSCE has designated as “directory information” under §99.37. (§99.31(a)(11)).

“Directory Information” is information that is generally not considered harmful or an invasion of privacy if released. Directory information can be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish year books. The CSCE has designated the following information as directory information:

1. Student’s name
2. Student’s address
3. Parent’s/guardian’s address
4. Telephone listing
5. Student’s electronic mail address (upper grades only)
6. Parent’s/guardian’s electronic mail address
7. Photograph
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Degrees, honors, and awards received
12. The most recent educational agency or institution attended



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Section 504

CSCE recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of CSCE. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by CSCE. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to any site administrator. A copy of CSCE's Section 504 policies and procedures is available upon request.

Sexual Health Education

A Parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. CSCE does not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

§ Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.

§ Excuse their child from participation comprehensive sexual health education and HIV prevention education in writing to the school.

§ Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by CSCE personnel or outside consultants. When the school chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:

- o The date of the instruction;
- o The name of the organization or affiliation of each guest speaker;
- Request a copy of Education Codes 51930 through 51939. Anonymous, voluntary,



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and confidential research and evaluation tools to measure student's health behaviors and risks may be administered to 7th and 8th grade students. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey ("opt-out"). Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the school.

A Student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks, if the school has received a written request from the student's parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

Teacher Qualification Information

All parents may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals.

Uniform Complaint Procedure

Community School for Creative Education ("CSCE" or "Charter School") policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

1.

Complaintsofunlawfuldiscrimination,harassment,intimidationorbullyingagainst any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration



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status, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and

2.

following programs including but not limited to: After School Education and Safety Programs, Foster and Homeless Youth Services, Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic

Complaints of violations of state or federal law and regulations governing the

achievement, compensatory education, limited English proficiency, and migrant education, and Special Education Programs.

3. A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

a. "Educational activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

i.

ii. iii.

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



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

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

c. A pupil fees complaint may be filed anonymously with the Principal or Compliance Officer if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees. d. If the Charter School finds merit in a pupil fees complaint the Charter School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

4. Complaints of noncompliance with the requirements governing the Local Control Funding Formula, Local Control and Accountability Plans or Sections 47606.5 and 47607.3 of the Education Code, as applicable.

5. ComplaintsofnoncompliancewiththerequirementsofEducationCodeSection 222 regarding the rights of lactating pupils on a school campus. If the Charter School finds merit in a complaint, or if the Superintendent finds merit in an appeal, the Charter School shall provide a remedy to the affected pupil.

6. ComplaintsofnoncompliancewiththerequirementsofEducationCodeSection 48645.7 regarding the rights of juvenile court school pupils when they become

entitled to a diploma. If the Charter School finds merit in a complaint, of if the Superintendent finds merit in an appeal, the Charter School shall provide a remedy to the affected pupil.

The Charter School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible) the confidentiality of the parties and the integrity of the process. The Charter School cannot guarantee anonymity of the complainant. This



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includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. The Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Executive Director or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Dr. Ida Oberman Executive Director 2111 International Blvd Oakland, CA 94606 510-686-4131

The Executive Director or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Executive Director or designee.

Should a complaint be filed against the Executive Director, the compliance officer for that case shall be the President of the Charter School Board of Directors.

Notifications

The Executive Director or designee shall annually provide written notification of the Charter School's uniform complaint procedures to employees, students, parents and/or guardians, advisory committees, private school officials and other interested parties (e.g., Adult Education).

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in the Charter School speak a single primary language other than English.



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The Executive Director or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.

The annual notice shall include the following:

- a. A statement that the Charter School is primarily responsible for compliance with federal and state laws and regulations.
- b. A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- c. A statement identifying the responsible staff member, position, or unit designated to receive complaints.
- d. A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 15 days of receiving the Charter School's decision.
- e. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.
- f. A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the Charter School.



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A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist him/her in the filing of the complaint.

Step 2: Mediation

Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall



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provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may

result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Response

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within sixty (60) days of the Charter School's receipt of the complaint.

Step 5: Final Written Decision

The Charter School's decision shall be in writing and sent to the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The Findings Of Fact Based On Evidence Gathered.
2. The Conclusion(s) of law.
3. Disposition Of The Complaint.
4. Rationale For Such Disposition.
5. Corrective Actions, if any are warranted.



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6. Notice of the complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the complainant has appealed the Charter School's decision, the Executive Director or designee shall forward the following documents to the CDE:

1. A Copy Of The Original Complaint.
2. A Copy Of The Decision.
3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.
4. A Copy Of The Investigation File, including but not limited all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. Are port of any action taken to resolve the complaint.
6. A copy of the Charter Schools complaint procedures.
7. Other relevant information requested by the CDE.



The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the Charter School has not taken action within sixty (60) days of the date the complaint was filed with the Charter School.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR § 4622.



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CONTACT INFORMATION • Faculty and Staff

2111 International Blvd. • Oakland, CA 94606

Main Office: 510.686.4131 • **Alternate line:** 510.686.4135 • **Fax:** 510.686.4130

info@communityschoolforcreativeeducation.org • www.communityschoolforcreativeeducation.org

ADMINISTRATION & OFFICE STAFF:

ROLE	STAFF NAME	EMAIL
Executive Director & Founder	Dr. Ida Oberman	ida@communityschoolforcreativeeducation.org
Principal	Candice Paul	candicep@communityschoolforcreativeeducation.org
Dean of School Culture	Raúl J. Alcantar	raula@communityschoolforcreativeeducation.org
Office Manager/Family Liaison	Yolanda Cordova	yolandaa@communityschoolforcreativeeducation.org
Deputy Director	Adrienne Barnes	adrienneb@communityschoolforcreativeeducation.org

LOWER GRADE SCHOOL TEACHERS (TK - 5TH):

GRADE & CLASSROOM	STAFF NAME	EMAIL
TK/Kindergarten Teacher	Hanna Forde	hannaf@communityschoolforcreativeeducation.org
K/1st Grade Teacher	Sara Welborn Alvarado	saraw@communityschoolforcreativeeducation.org
1st/2nd Grade Teacher	Dr. Kate Hoshour	cathyh@communityschoolforcreativeeducation.org
2nd/3 rd Grade Teacher	Alison Keaney	alisonk@communityschoolforcreativeeducation.org
4 th Grade Teacher	Anaxy Barraza	anaxyb@communityschoolforcreativeeducation.org


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5 th Grade Teacher	Victoria Guinnane	victoria@communityschoolforcreativeeducation.org
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UPPER GRADE SCHOOL TEACHERS (6th – 8th)

GRADE & CLASSROOM	STAFF NAME	EMAIL
6 th Grade Advisory & Upper Grades Mathematics Instructor	Guy Mathews	guym@communityschoolforcreativeeducation.org
7 th Grade Advisory & Upper Grades Humanities (History/ELA) Teacher	Matthew Plicner	matthewp@communityschoolforcreativeeducation.org
8 th Grade Advisory & Upper Grades Science/English Teacher	Benjamin Amundson	benjamina@communityschoolforcreativeeducation.org

