# TABLE OF CONTENTS

## SECTION 1: CWC’S MISSION AND VISION
- Mission Statement
- Educational Philosophy and Organizational Values

## SECTION 2: ENROLLMENT/ADMISSIONS PROCESS
- Admissions and Enrollment Policy
- Non-Discrimination in Admissions Policy
- Attendance Policy
- Absences + Tardy Procedure
- Disenrollment Process

## SECTION 3: ORGANIZATIONAL STRUCTURE AND DECISION MAKING
- Board of Directors
- School Leaders
- Staff Structure
- Principal’s Council
- Family Council

## SECTION 4: INSTRUCTIONAL PRACTICES AND POLICIES
- Subject Area Overview
- Student Assessment
- Progress Reports and Parent Conferences
- Standardized Testing and Use of Results
- Homework Policy
- Independent Study Policy
- Field Trips + Chaperoning
- Special Education at CWC

## SECTION 5: PEACEMAKING AND STUDENT DISCIPLINE POLICY
- Peacemaking and Student Discipline Overview
- Peacemaking Curriculum and School Culture
- Peace Talks as a First Line Strategy for Conflict Resolution
- Behavior Expectations/Code of Conduct
- Foundational Classroom Management at CWC
- Responses to Misbehavior and Student Discipline Policy
- The Role and Responsibility of CWC Families
- Harassment, Intimidation, Discrimination and Bullying Policy
- Due Process for Suspension and Expulsion

## SECTION 6: OUR SCHOOL YEAR AND GENERAL OPERATIONS
- Year Calendar and Weekly Schedule
- Explanation of Special Events
• Morning Drop-Off Procedures
• Afternoon Pick-Up Procedures
• Carpool Procedures
• Leaving CWC’s Campus During the School Day
• Playdates and Going Home with Friends After School
• Visitors on School Campus
• Internet Use at School
• Dress code
• Personal Belongings on Campus
• Lost and Found
• Healthy Food at School
• Lunch+ Snack
• Parking for Families + Visitors
• Pets on Campus
• Toy and Cell Phone Policy
• Birthday Invitation Policy
• Bike, Skateboards and Scooters on Campus

SECTION 7: HEALTH, SAFETY AND EMERGENCY PREPAREDNESS
• General Emergency Procedures + Safety Drills
• Student Emergency Cards + Emergency Kits
• Illness Policy
• Immunizations
• Injuries + Accidents
• Head Lice
• Administration of Medication at School
• Communicable, Contagious or Infectious Disease Prevention
• Vision, Hearing and Scoliosis Screening

SECTION 8: FAMILY INVOLVEMENT AND VOLUNTEERING
• Parent Participation at CWC
• Family Council, Parent Action Chair and School-Based Committees
• Visiting and Volunteering Within Your Child’s Classroom
• 18 Ways to Get Involved in our CWC Community
• Fundraising and Event Coordination

SECTION 9: COMMUNICATION GUIDELINES AND OUR DISPUTE RESOLUTION PROCESS
• Basic School to Home Communication
• Communication Expectations and Protocols
• Email Usage at CWC
• Dispute Resolution Process/Filing a Formal Complaint

SECTION 10: OTHER PROGRAMS AT CWC
• After School Program + Morning Care
• Vacation Camps

SECTION 11: LOCAL, STATE AND FEDERAL COMPLIANCE POLICIES
• Family Educational Rights and Privacy Act (FERPA)
Welcome to CWC. CWC is a tuition-free and non-sectarian public school. Admission to all CWC is determined by a public lottery that is open to all children in the State of California.

**MISSION STATEMENT**

The mission of CWC is to provide a socio-economically, culturally and racially diverse community of students with an intellectual challenging, experiential learning environment that develops each student’s confidence, potential and individual responsibility as citizens of the world in which we live.

The following four cornerstones of our operation work collaboratively to embody a true “community of learners” in which we all learn from and with one another:

**STUDENTS:** Through our rigorous constructivist, project-based learning environment, students progress through active learning processes that develop conceptual understanding and self-knowledge. CWC embraces the diversity of individual student’s skills, learning styles and array of multiple intelligences, ensuring that children have the opportunity to grow not just in core academic areas but also in the arts, music, physical education and character development. Our standards-based curriculum is continuously tailored to individual needs utilizing data-driven assessments, ensuring that each student and each sub-group meets and exceeds state performance standards and the academic performance of neighboring schools as we help each child develop a true lifelong passion for learning.

**TEACHERS:** Our collaborative professional community supports CWC’s teachers with ample planning time, training, resources and autonomy. Teachers are able to continually develop their pedagogical skills, collaborate with one another and create, evaluate and refine curriculum that best first their students utilizing a variety of formative and summative assessments.

**FAMILIES:** CWC emphasizes the school/home partnership and open communication as integral to the success of our students. All CWC families are urged to participate actively in the school community as volunteers, valued stakeholders and participants in regular family education workshops and school community activities.

**COMMUNITY:** As “Citizens of the World,” we cultivate leadership, independence, self-knowledge, appreciation for different perspectives and respect, both within and beyond school walls. Just as we ask the community to support our school so, too, will the school support the community. Student-designed service-learning projects and social justice connections, embedded in our project-based units, enable each member of our community of learners to make a real and lasting contribution to the world around us.

**THE VISION OF CWC SCHOOLS**
Our vision is to establish a dynamic, welcoming, high-performing learning environment in one of the most diverse neighborhoods in urban Los Angeles. We seek to ensure that all of the diverse components of this remarkably unique neighborhood are welcome and active participants in our school, creating a hub for community activity that truly reflects and embraces the ethnic, racial, linguistic and socio-economic diversity of the neighborhood. Our activities on campus will focus on our role as contributing citizens of the neighboring community and larger world in which we live.

Modeled after some of the most acclaimed schools in the country, CWC has great expectations for all members of our school community: students, teachers, parents and community members alike will be asked to work hard to ensure that all of our students meet the challenges of a rigorous academic program. CWC's emphasis on the Multiple Intelligence theory will expand on the concept of diversity and perspective, as we recognize differences in the ways individuals learn and the unique combination of intelligences that each child may possess. As we work to incorporate and further develop best practices in constructivist pedagogy, project-based curriculum and community building in this uniquely diverse educational setting, we will share our model with schools throughout Los Angeles and the larger world of education.

Well beyond academic success however, we also will work diligently to ensure that our students develop self-confidence, sense of belonging and motivation to succeed within and beyond school walls. As members of our community of learners come together, we will learn from one another’s perspective and experiences, ensuring that we all become caring and contributing citizens of the world in which we live and members of the human community.

“If we can mobilize the spectrum of human abilities, not only will people feel better about themselves and more competent; it is even possible that they will also feel more engaged and better able to join the rest of the world community in working for the broader good.” (Howard Gardner, 2006)

EDUCATIONAL PHILOSOPHY

We believe an educated person in the 21st century strives to grow in all possible ways. An educated person can work independently and also work within a group, cooperatively at times as member of a group, or at other times as a leader. An educated person thinks creatively and critically. Respectful of this nation’s – and our city’s – remarkable cultural and democratic society. Cognizant of our ties as human beings on the planet, and as individuals in an increasingly digital, fast-paced world, an educated person seeks to be a productive, caring and responsible citizen of the world.

Our school emphasizes Howard Gardner’s Multiple Intelligence Theory, embracing the notion that an educated person in the 21st Century is one who has developed a broad range of skills and interests across each of Gardner’s eight areas of intelligence. As Gardner explains: “I believe the human cognitive competence is better described in terms of a set of abilities, talents or mental skills, which I call Intelligences. All normal individuals possess each of these skills to some extent; individuals differ in the degree of skill and in the nature of their combination...Intelligences always work in concert, and any sophisticated adult role will involve a melding of several of them.” (Gardner, Multiple Intelligences: New Horizons, 2006)

Gardner has identified eight areas of intelligence:
1. **Linguistic Intelligence** involves sensitivity to spoken and written language, including the ability to use language to accomplish certain goals; to listen perceptively and read critically; to learn languages; to express oneself persuasively or poetically.

2. **Logical-Mathematical Intelligence** is most often associated with scientific and mathematical thinking: the ability to detect patterns, reason deductively and think logically, conceptually, and abstractly; the interest in experimentation, puzzles, investigations and cosmic questions.

3. **Musical Intelligence** involves the capacity to distinguish the whole realm of sound and, in particular, to discern, appreciate and apply the various aspects of music (pitch, rhythm, timber and mood), both separately and holistically.

4. **Bodily-Kinesthetic Intelligence** involves the ability to use one’s body in highly differentiated and skilled ways, for both goal-oriented and expressive purposes; the capacity to exercise fine and gross motor control of one’s body.

5. **Spatial Intelligence** involves the ability to accurately perceive the visual world and to re-create, manipulate and modify aspects of one’s perceptions, even in the absence of the relevant visual stimuli.