SPECIAL EDUCATION DEPARTMENT

ROLE	STAFF NAME	EMAIL
Student Support Services Coordinator/SPED Team Lead	Alina Kagan	alinak@communityschoolforcreativeeducation.org
Speech Language Pathologist	Sandra Pagliarulo, Ascend Rehab, Inc.	sandra@ascendrehabinc.com
Occupational Therapist	Ascend Rehab, Inc.	
ERMHS Clinician	Judy Fleming	judithf@communityschoolforcreativeeducation.org

SPECIALTY TEACHERS & FACULTY LEADERS (TK - 8TH GRADES)

ROLE	STAFF NAME	EMAIL
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Support Team Lead & Coach	Amy Gaerlan	amyg@communityschoolforcreativeeducation.org
World Languages Teacher		
Waldorf Coach	Elke Berger	elkeb@communityschoolforcreativeeducation.org
Music Partnership	Oakland Public Conservatory of Music	

Instructional and Special Education Aides

ROLE	STAFF NAME	Email
Instructional/SPED Aide	Manny Alvarado	manuela@communityschoolforcreativeeducation.org
Instructional Aide	Nhan Le	nhanl@communityschoolforcreativeeducation.org
Instructional Aide	Jennifer Lee	jenniferl@communityschoolforcreativeeducation.org
Instructional/SPED Aide	Vincent Lane	vincentl@communityschoolforcreativeeducation.org
Instructional/SPED Aide	Chanthea Som	chantheas@communityschoolforcreativeeducation.org
Instructional/SPED Aide	Mike Tang	michaelt@communityschoolforcreativeeducation.org

EXTENDED DAY TEAM: Attitudinal Healing Connection (AHC)



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ROLE	STAFF NAME
AHC Executive Director	Amana Harris
Program Coordinator	Phyllis Hall
AHC/CSCE EDP Consultant	Sharifah Ihsan-Wilson
Extended Day/After Care Coordinator	Malcolm Defils



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Our School Day - *Traditional* (see Distance Learning Addendum)

- The **Breakfast Program** for all students (grades TK-8th) is from **8:00 am to 8:30 am**
- The **academic school day begins (TK – 8th grades) and main office opens at 8:30 am**

Bell Schedules

Transitional Kindergarten & Kindergarten

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

First Grade & Second Grade

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

Third Grade, Fourth Grade & Fifth Grade

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

Sixth Grade, Seventh Grade & Eighth Grade

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

(Note: See Distance Learning Addendum for virtual bell schedule and hybrid learning schedules per grade level)



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MINIMUM DAY SCHEDULE (Wednesdays/TK-8th) *Traditional* (see Distance Learning Addendum)

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

Transitional Kindergarten & Kindergarten

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

First Grade & Second Grade

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

Third Grade, Fourth Grade & Fifth Grade

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

Sixth Grade, Seventh Grade & Eighth Grade

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

(Note: See Distance Learning Addendum for virtual bell schedule and hybrid learning schedules per grade level)

Drop-off & Pick-up Procedures

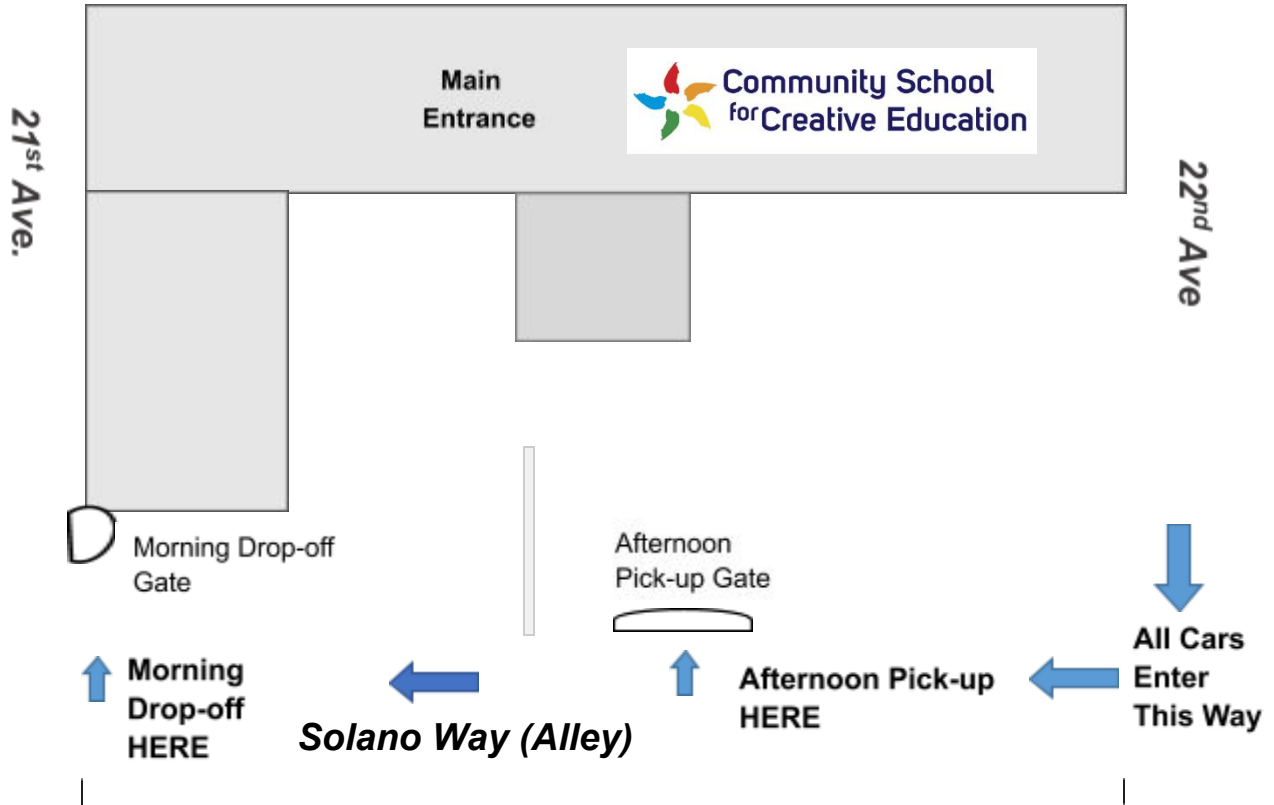
International Blvd.