6. **Interpersonal Intelligence** relates to the ability to work cooperatively and to communicate, verbally and non-verbally, with other people; the insight to understand others’ intentions, motivations and desires; and the judgment to recognize the biases underlying sources of information.

7. **Intrapersonal Intelligence** involves the ability to understand oneself; the motivation and focus to study independently; and the wisdom to reflect. “The first, and the most important, ability you can develop in a flat world is the ability to ‘learn how to learn’ – to constantly absorb, and teach yourself...” (T. Friedman).

8. **Naturalist Intelligence** involves the ability to recognize, collect, analyze and classify plants, minerals, animals, flora, fauna and even cultural objects such as cars and sneakers. Those who excel in Natural Intelligence exhibit a greater sensitivity to nature and their place within it, the ability to nurture and grow things, and care for animals.

“[Multiple Intelligence] Theory is an agent of cognitive equity: it enables a greater diversity of individuals to use their minds well. In turn, the theory is a democratizing tool: it facilitates the development and expression of ideas by those who might otherwise remain largely unheard in their communities or in the wider society.” (Komhaber, 2009)

At CWC, we start with the simple premise that “education should be the child-centered; we should begin planning the lesson by looking at where the child is developmentally.” (Dewey, 1902). More specifically, we believe:

**LEARNING BEST OCCURS WHEN STUDENTS ARE TREATED AS INDIVIDUALS, WITH LESSONS TAILORED TO THEIR DIFFERENCES AND TAUGHT IN SEVERAL WAYS.** We believe that all children can learn, and that one child’s potential is not simply higher or lower than another’s, but rather expressed on different dimensions in different ways. “People are not born with a given amount of intelligence, which serves as some kind of limit. We each have potentials across the intellectual spectrum.” (Gardner, 2009)
Many schools continue to emphasize a “one-size-fits-all” approach to teaching. Ever experienced teacher can cite examples of students who do not “test” well, yet clearly are bright – even gifted – in certain disciplines. Through constructivist (hands-on), project-based curriculum, we can allow children to demonstrate their learning and understanding consistent with their individual intelligences, rather than limiting their success to standardized pencil and paper tests.

**LEARNING BEST OCCURS WHEN STUDENTS CONSTRUCT THEIR OWN MEANING.** We believe that learning should not consist of one person (a teacher) imparting knowledge onto another (a student), but rather that people should work with one another in constructing knowledge. We believe that learning best occurs when students are given the means to explore, solve problems, reflect on situations and demonstrate their knowledge individually and in groups, allowing learners to construct their own meaning. We believe that learning occurs when existing beliefs, theories and perceptions are challenged through conversation, hands-on activities, or experiences. Learning occurs when learners initiate activities based on self-generated goals, work actively with concrete materials, try out ideas, solve problems, make mistakes and correct them, and have opportunities to stop and reflect on what they’ve done. Therefore, the more actively engaged children are in the learning process, the more effectively they will understand and retain concepts and skills. “We learn by being active, not passive, learners.”

**LEARNING BEST OCCURS WHEN CHILDREN ARE MOTIVATED TO SEEK UNDERSTANDING THROUGH DYNAMIC INVESTIGATION AND EXPLORATION IN THE CONTEXT OF “REAL WORLD” SCENARIOS AND PROJECTS.** We believe that learning best occurs when children are self-motivated and inspired to answer questions across disciplines that have meaning and relevance for them. We believe project-based learning capitalizes on students’ natural curiosities and methods of exploring the world around them, reality, self-awareness and more.

At their best, projects can serve a number of purposes well. They engage students over a significant period of time, spurring them to produce drafts, revise their work, and reflect on it. They foster positive cooperativeness in which each student can make a distinctive contribution. The model the kind of useful work that is carried out after the completion of school in the wider community. They allow students to discover their areas of strength and to put their best foot forward; they engender a feeling of deep involvement or flow, substituting intrinsic for extrinsic motivation. Perhaps most important, they offer a proper venue in which to demonstrate the kinds of understanding that the student has (or has not) achieved in the course of the regular school curriculum. (Gardner, 2006)

**LEARNING BEST OCCURS WHEN STUDENTS HAVE CLEAR – AND HIGH – EXPECTATIONS, RECEIVE APPROPRIATE GUIDELINES AND ENTHUSIASTIC SUPPORT.** We believe that learning best occurs when learners are expected to learn and when they are supported in their learning. We believe an effective educational program must begin with explicitly stated, expected outcomes, such as the California State Standards, areas identified by Gardner’s Multiple Intelligences, and values of global citizenship. We believe that children want to be challenged, and given high expectation for their futures. They must then be given appropriate, individualized support to achieve the stated goals, and meaningful opportunities to demonstrate their accomplishments and successes. Constant
communication between students, faculty and families must occur to facilitate ongoing analysis of each student’s learning in the context of these stated objectives.

**LEARNING OCCURS BEST WHEN TEACHERS ARE GIVEN AMPLE RESOURCES – INCLUDING TIME AND TRAINING – TO DEVELOP THEIR SKILLS AND TALENTS, SUPPORTED BY TOP EXPERTS IN THE FIELD.** We believe it is imperative that teachers study and understand the best thinking in education, including the works of Dewey, Piaget, Vygotsky, Bruner, Freire, Garner, Hahn, Eisner, Noddings, Greeno, Lave and others. We believe teachers should be provided ample time, resources and support to continuously develop their understanding, pedagogy and skills, to collaborate with faculty both within our school and other schools, and to consistently be learners themselves in the context of our school community.

**LEARNING OCCURS BEST WHEN STANDARDIZED TESTS PROVIDE ONLY A SMALL PART OF THE PICTURE IN DETERMINING STUDENT ACHIEVEMENTS.** We believe that assessment is not a cross to bear, but rather an opportunity to identify weaknesses in our program and students’ progress, validate strengths, and improve our curriculum, teaching and student learning. We believe that assessment should be ongoing and holistic and that effective data systems can help educators continually assess and refine their curriculum’s impact on individual children throughout the school year. We believe that undue emphasis on paper and pencil tests of linguistic and mathematical skills only provide a small sampling of the talents, skills and intelligences of each student.

“Many schools identify themselves as ‘child-centered’…yet few adapt their curriculum and assessment model to reflect each child’s uniqueness and perspective of the world. Instead, children are given a general curriculum to follow and must adapt their skills accordingly. Assessment is often a default to logical-mathematical and linguistic intelligences when schools generalize about ‘intelligence.’” (Rizzo, 2009)

We believe that children must be evaluated on and educated well beyond the “core” or “scholastic” intelligences of how well they read, write and compute. We believe that art, music, dance, physical education, character education and more have an important place in our schools and the development of our children today.

“Make no mistake: It is important that students do well in traditional academic areas, but an understanding an appreciation of MI makes it clear that the scholastic intelligences do not encompass all of the ways in which children can and should grow…Embracing the MI model elevates the role of art, music, and movement in education.” (Hoerr, 2009)

**LEARNING BEST OCCURS WHEN STUDENTS KNOW HOW TO COLLABORATE, COOPERATE AND NEGOTIATE WITH DIVERSE PEOPLE AND UNDERSTAND OTHERS’ PERSPECTIVES.** We believe that students should not be educated in classrooms with other students who experiences are largely similar to their own (culturally, economically, linguistically) but rather in our rapidly developing technologically-driven world, we believe it is more imperative than at any other time in human history that people be open to the perspectives, values and meanings of different cultures. We believe that the remarkable diversity of our neighborhood offers an
incredibly opportunity that, to date, as not been fully realized in Los Angeles public education.

**LEARNING OCCURS BEST WHEN STUDENT – EVEN YOUNGEST – ARE GIVEN OPPORTUNITIES TO MAKE A DIFFERENCE IN THEIR WORLD AND SEE THE POWER OF THEIR OWN ACTIONS IN EFFECTING CHANGE.** We believe that children must be given opportunities not only to learn, demonstrate and display their work, but beyond that, to contribute to their community in a culturally valued way. As children engage in their community, plan and interact to apply their intelligences in a meaningful way, they are empowered by seeing the impact of their actions on those around them in their ability to create a better future for themselves, their families and community.

**MOST IMPORTANTLY, WE BELIEVE LEARNING OCCURS BEST WHEN CHILDREN HAVE CONFIDENCE AND BELIEVE THEY CAN SUCCEED.** We believe that when children are given the opportunity to express their skills, talents and intelligences across a variety of contexts, they are able to realize more success and thus develop more confidence.