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

Drop-off Procedure – Car Riders

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

Drop-off Procedure – Walkers/Bus Riders

- Morning drop-off gate will be open, with a staff member present from 8:00 – 8:30 AM
- All students walking should use the sidewalk to enter the gate near the corner of 21st Ave. and Solano Way
- Students will be greeted by a staff member at the gate near the corner of 21st Ave. and Solano Way
- Staff will ensure students enter the gate to the school yard safely



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- Please refrain from using at the Main Entrance of the building for Morning Drop-off

Pick-up Procedure – Car Riders

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

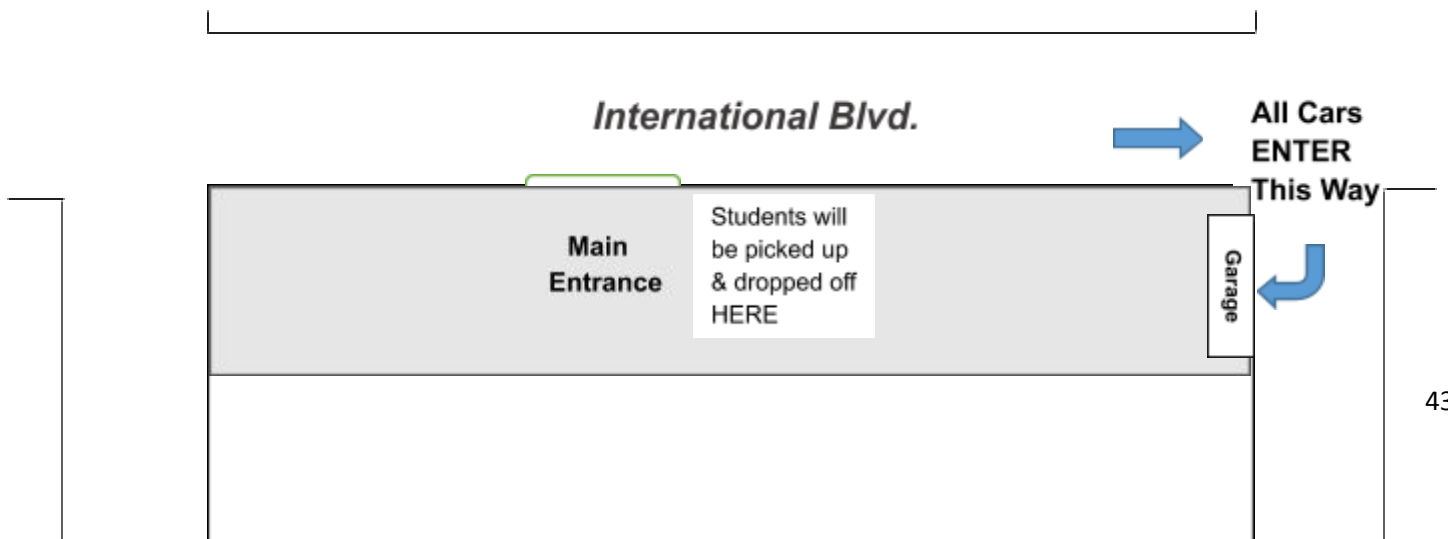
Pick-up Procedure – Walkers/Bus Riders

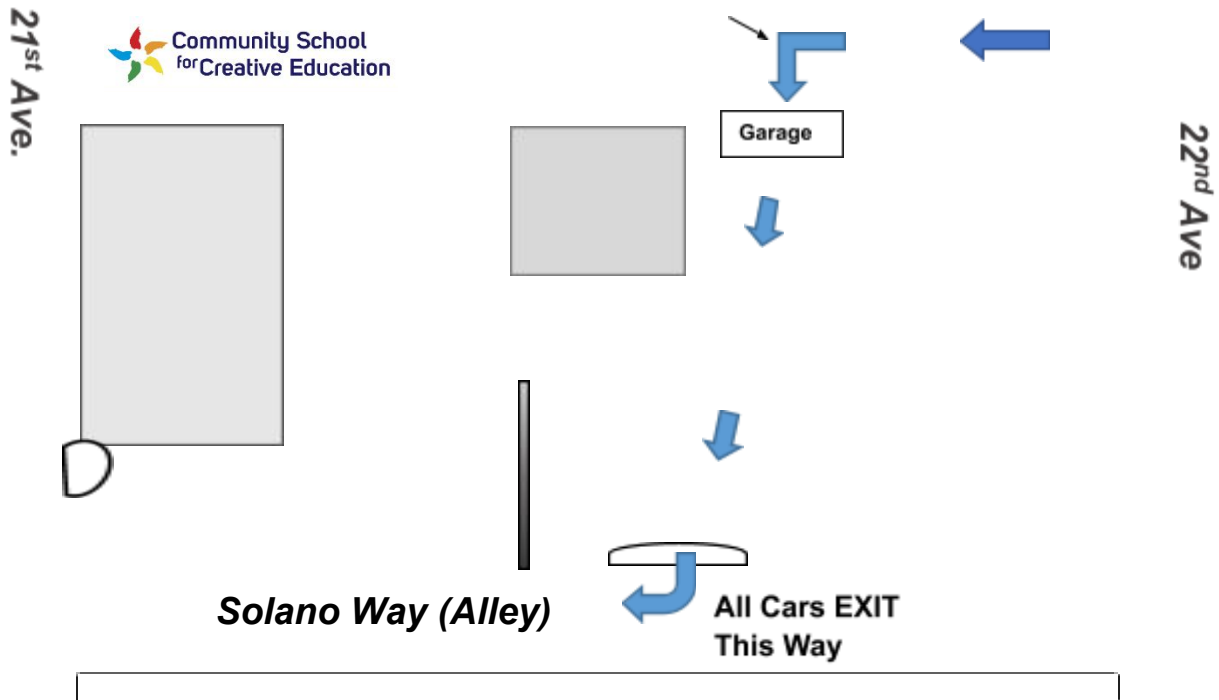
- Parents/Families who walk or ride public transportation may enter through the Main Entrance of the building
- **For your safety, please do not walk to the gate on Solano Way for Afternoon Pick-up**
- Students permitted to walk or ride public transportation independently must check out at the front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

Extended Day

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

RAINY DAY Drop-off & Pick-up Procedures





Rainy Day Drop-off Procedure – Car Riders

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

Rainy Day Pick-up Procedure – Car Riders

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

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

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



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Extended Day Program

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

(Note: See Distance Learning Addendum for virtual bell schedule and hybrid learning schedules per grade level for extended day)

Dress Code and Accessories

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

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

- **Bottoms – Khaki or Navy blue: Pants, Capris, Shorts, Skirts, Jumpers. Clothes should fit well (no sweatpants, tights/leggings without skirt or shorts, sagging pants, or denim). Shorts, Skirts, Skirts and Jumpers must be longer than the tips of the child’s fingers when the child’s arms are at rest next to their side. Solid colored leggings, tights, or knee high socks may be worn under skirts or jumpers- no patterns.**



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No Mini Skirts

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



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

Grades TK through 5th

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



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



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Grades 6th through 8th (Upper grades)

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



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



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

Items NOT permitted in CSCE's Dress Code:

- Clothing/accessories with media advertisement, cartoon images, slogans and commercial logos of any kind
- Clothing that exposes the midriff – no crop or halter tops
- Makeup
- False nails (acrylic, gel, etc.)
- Open toe shoes or high heels
- Patterned tights, leggings or knee-high socks (solid colors permitted)
- Hats, hoods, or heavy outdoor coats (indoors)
- Jeans, sweat pants, *tights/leggings without skirt or shorts*, or sagging pants
- Dangling earrings (more than an inch below earlobe)

Consequences for Violating CSCE Dress Code:

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

First violation:



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

Second violation:

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

Third violation:

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

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

The dress code policy will be followed during Distance Learning. Please see Addendum for further details.