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**SECTION 2: ENROLLMENT/ADMISSIONS PROCESS**

**ADMISSIONS AND ENROLLMENT POLICY**

By law, admission at CWC is based upon a public lottery. After our lottery, if there are more interested parties than spots, a waitlist is determined, which will stay in effect through the duration of the entire school year for which it was intended. Enrollment to CWC, after our lottery, is only confirmed once a completed enrollment packet has been completed and turned into the CWC Main Office, with all of the necessary paperwork/documentation. Per our charter, priority is given to siblings of currently enrolled students, a small number of children of founding parents (no more than 10% of total enrollment) and students residing within the attendance boundaries of LAUSD. All current families who have upcoming Kindergarten siblings must complete and submit an application prior to the due date along with all those outside of our community who are interested in enrolling at a CWC school.

**NON-DISCRIMINATION IN ADMISSIONS POLICY**

CWC affirms that the school shall be nonsectarian in all aspects of its programs and operations, including admissions and employment. Citizens of the World shall not charge tuition. Citizens of the World will not discriminate against any person on the basis of the characteristics listed in education code section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristics that is contained in the definition of hate crimes set form in section 422.55 of the penal code or association with an individual who has any of the aforementioned characteristics).

**ATTENDANCE POLICY**

CWC receives the majority of its State funding based on our school’s attendance. In short, if we have stellar attendance school wide, our state funding will be maximized. The school loses funding, even if it is an excused absence, if your child is not in attendance. For these reasons, it is imperative that families help to take attendance seriously and not plan vacations and such while school is in session.
At CWC, we view every day as an essential learning opportunity. Therefore, we expect excellent attendance of all of our students. Student’s attendance becomes a pattern and missing school regularly is not only detrimental to a child’s learning, but can create poor learning habits. A child is considered absent when he/she is not in school.

When a child has a fever or symptoms of illness or has a communicable illness, it is best for the child to stay at home to rest and recover and not return to school until 24 hours after the symptoms have subsided.

**ABSENCES**

Documentation is required for all absences. Absences must be reported to the State as “Excused” or “Unexcused. After 10 absences, excused or unexcused, a family may be referred to the student Attendance Review Board, where an action plan will be created. The action plan will also be noted in the student’s progress report. If action plan goals are not met, the student can be reported as truant to the State. Additionally, in accordance with State law, a child is considered truant after 3 unexcused absences.

Excused absences are absences in which a student is too ill to report to school or has a medical, legal, dental appointment or a death in the family. All absences require appropriate documentation, I.E. Note from home, a note from a doctor or medical facility, court documents, etc. If appropriate documentation is not provided the absence will be considered unexcused.

A parent or caregiver adult must notify the school the same day of absence by telephone, email or in person. Please do your best to inform us of an absence by 9:00 am. If the school is not notified and the student does not report to school the next day with a note, the absence will be considered unexcused.

To report an absence, please call and/or email the main office as well as emailing your child’s teacher when possible.

**TARDY PROCEDURE**

School begins at 8:30 each day. Students may be dropped off as early as 7:45 for Morning Care and as early as 8:15 otherwise. A student is considered tardy if he or she is late to school 5 minutes after the school’s start time and must report to the office for a tardy slip in order to be admitted to the classroom. If students arrive after the swift drop off gates have been closed, drivers must park and accompany their child to the office. Please note that three unexcused truant tardies equals one unexcused absence.

Tardiness is excused only if a student has a medical, dental, legal appointment or there has been a death in the family or a legitimate family emergency. All excused tardies require appropriate documentation. Traffic congestion or parking delays will not be considered a valid excuse.

**Disenrollment Process**

To disenroll your child, please stop by the main office to request a disenrollment form. Once this form has been complete, your child’s spot will officially be filled with someone on the waitlist.

**SECTION 3: SCHOOL GOVERNANCE AND DECISION MAKING**

**BOARD OF DIRECTORS**
Citizens of the World Hollywood is governed by the board of directors of Citizens of the World - Los Angeles, which provides external accountability, internal oversight and leadership. The Board is responsible for developing the mission and strategic plan, approving and monitoring budgets and expenses, fundraising, overseeing the school’s annual audit, hiring and overseeing the Executive Director and overseeing other significant personnel decisions as needed. Additionally, the Board oversees the school’s overall academic progress and student performance while also addressing significant student discipline issues and the resolution of disputes that are not resolved by staff or that are brought forth by the Executive Director and/or Principal.

SCHOOL LEADERS

The Executive Director, Principal, and Assistant Principal (if applicable) manage the day-to-day operations. The Principal and Assistant Principal manage the instructional program, on-site staff and structures that impact the school day. The Executive Director is primarily responsible for managing the business operations of the school, facility, financial management, fundraising and working with Board of Directors on long term strategic planning.