Attendance Policy

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



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

Reporting Absences

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

First Day of School Policy

Students who are not in attendance due to an unexcused absence at the start of the school year, will be contacted by the office. By the tenth day of the school year, without notifying the office or responding to the school's communication, student will be dis-enrolled from the school roster, pursuant to the CSCE Attendance Policy. CSCE will attempt to reach the Parent/Guardian on a daily basis for each of the first three days to determine whether the student has an excused absence. Written notification will follow as described more fully below. If the student has a basis for an excused absence, parents/family members must notify the school of the absence and provide documentation.

Note that no student shall be involuntarily removed by CSCE for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified in CSCE's policies, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the procedures described in the Charter School's suspension and expulsion policy.

Absences and Tardies Allowed by Law

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

- **Illness-** A child is too ill to attend school if he or she has a contagious condition, a temperature of over 100, symptoms of vomiting or diarrhea, or written orders from a doctor to stay home. Keep sick children at home for at least 24 hours *after* they no longer have a fever, without using fever-reducing medications. Keeping children with a fever at home will reduce the number of people who may get infected. Quarantine – Student is quarantined under the direction of a county or city health officer.
- **Appointments-** Student's medical, dental or chiropractic appointments, verified with documentation from the provider. Insofar as class participation is an integral part of students' learning experiences,



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parents/guardians and students are encouraged to schedule medical appointments during non-school hours, and, whenever possible, to encourage students to return to school after a non-emergency appointment.

- Funeral Services - for immediate family (1 day in State, 3 days out of State).
- Court Appearance - Verified with documentation from the court or other appropriate body or official, such as an attorney.
- Attendance at the Student's naturalization ceremony to become a United States citizen.
- Religious Holiday - With a note and approval by the school prior to the holiday. Attendance at religious retreats shall not exceed 8 hours per year.
- Religious instruction or exercises (up to 4 days per month) or religious retreats (up to four hours per semester)

Independent Study

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

Unexcused Absences

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

Tardy policy

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

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



CSCE's Student Attendance Review Team (SART)

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

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

The school's SART will consist of:

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

Notification of Truancy or Excessive Absences

Definitions of Truancy

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

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

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

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

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



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

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

First Notification of Truancy or Excessive Absences

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

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

Second Notification of Truancy or Excessive Absences

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

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

- a) An Attendance Contract will be entered into which must be signed at this meeting to abate truancy.
- b) The student may be given a written warning by a peace officer. A record of that warning may be kept at the school for not less than two years or until the student graduates or transfers from the school. If the student transfers, the record may be forwarded to the new school.



- c) The attendance supervisor may notify the district attorney and/or probation officer when the student continues to be classified as a truant after the parents/guardians have been notified by letter.

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

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

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

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

Removal from Charter School

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

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

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

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

Referral to Appropriate Agencies or County District Attorney

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



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

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

Withdrawal due to Excessive Unverified Absences (AWOL)

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

School-wide Behavior Policy

PHILOSOPHY

–Creating a Healthy, Positive Learning Environment

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

- Rudolf Steiner

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

Our School-wide approach carefully integrates Waldorf, Positive Behavior, and Restorative Practices to discourage misbehavior and encourage students to learn from mistakes and make appropriate choices in the future. Our **Waldorf** inspiration encourages us to consider the developmental stage of a child, particularly in how we communicate expectations and provide consequences. Using **Positive Behavior Intervention Systems (PBIS)** as our behavior management system, we establish clear expectations and school-wide values so we are proactively developing a positive school culture. Implementation of the **social/emotional curriculum Toolbox** as well as daily **Mindfulness** practices aim to support students' peaceful reflection, full



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presence, and community membership throughout the day. **Restorative Justice Practices** promote equity, inclusion, and community cohesion which provides a vehicle to collaboratively create solutions to conflict based on the needs of individual(s) harmed in addition to the community as a whole.

Community School is committed to creating a safe and nurturing learning environment for every child. Community School for Creative Education uses Restorative Practices moving toward restoring a sense of harmony and well-being for all those affected by a hurtful act. It addresses incidents of harm or conflict by exploring root cause(s), considering underlying needs of those that caused the harm, as well as identifying needs of those who were harmed so to collaboratively create solutions that allow everyone to thrive. It provides families, schools, and communities a way to ensure accountability while at the same time breaking the cycle of retribution and violence. It is based on a view of resilience in children and youth and their capability to solve problems, as opposed to the youth themselves being the problems adults must fix. It focuses not on retribution or punishment but on reconnecting severed relationships and re-empowering individuals as they acknowledge the effect of their actions and work collaboratively toward solutions. This approach acknowledges that, when a person does harm, it affects the persons they hurt, the community, and themselves. When using restorative measures, an attempt is made to repair the harm caused by one person to another and to the community so that everyone is moved toward healing.

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

Code of Behavior

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

The Community School Creed

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

Take care of self

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

Take care of others

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

Take care of this space



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





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Positive Behavior Matrix for various school locations

		Water Fountain	Bathroom	Hallway/ Stairwell	Large Yard/ Blacktop	Small Yard/ Play Structure	Libra
Head --- Heart --- Hands	S E L F	-drink water or fill bottle during breaks -ask permission to go to fountain -use fountain closest to you -walk to/from	-wash hands with soap -respect your learning time -right to privacy -make safe choices -use quiet voice -ask for permission -only go when you need to	-get permission and use hall pass -walk -use an inside voice -stay on the right side -keep feet on the ground -make safe choices	-play safely -stay in your area -line up when asked -pick up personal items -follow rules	-play safely -only go down the slide -make safe choices -pick up personal items	-ask for permission -choose ju books
	O T H E R S	-wait your turn behind line -form a line along the wall so there is space for others to pass in the hall -respect personal space -give someone else a turn after 10 seconds	-respect others' privacy and space -only 4 students in the restroom at a time -use quiet voices -respect learning time of others	-respect personal space -walk single file -use inside voice -respect others' learning time	-line up when asked -play fairly -take turns -be aware o -respect others personal property -share toys	-treat others the way you want to be treated -respect others personal space and boundaries -butterfly tag only -play fairly	-use quiet -be conside of others read
	S P A C E	-use water responsibly -report clogs or spills to teacher -support a learning environment	-tell an adult if supplies are needed -flush the toilet -tell an adult if there is a clog or spill -use specified amount of paper towels -keep bathroom clean -place trash in trash can	-respect others' work on display -pick up/hold all trash until you reach a trash can -keep hands to yourself -notify an adult of any spills or messes	-stay in approved play area -use toys & equipment appropriately -pick up toys & equipment and return to proper location when finished -keep yard clean & garbage free	-respect equipment and play structures -respect our garden and trees -place trash in proper place -use toys and play structure appropriately	-put book in correct -turn light when eve done -keep she and space

 							
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Positive Behavior Matrix for various school locations:

	Garden	Assembly Room	Cafeteria	Field Trips	Pick- Up/Dismissal		
Head --- Heart --- Hands	SE LF	-use the area as a learning space -use tools safely and appropriately -wash hands when finished	-sit quietly and ready to listen -keep hands & feet to yourself -keep track of your personal belongs	-walk -only request food/drinks when needed	-use buddy system -follow directions -leave personal items at home -wear appropriate clothing -be prepared for weather	-stay seated -stay in line for your grade -listen for your name -respond right away -keep track of personal belongings	-sit quiet -raise a when y assista -only u website as dire
	OT HERS	-take turns -share tools & food -put tools away when finished	-follow directions -walk -respect personal space of others -use only the space you need	-ask permission to go to kitchen -get permission from food service manager before taking food or milk -use indoor voice -only take food/drinks needed to avoid waste	-respect buddies -respect host -respect chaperones -use appropriate voice level -listen	-politely alert a friend when their name is called -respect personal space -keep objects to yourself	-keep h -respec time -use he mute v compu
	SP AC E	-ask before you pick or eat -walk carefully -respect all growing things -keep area tidy	-pick up after yourself -ensure all refrigerators and closets are closed -put trash in trash can	-keep your area clean -make sure all trash gets into trash can -line up quietly -keep line order	-respect the space -pick up after yourself (bus, train, etc.) -be open minded about place we're visiting	-clean up trash	-make on tabl -leave you fou -food a be left compu -return proper to cart




Consequences for Misbehavior

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

Inappropriate behaviors include (but are not limited to):

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



<p> Talking or nonverbally communicating with classmate at inappropriate time</p> <p> Noisemaking</p> <p>Dress Code Violation</p>	
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Bullying is prohibited

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes intentional aggressive behavior from one person towards another which involves a difference in the balance of power. Bullying also includes one or more acts committed by a student group or group of students that may constitute as sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable pupil* or pupils in fear of harm to that pupil’s or those pupils’ person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
4. Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by CSCE.

* “Reasonable pupil” is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Bullying can take various forms. The following are some examples of various forms of bullying:

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



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The School considers bullying a major violation of our behavior policy and it will result in a child entering the referral process and could lead to suspension or expulsion. For a complete copy of the School's Title IX, Harassment, Bullying, Intimidation, and Discrimination policy, please see the CSCE website or contact the Main Office.

Prohibited Items

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

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

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

Nondiscrimination Statement

Community School for Creative Education ("Charter School") does not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

The Charter School adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA").

The Charter School is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination in Employment Act of 1967; The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability). Charter School also prohibits sexual harassment, including cyber



sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, 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. Charter School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures (“UCP”) Compliance Officer:

Dr. Ida Oberman
Executive Director
2111 International Blvd
Oakland, CA 94606
510-686-4131

Child Find

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The Charter School provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act (“IDEIA”), Education Code requirements, and applicable policies and procedures of the El Dorado County SELPA. These services are available for special education students enrolled at the Charter School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The Community School collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Section 504

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by the Charter School. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Executive Director. A copy of the Charter School’s Section 504 policies and procedures is available upon request.

Homeless Students



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The term “homeless children and youth” means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42 USC 11434(a)):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of “homeless.”

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the School Liaison.

School Liaison: The Executive Director or designee designates the following staff person as the School Liaison for homeless students ((42 USC 11432(g)(1)(J) & (e)(3)(C).):

Raul J. Alcantar, Dean of School Culture
2111 International Blvd.
Oakland CA 94606
510-686-4131

The School Liaison shall ensure that (42 U.S.C. 11432(g)):

1. Homeless students are identified by school personnel and through coordination activities with other entities and agencies.
2. Homeless students enroll in, and have a full and equal opportunity to succeed at the Community School for Creative Education (“Charter School”).
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the Charter School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including



- schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, CSCE charter, and Board policy.
 7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
 8. Charter School personnel providing services receive professional development and other support.
 9. The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
 10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

For any homeless student who enrolls at the Charter School, a copy of the Charter School's complete policy shall be provided at the time of enrollment and at least twice annually.

Student Internet and Technology Use Policy and Agreement

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

Community School for Creative Education Policy

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



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

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

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

Cell Phone and Electronic Equipment Policy:

We are trying to create an environment that limits media, this includes cell phone and electronic equipment use by students. Electronic equipment such as Apple Watch, iPods, video games, video cameras, and other electronic devices are not allowed at school. Students may not have cell phones during the school day, unless approved by Community School Principal for specific academic purposes. Families who will allow students to bring their ***cell phone and or Apple Watch*** to school

MUST complete the “ **Family Technology Contract / Contrato de Tecnología Para Familias**” and honor our school-wide policy so that technology brought from home does not negatively impact or



hinder learning from taking place. Cell phone and smart watch use is prohibited without permission as it may impact student learning. By signing this contract, scholar **and** parent(s)/guardian(s) acknowledge the following rules and consequences. **This policy will be enforced, regardless of whether you sign the contract or not.**

- Upon entering the school campus**, scholars are required to place their own cell phone and/or Apple Watch into the office “Tech Holder.” The technology will stay safe and secure in the office **until all classroom activities have been completed** in the day or if the scholar participates in Extended Day.
- Scholars **may not** leave their classroom or group without permission to retrieve their cell phone or Apple Watch.
- Cell phones and/or smart watches **will only** be used at **times and for purposes directed by a teacher**.
- Should the scholar be caught violating the agreements and school-wide policy outlined above **and/or** engaging in activities that are inappropriate for technology use while on campus, the following will occur:

1st offense- Teacher/Staff takes the phone/Apple Watch. The scholar may collect his/her phone/Apple Watch after school. Parents/guardians will be informed as to help remind the scholar of proper technology etiquette.

2nd offense- Teacher/Staff takes the phone and issues a universal office referral. **Additionally**, parents/guardians will be contacted to pick up phone from office at the end of the day.

3rd offense and beyond- The student will receive an in-school suspension and the phone will be turned in to the Principal. The parent may collect his/her phone at the end of the school day. Principal will provide necessary disciplinary actions as see fit.

- Refusal to give up the phone will automatically result in the 3rd offense.
- Additionally, the teacher and faculty reserve the right to ban any student from cell phone usage in class at any time should the cell phone misuse be overwhelmingly inappropriate.

Family Acknowledgement Form and Action Plan (Referral)

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

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



referral/suspension process below). The Universal Referral Form is complete by the staff member directly aware of behavior and submitted to Principal and Dean of School Culture. Principal or Dean will further investigate behavior and will contact the guardian by phone. The Referral will state the behavior concern and restorative practice used. The Universal Referral Form is for internal documentation purposes only. Parent/Guardian will be provided written documentation of behavior using the Parent Acknowledgement form and will be asked to sign stating they have reviewed this form. The signed form is to be returned to the teacher/office the following day. Either the parent or the class teacher may request a telephone or personal conference.

Family/Parent-Teacher Conference

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

Expectations of Class Teachers:

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

Student Suspension and Expulsion:

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

Suspension

Upon receiving a third, sixth and ninth referral, a student may be ***suspended in school or possible even from school***. Length of suspensions will be determined by the severity of the incident.

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

- Causing, attempting to cause, or threatening to cause physical injury to another person.



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

If a child is suspended, the parents will be informed by telephone and will receive a formal notice of suspension from the Dean of School Culture or School Principal. The child may return to school after a suspension once a follow-up conversation with the class teacher and/or administrator stipulating the conditions of the child's return has taken place.

Student Success Team (SST) Meeting

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

Special Needs Students

Suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a pupil, including an individual with exceptional need, as defined in Section 56026 of the CA Ed Code, may be suspended for any of the reasons enumerated above upon a first offense, if the principal determines that the pupil violated one of the above items. Special procedures for students with special needs will be implemented as required by law. Please see a copy of the complete CSCE Suspension and Expulsion Policy located in the school's Charter, on its website, and in the main office.

Clearing Referrals

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

Expulsion

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

They are listed in the Code as follows:



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

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

Due Process

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

Referral process initiated

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

Student Success Team (SST) Meeting Initiated

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

Continuation of Referral process

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

Student Success Team (SST) Meeting

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

Continuation of Referral process

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

Following the recommendation for expulsion, a hearing will be noticed and scheduled in accordance with the school's expulsion procedures. For more information, please see a copy of the complete CSCE Suspension and Expulsion Policy located in the school's Charter, on its website, and attached hereto as **Appendix A**.



Health and Safety

Meal Program:

Breakfast and lunch will be available to all students. The Charter School also participates in the National School Lunch Program. Through this program, students may qualify to receive free or reduced priced lunches. Applications for free or reduced price meals are included in the first day packets to all families and can also be obtained on the Charter School website and in the main office. All families are encouraged to complete the application form in order to include as many eligible students as possible.

A child may bring a lunch from home. If bringing food from home we encourage low sugar, low sodium options. Candy and soda are not permitted. Please avoid sugary drinks and artificial food coloring when possible. This will better equip our scholars for a successful day of learning. We are also striving for a waste-free campus.

Nut Free School:

As part of our ongoing effort to *Take Care of Others*, we are a **Nut Free Campus**. This includes peanuts and tree nuts. There are several students with severe nut allergies. To ensure good health for all please **avoid sending food items containing tree nuts, peanut butter, peanuts or nuts of any kind**.

Tuition Free Policy:

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

Health, Safety & Emergency:

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

Lice:

Head lice are common and are easily spread. The Administration will send home information about the treatment and control of head lice to parent/guardians as needed to prevent the spread of infestations. Staff will report all suspected cases of head lice to the Administration as soon as possible. Community School recognizes that responsibility for the treatment of head lice rests with the home. When lice are found, the student shall be sent home as soon as possible with proper parent/guardian notification. Staff shall make every effort to maintain the privacy of students identified as having head lice and excluded from classes for treatment.

If a child is affected in any one classroom, information about head lice shall be sent home to all parent/guardians/ in the class. Excluded students may return to school when they bring a note from



the parent/guardian indicating the treatment applied and date administered. Students will be rechecked before readmission.

Oral Health Assessment:

Students enrolled in kindergarten in a public school or while enrolled in first grade if the pupil was not previously enrolled in kindergarten in a public school are required to have an oral health assessment completed by a dental professional. Please contact the office if you have questions about this requirement.

Immunizations and Physical Examinations:

To ensure a safe learning environment for all students, the Community School follows and abides by the health standards set forth by the state of California. Students will not attend school until all required records have been received. The immunization status of all students will be reviewed periodically. Those students who do not meet the State guidelines may be excluded from school until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the Charter School.

Students shall be screened for vision, hearing and scoliosis. The Community School shall adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the Community School.

A parent or guardian may file annually with the principal a statement in writing, signed by the parent or guardian, stating that he will not consent to a physical examination of his child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, he shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

Diabetes:

The Community School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Concussion/Head Injuries:

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are



mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. Because the Community School has elected to offer an athletic program, we must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until he or she is evaluated by, and receives written clearance from, a licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

Sudden Cardiac Arrest:

Charter School is invested in the health of its athletes, especially their heart health. Sudden cardiac arrest ("SCA") is when the heart stops beating, suddenly and unexpectedly. Those wishing to participate in athletics at Charter School, must review the information sheet on sudden cardiac arrest via the link below and attached to this handbook:

<https://www.cdc.gov/dhdspl/docs/cardiac-arrest-infographic.pdf>

Home-School Communication

The Weekly Folder

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

Monthly Newsletter

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

Robo Call

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



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Conferences

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

Publications and Websites

The Community School website URL is: <http://www.communityschoolforcreativeeducation.org/>
The Community School also has a Facebook group that we invite you to join. This is great way to connect with other parents and to find out about playdates and other parent gatherings.

Family/Parent-as-Partner Policy

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

We value all members of our learning community providing input and resources to better the learning outcomes for our students. Working in genuine partnerships is mutually beneficial. Developing cooperative efforts and meaningful involvement contributes to improved schools and successful students. Community School strongly encourages parents/guardians to be active partners in developing school policies and leading efforts to engage the support of the community, making recommendations about issues related to the school, and reviewing family and community concerns. Please join us each month for our parent work groups and focus groups. See website calendar and Monthly Newsletter for regular scheduled meetings.

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

- **Our parent/family drop-in policy is:** Parents/visitors are welcome to participate in the work of classroom and out of classroom school activities, as arranged prior to the lesson with the class teacher. Notes on where parents can volunteer in class are included in each teacher's weekly class newsletter. If you are visiting, first check-in with the main office and receive a visitor's pass. If you are OBSERVING rather than volunteering, we ask that you observe silently unless otherwise agreed with the teacher, whose attention must be 100 % on the children. If you want to speak to the teacher, please make those arrangements after class so the children's instructional time is preserved. According to State law, parents that will be **alone** with children must be fingerprinted.
- **Our goal for parent/family engagement:** All parents and community are welcome as partners in building a strong supportive learning environment for all children. We seek to build a model of parent engagement that is consistent across classrooms, is supportive of the skills and assets



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that our community possesses, and that is pushing our school towards greatness. A copy of CSCE's Parent and Family Engagement Policy is available in the main office.

- **Our systems that make this happen:** From the principal to instructional assistants, parents will feel welcomed as valued stake-holders integral to the future of this school. Parents and community can expect to experience welcoming classrooms with open door policies, volunteer roles that utilize the strengths that families bring, opportunities to provide feedback and reflections on how we are doing at meeting our goals. We seek to enrich our school family by being intentional in offering meaningful ways for our community to work together towards doing better.
- **Supporting teachers means:** Being respectful of the classroom dynamics, treating all children as valued members of our school community, providing appropriate constructive feedback outside of class time, and working with the school to push our practices and policies towards the best possible models for our students.
- **Supporting young people means:** Treating all children as valued members of our school community. As a community we must encourage one another to be equitable and just in the treatment that all children receive. As a community, we celebrate all the difference and diversity that is present among us. To support our children we must actively model working in collaborative, respectful, uplifting partnership that actively challenges gender, race, class, and ability based oppression that is active in our society.
- **Supporting parents means:** all members of the school community see parents as partners and equals.
- **Our "Open Door" policy means:** that parents are welcome to support, observe, or engage in the classroom at any time pending prior arrangement and consent.

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

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

Teacher Qualifications

All parents may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals.



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Organizational Structures & Governance

In-school Structures

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

Community School for Creative Education Board of Trustees: The school is overseen by the Community School for Creative Education Board of Trustees. Trustees meet monthly at CSCE (see website and monthly calendar for schedule). Meetings are public and parents/family members and community are encouraged to join. Agendas are posted 72 hours in advance on the school website and at the School Office.