STAFF STRUCTURE

Beyond the school’s leadership, CWC has a number of staff that work on behalf of making sure the school runs smoothly. This includes, but is not limited to, the Office Manager, the Family Support Coordinator, Directors and Coordinators of our Morning Care and After School Programs, and other support staff. Beyond the school’s Main Office, CWC’s instructional staff is comprised of Lead Teachers, Teaching Assistants, Enrichment Teachers, Morning Care/After School Program Teachers, and Special Education Resource Coordinators/Specialists. CWC also contracts with outside agencies to provide additional support to students in the areas like behavior management and counseling. Staff rosters for a particular school year will be distributed at Back to School Night and will contain the contact information for all CWC employees.

PRINCIPAL’S COUNCIL

The Principal’s Council is an advisory body that helps to support the decision making of the Principal, ensuring that a representative of different stakeholders have input in regards to site-based decision making. Led by the Principal, the Principal’s Council is comprised of:

- Room Family Representatives
- Teacher Representative(s)
- Non-Teaching Staff Representative(s)
- Representatives and/or chairs of different committees (i.e. Fundraising, Outreach, etc.)

The Principal may invite other stakeholders to participate in the Principal’s Council at his/her discretion. The PC will meet anywhere from every 4-6 weeks. The Executive Director will not participate in PC meetings or activities unless expressly asked to do so. The Principal will be responsible for reporting on the activities of the PC to the Executive Director, and, if needed, The Board of Directors.

FAMILY COUNCIL/TOWN HALL COUNCIL
The Family Council/ Town Hall Council will be comprised of all the parents/guardians of enrolled students and will be led by two Co-Chairs. The purpose of the Family Council will be to create a bridge between home and school. Family Council meetings have multiple purposes: 1) to engage families in topics that will help them to support their child’s learning at home and at school 2) discuss issues affecting the school, fundraising, and other school support activities, 3) for committees to report out on activity and make announcements to the larger community, and 4) to build community as adults. All parents will be encouraged to participate in the meetings and activities. The Family Council/Town Hall Council Co-Chairs and The Principal may work together to form other committees based on the needs of the school.

The Family Council/Town Hall Council meetings will be open to all enrolled students’ parents and founding parents, with committees meeting outside of this structure, as needed, to perform their functions. These Council meetings will be held every 4-6 weeks at a time and place to maximize parent participation; meetings will provide language support and translation as needed and childcare will be provided whenever possible.

SUBJECT AREA OVERVIEW

Reading and Writing Instruction:
- At CWC, classroom experiences and instruction integrate reading, writing, speaking and listening to support literacy development. Teachers draw on a variety of methods to model and demonstrate skills, strategies, and knowledge that promote word recognition, reading fluency, literary analysis and phonemic awareness.
- CWC ascribes to a Balanced Literacy approach, which is an instructional model that balances the whole language and phonics methods to teaching reading and writing. This balanced approach gives students natural opportunities to embrace reading/writing in the real world while also giving them foundational building blocks and concrete tools to become fluent readers and writers.
- Reading and writing instruction and learning occur in stand-alone blocks in the day and are integrated within the interdisciplinary units in which students are also participating.
- Using the workshop model, students learn to read and write in a highly individualized Readers’ and Writers’ Workshops where students are learning how to read and writer at their independent developmental level or working in small groups. This allows us to differentiate our curriculum and to ensure that all students are sufficiently challenged.

Mathematics Instruction:
- CWC offers a comprehensive mathematics curriculum where the emphasis is in-depth mathematical thinking and problem solving rather than rote memorizations of facts and algorithms.
- Throughout the year, students experience connected investigations of major mathematical concepts within areas like number sense, data collection and analysis, geometry, algebra and measurement.
These investigations encourage students to develop flexibility and confidence in approaching mathematical problems, proficiency in evaluating solutions and a repertoire of ways to communicate their mathematical thinking.

We pull from several different math curricular resources to build our math curriculum and have developed math facts programs that help our students, at the right time, gain algorithmic fluency with their math facts.

Like literacy instruction, math is taught using the workshop model, where students are often working on math concepts through the playing of games or in small groups that are both student and teacher-run.