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

Principal: Our Principal, Candice Paul, is the lead administrator at the school, with focus on internal workings of the school, advancing the whole school vision and administrative leadership.

Dean of School Culture: Our Dean of School Culture, Mr. Raúl Alcantar, models how to build strong, mutually respectful relationships with students and families in our multicultural, multilingual setting through the oversight of our Waldorf-inspired school-wide positive behavior system.

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

Deputy Director: Our Deputy Director, Mrs. Adrienne Barnes, works with the Executive Director and serves as the school's deputy director, leading our office, finance and human resources departments.

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

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



Community School Partners

Attitudinal Healing Connection (AHC): AHC is the lead agency providing our arts enriched extended day program. AHC strives to provide ‘seamless’ continuous learning to empower students to be self-aware and inspired through art, creativity, and education, by leading students in making positive choices to become cultural change makers.

Faith in Action East Bay (FIAEB) [formerly Oakland Community Organizations (OCO): FIAEB is CSCE’s founding and key partner. FIAEB trained all CSCE Design Team Members during its planning years 2008-2011 and remains critical training partner and ally to ensure CSCE identify as full service community school.

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.

Friends of Waldorf Education World Wide/Waldorf Emergency Pedagogy: CSCE is founding member of Friends of Waldorf Education’s *Waldorf Emergency Pedagogy Without Borders*, and CA/USA Waldorf Emergency Pedagogy Hub.

Mills College: With Mills College, Oakland, and Alanus University, Germany, CSCE leads the Mills College-based Waldorf Professional Development Teaching Certificate Program. CSCE and Mills college students and staff conduct site visits to lead and learn together and strengthen college-going culture.

Alameda County Food Bank and Oakland Head Start: Through this three-way partnership CSCE has been offering a mobile food pantry for the past 5 years uninterrupted by COVID-19.

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:



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

Board Meetings:

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

Board Responsibility:

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

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

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

Board Member Nominations:

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

Alameda County Board of Education Representation

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

Board Member Job Description:



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

- COMMUNITY RELATIONS** 1. Ensure that the School's programs and services appropriately meet the needs of the people it serves. 2. Solicit opinions and input of parents/family members regarding issues of significance in the School community. 3. Develop and maintain a positive relationship with the ACOE and the community. 4. Represent the School at key public or charter functions, and serve as emissaries in the community.
- PERSONNEL** 1. Recruit new Board members and provide for the continuance of the School through Board succession. 2. Supervise the Director and Principal of the School, including all employment issues such as hiring, termination, and evaluation. 3. Provide necessary support to the Director and Principal to ensure that directorial duties may be properly carried out. 4. Develop and adopt necessary personnel policies, including guidelines for hiring and termination, salaries, benefits, and grievance procedures. 5. Develop and adopt policies for volunteer involvement.
- PLANNING** 1. Set and review the School's Mission and Vision and goals. 2. Develop short-term and long-range goals for the future of the School. 3. Approve services and programs provided by the School. 4. Evaluate the School's programs and operations on a regular basis. 5. Review policies and bylaws that govern the School. 6. Develop policies to ensure smooth operations and continuance of the School. 7. Participate in Community School Charter renewal process.
- FINANCE** 1. Ensure the fiscal accountability and viability of the School. 2. Oversee development, approval and review of the School budget. 3. Engage in fund raising efforts to ensure that adequate funds are available to support the School's programs and the School's facilities.
- Community School for Creative Education Board Member Job Description**
- OPERATIONS** 1. Ensure that the School's administrative systems are adequate. 2. Ensure that the Board's operations meet all applicable legal and ethical standards. 3. Ensure that the organizational and legal structures are adequate and appropriate. 4. Ensure that the School and its Board members meet all applicable legal standards and requirements.
- MINIMAL JOB REQUIREMENTS** 1. A demonstrated interest in the School's educational programs. 2. A commitment to a three-year term. 3. A willingness to represent the School to the community at large. 4. Active participation in the majority of scheduled Board meetings. 5. A willingness to serve as a board liaison to at least one committee. 6. A thorough understanding of the public meeting laws governed by the Brown Act. 7. Participation in at least one board development seminar or workshop per year. 8. Participation in one Brown Act workshop per term.

Fundraising Programs and Ways to Donate:

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



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Checks, Credit Cards and Electronic Funds Transfers:

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

Employer Matching:

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

Payroll Deduction:

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

In-Kind Donations:

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

Appreciated Securities:

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

Estate Planning:

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



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Appendix A • Suspension and Expulsion Policy

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at Community School for Creative Education (“CSCE”). In creating this policy, CSCE has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* CSCE is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the CSCE’s policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. CSCE staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

CSCE administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Principal’s office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom CSCE has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”) or who is qualified for services 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 general education students except when federal and state law mandates additional or different procedures. CSCE will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom CSCE has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due



process to such students.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: 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.



- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) 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. This section shall apply to pupils in any of grades 4 to 12, inclusive.



- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by CSCE.
 - 2) “Electronic Act” means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.



- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.



- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: 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.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.



- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) 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. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) “Electronic Act” means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that



- another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
 - x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv)



missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or CSCE employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or CSCE personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with CSCE officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If CSCE officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when CSCE has determined a suspension period shall be extended,



such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by the CSCE Board of Directors following a hearing before it or by CSCE Board of Directors upon the recommendation of an Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a member of the CSCE Board of Directors. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of CSCE's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at CSCE to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;



7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

CSCE may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by CSCE or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. CSCE must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. 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 entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, CSCE must present evidence that the witness' presence is both desired by the witness and will be helpful to CSCE. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. 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.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall 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, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the



expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Principal or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with CSCE.

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

CSCE shall maintain records of all student suspensions and expulsions at CSCE. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

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

L. Expelled Pupils/Alternative Education

Parents/guardians of 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. CSCE shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from CSCE shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors 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 CSCE for readmission.

N. 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 of Directors following a meeting with the Principal or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon CSCE's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

CSCE shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that CSCE or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, CSCE, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If CSCE, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If CSCE, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:



- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that CSCE had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and CSCE agree to a change of placement as part of the modification of the behavioral intervention plan.

If CSCE, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then CSCE may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or CSCE believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or CSCE, the hearing officer shall determine whether the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and CSCE agree otherwise.

5. Special Circumstances

CSCE personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. 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; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's



IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the CSCE's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if CSCE had knowledge that the student was disabled before the behavior occurred.

CSCE shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to CSCE supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other CSCE personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other CSCE supervisory personnel.

If CSCE knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If CSCE had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. CSCE shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the CSCE pending the results of the evaluation.

CSCE shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Adopted: October 28, 2015



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Appendix B • Uniform Complaint Procedures

Scope

Community School for Creative Education (“CSCE” or “Charter School”) policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

- (1) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and
- (2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: After School Education and Safety Programs, Foster and Homeless Youth Services, Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education, and Special Education Programs.
- (3) A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
 - a. “Educational activity” means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
 - b. “Pupil fee” means a fee, deposit or other charge imposed on pupils, or a pupil’s parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families’ ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
 - i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.



- ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
 - iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
 - c. A pupil fees complaint may be filed anonymously with the Principal or Compliance Officer if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.
 - d. If the Charter School finds merit in a pupil fees complaint the Charter School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.
 - e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.
- (4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula, Local Control and Accountability Plans or Sections 47606.5 and 47607.3 of the Education Code, as applicable.
- (5) Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus. If the Charter School finds merit in a complaint, or if the Superintendent finds merit in an appeal, the Charter School shall provide a remedy to the affected pupil.
- (6) Complaints of noncompliance with the requirements of Education Code Section 48645.7 regarding the rights of juvenile court school pupils when they become entitled to a diploma. If the Charter School finds merit in a complaint, or if the Superintendent finds merit in an appeal, the Charter School shall provide a remedy to the affected pupil.

The Charter School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible) the confidentiality of the parties and the integrity of the process. The Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. The Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Executive Director or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of



unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Dr. Ida Oberman
Executive Director
2111 International Blvd
Oakland, CA 94606
510-686-4131

The Executive Director or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Executive Director or designee.

Should a complaint be filed against the Executive Director, the compliance officer for that case shall be the President of the Charter School Board of Directors.

Notifications

The Executive Director or designee shall annually provide written notification of the Charter School's uniform complaint procedures to employees, students, parents and/or guardians, advisory committees, private school officials and other interested parties (e.g., Adult Education).

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in the Charter School speak a single primary language other than English.

The Executive Director or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.

The annual notice shall include the following:

- (a) A statement that the Charter School is primarily responsible for compliance with federal and state laws and regulations.
- (b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- (c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.
- (d) A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 15 days of receiving the Charter School's decision.



- (e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.
- (f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the Charter School.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist him/her in the filing of the complaint.

Step 2: Mediation

Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.



Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Response

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within sixty (60) days of the Charter School's receipt of the complaint.

Step 5: Final Written Decision

The Charter School's decision shall be in writing and sent to the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.



The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the complainant has appealed the Charter School's decision, the Executive Director or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the Charter School's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists,



including cases in which the Charter School has not taken action within sixty (60) days of the date the complaint was filed with the Charter School.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR § 4622.



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Uniform Complaint Procedure Form

Last Name: _____ First Name/MI: _____

Student Name (if applicable): _____ Grade: _____ Date of Birth: _____

Street _____ Address/Apt. _____ #:

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office _____ of _____ Alleged _____ Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- | | | |
|---|--|---|
| <input type="checkbox"/> No Child Left Behind Programs | <input type="checkbox"/> After School Education and Safety | <input type="checkbox"/> Foster/Homeless Youth |
| <input type="checkbox"/> Every Student Succeeds Act Prog. | <input type="checkbox"/> Special Education | <input type="checkbox"/> Local Control Funding Formula/ Local Control and Accountability Plan |

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- | | | |
|---------------------------------|--|---|
| Age | Gender / Gender Expression / Gender Identity | Sex (Actual or Perceived) |
| Ancestry | Genetic Information | Sexual Orientation (Actual or Perceived) |
| Color | National Origin | Based on association with a person or group with one or more of these actual or perceived characteristics |
| Disability (Mental or Physical) | Race or Ethnicity | Marital Status |
| Ethnic Group Identification | Religion | |
| Medical Condition | | |
| Immigration Status | | |

- Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.



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2. Have you discussed your complaint or brought your complaint to any Charter School personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. Yes No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:

Dr. Ida Oberman
Executive Director
2111 International Blvd
Oakland, CA 94606
510-686-4131



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Appendix C: Parents Rights Under FERPA

The Family Educational Rights and Privacy Act (“FERPA”) affords parents and students who are 18 years of age or older (“eligible students”) certain rights with respect to the student’s education records. These rights are:

1. The right to inspect and review the student’s education records within 5 business days after the day the Community School for Creative Education (“Charter School”) receives a request for access. Parents or eligible students should submit to the Charter School principal or designee a written request that identifies the records they wish to inspect.

The Charter School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

Parents or eligible students who wish to ask the Charter School to amend a record should write the Charter School principal or designee, clearly identify the part of the record they want changed, and specify why it should be changed. If the Charter School decides not to amend the record as requested by the parent or eligible student, the Charter School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the Charter School discloses personally identifiable information (“PII”) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to Charter School officials with legitimate educational interests. A Charter School official is a person employed by the Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Charter School board. A Charter School official also may include a volunteer or contractor outside of the Charter School who performs an institutional service of function for which the Charter School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an



attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another Charter School official in performing his or her tasks. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the Charter School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

Note that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW Washington, DC 20202

FERPA permits the disclosure of PII from student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to Charter School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the Charter School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A Charter School may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student —

1. To other Charter School officials, including teachers, within the educational agency or institution whom the Charter School has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1)).
2. To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if



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the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2)).

3. To authorize representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35).
4. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4)).
5. To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5)).
6. To organizations conducting studies for, or on behalf of, BOCS, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6)).
7. To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7)).
8. To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8)).
9. To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9)).
10. To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10)).



11. Information the Charter School has designated as “directory information” under §99.37. (§99.31(a)(11)).
12. To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student’s case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L)).
13. To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K)).

“Directory Information” is information that is generally not considered harmful or an invasion of privacy if released. Directory information can be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish year books. The Charter School has designated the following information as directory information:

1. Student’s name
2. Student’s address
3. Parent’s/guardian’s address
4. Telephone listing
5. Student’s electronic mail address
6. Parent’s/guardian’s electronic mail address
7. Photograph
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Student ID number, user ID, or other unique personal identified used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student’s social security number, in whole or in part, cannot be used for this purpose.)

If you do not want the Charter School to disclose directory information from your child’s education records without your prior written consent, you must notify the Charter School in writing at the time of enrollment or re-enrollment. Please notify the Executive Director at:

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Appendix D: Acknowledgements

Parents'/Guardians' Commitment:

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

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

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

Please sign and return to Main Office.

Student's Commitment:

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

- I will arrive at school every day by 8:30 A.M. (Monday-Friday).
- I will remain at school until 2:30 (K) 3:30 P.M. (1-4) on Mondays, Tuesdays, Thursdays and Fridays and 12:45 P.M. on Wednesdays.
- I will always work, think, and behave in the best way I know how and I will do whatever it takes for me and my fellow students to learn.
- I will complete all my homework every night; I will call my teachers if I have a problem with the homework.
- I will raise my hand and ask questions in class if I do not understand something.
- I will always make myself available to my parents/guardians and teachers and will discuss any concerns they may have.



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- 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



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**COMMUNITY SCHOOL FOR CREATIVE EDUCATION
FAMILY HANDBOOK 2020-21**

Please return signed sheet to the Front Office or acknowledge receipt of Family Handbook via email to info@communityschoolforcreativeeducation.org

Parent/Student Commitment:

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

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

Comments:

Adult signature _____ DATE _____

Adult signature _____ DATE _____

Student _____ DATE _____

Student _____ DATE _____

Student _____ DATE _____

Student _____ DATE _____



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