**Project-Based Learning and Thematic Instruction of Science and Social Studies:**

- Students at CWC engage in thematic project-based units at each grade level. Grade level teams carefully design thought-provoking and creative units that deeply engage students in a specific topic or theme. Often all units that students experience in a given year will be tied to a bigger theme or “throughline” that connects all science/social-studies learning in a given year.
- Using various forms of inquiry that engage their curiosity and wonder, students ask probing questions, conduct research, test their theories, make inferences, connect what they learn to the real world, and ultimately, apply their understanding on their own.
- These units require students to engage in higher order thinking about important content matter across discipline at one given time.
- State and national content standards are embedded within these project-based units.
- Enrichment teachers integrate some of their own teaching and curriculum into the project-based themes and units being taught at any given point.

**STUDENT ASSESSMENT**

Students are assessed regularly at CWC. Multiple measures are used at the beginning of the year and at the end of each trimester to determine a student’s progress. Teachers utilize the results of assessments so that instruction can be individualized and differentiated to meet each child’s needs. Ongoing assessment is crucial aspect to the running of an effective workshop-based classroom. CWC values different forms of assessment: performance-based/rubric driven assessment, individualized assessment (1:1 interviews), whole group assessments as well as more formal tests as well. Aligned to our educational philosophy, assessment should not only be compromised of “paper and pencil” traditional tests but should also encompass opportunities for students to exhibit what they know and be assessed in different creative manners as well.

**PROGRESS REPORTS AND PARENT CONFERENCES**

Progress reports will be distributed twice yearly—prior to winter break and before summer break. Additionally, parent/teacher conferences will be held twice a year—once in the fall and once prior to spring break. Please see the school calendar for specific dates.

**STANDARDIZED TESTS AND USE OF RESULTS**

CWC believes that standardized tests provide only part of the picture in determining student achievement. While the school’s educational strategy does not focus on testing, our students will take all standardized tests required by the State, and will participate in CST
testing starting in Grade 2. CWC considers standardized test scores to provide a small, but important, window into the achievement levels of students. CWC intends to demonstrate progress on the aggregate results of a standards-based report for each grade level.

**CST:** The California Standards Test (CST) will be administered in English during the spring to all students in 2nd grade and above. This multiple-choice test is assumed to measure student progress in language arts and math standards. Additionally, 4th and 7th graders will take an essay test in writing. Students in grades 5 and 8 will also take science and history/social studies sections of the test. CWC will comply with all changes to these testing requirements. The results from the CST are used by the state of California to determine the school’s academic performance index (API) and to measure adequate yearly progress (AYP). These are the chief accountability measures in place from the state and federal government.

**CMA:** Students with an individualized education plan (IEP) who meet the state board of education-adopted eligibility criteria will take the California Modified Assessment (CMA) for ELA in grades three through eight, CMA for mathematics in grades three through seven, and CMA for sciences in grades five and eight instead of the corresponding grade-level and content-area CST’s.

**CELDT:** The California English Language Development Test (CELDT) will be administered every fall to all newly enrolled students whose primary language is not English: within 30 calendar days after they are enrolled in a California public schools for the first time and then once each year to English learners in grade K-8 until they are reclassified. This test includes a reading and writing section, which is administered in a whole class setting, as well as a listening and speaking section, which is administered individually. Because this is a proficiency test instead of a norm-referenced test, the administration of the test is untimed. CWC teachers will examine the results from this test alongside other assessments, since the school will be focused on providing quality English Language Development instruction to all English learners at the school at their proficiency level. The CELDT is one of the measures used to determine whether students re-designate from English learners to fluent English proficiency students. Re-designation will be on the of the school’s primary goals and measures of success.

**STS:** The Standards-Based Tests in Spanish (STS) is used to evaluate students’ progress in language arts and math in Spanish for those students who receive instruction in their primary language or have been enrolled in a school in the United States less than 12 months.

**Physical Fitness:** California’s state testing in physical fitness (Grades 5 and 7) will be scheduled and adopted as a measurement of physical fitness for CWC students.

**HOMEWORK POLICY**

We believe the purpose of homework is to help children deepen their understanding of concepts learned in class and/or sharpen skills which require repeated practice in order to master. The amount and type of homework given will vary based on a number of factors: age, learning needs, content, and skill. At times, we will assign homework that requires some help from a parent or guardian. Although parents or guardians may monitor or assist with homework, it is the student who must assume responsibility for attempting and completing each assignment. Parents or guardians are expected to ensure that their children assume
responsibility for their homework and may request the support of their child’s teacher if needed.

**INDEPENDENT STUDY POLICY**

Independent study, as now defined in state regulations, includes all non-classroom based instruction, including video conferencing, online education and homeschooling. This policy may be utilized for student absences to ensure that students continue their academic progress while absent. Independent study is available for students who miss more than 3 days due to health-related concerns, parent travel due to work or other unforeseen circumstances (i.e. family health emergency). Independent study is not available to students who miss school due to vacation.

CWC shall comply with all state and federal laws regarding independent instruction. Each student’s independent study shall be coordinated, evaluated, and carried out under the general supervision of an assigned certificated employee or employees. The maximum length of time that may elapse between the point an independent study assignment is made and the date by which the pupil must complete the assigned work shall be determined in advance and detailed in an Independent Study Contract Form. The number of consecutive missed days that will trigger an evaluation to determine whether independent study is in the best interest of the pupil is 3 days. A current written agreement for each independent study shall be maintained on file for each participating student that complies with education code section 51747. Each agreement shall be signed and dated by the student, parent or guardian, supervising teacher, the Principal and all other providing direct assistance to the pupil, prior to the start of reporting attendance (ADA) pursuant to the agreement. The independent study agreement for a student will include a study plan that represents the same amount of study that would be required of a student in the classroom. In order for an independent study to be officially counted all completed work assignments, as outlined on the Independent Study Contract Form, need to be completed and brought back to school. Such work samples will be kept on file and are, oftentimes, audited to make sure of perfect completion of the Independent Study.

**FIELD TRIPS + CHAPERONING**

Field trips are an important component of the CWC academic program and connecting students' learning to authentic experiences off campus. For each field trip scheduled, the teacher will send home a note requesting your permission and providing specific information pertaining to the trip, especially for those where traveling by car, bus or public transportation is necessary. As part of the enrollment packet, parents will sign off on basic walking field trips for shorter more informal excursions within the neighborhood. Note: Usually a limited amount of parents will accompany each class and will be chosen by the teacher(s) as chaperones. We request that parents not take it upon themselves to appear at a field trip destination unless previously arranged by the teacher.

**SPECIAL EDUCATION**

CWC strives to meet the needs of all students, including those with Individualized Education Plans (IEPs). CWC follows all state and federal guidelines regarding special education and the implementation of Individualized Education Plans and 504 plans. If a student is not meeting their academic or social emotional goals, a parent or teacher may refer a student so that a Student Success Team (SST) process can get underway. A Student Success Team will be comprised of teachers, administration and, hopefully, some
representative from a child’s family. During this meeting, specific strategies, interventions and goals for improvement will be developed and recommended by the team to support the student. If a student continues to not meet their goals, a formal assessment plan may be created to determine if the student qualifies for special education services. After such assessments have been completed, a student will become eligible if there is evidence that a student’s special needs impede their ability to access the academic program. As part of the IEP process and in keeping with federal law, students with special needs have a right to be educated with their same-age peers to the maximum extent possible according to the regulations on least restrictive environment.

**PEACE MAKING AND STUDENT DISCIPLINE OVERVIEW**

Citizens of the World Charter School is committed to the building of a safe and nurturing environment for every child. It is the development of this mutually respectful and caring community that we know to be the crucial foundation for developing connected, capable and courageous people who believe they really count. We do this work to not only cultivate students who can succeed academically but to create a new generation of world citizens that have invaluable leadership, problem-solving and peacemaking skills. With our focus on the social emotional aspects of learning, CWC is fostering students to become aware of their role as essential members of our learning community. As part of this, CWC’s approach to social-emotional learning and our discipline framework and policies, as outlined below, are the crucial ingredients to the development of our larger Peacemaking culture. This document aims to describe all of the ways in which we proactively build this culture and engage students in this work as well as how CWC approaches misbehavior, discipline and consequences.

With workshop-based classrooms and a positive approach to discipline, our goal is to encourage students to take charge of their lives and manage their own learning. As part of this, we expect that all students behave in a respectful way toward their teachers, any adults, their classmates, and the property of others. Additionally, students will be treated and spoken to respectfully and with care. With a great focus on community, it is our goal that every student possesses a clear understanding of how their actions affect others. When a child acts in thoughtless or harmful ways, the entire community suffers. While our larger goal is to discourage misbehavior pre-emptively, when it occurs, we use missteps as opportunities for learning and reflection. Our philosophy towards social-emotional education and discipline will focus on responses to misbehavior that are educative and logical while always maintaining the emotional and physical safety for our whole community.

**PEACE MAKING CURRICULUM AND SCHOOL CULTURE**

Because of the above beliefs and philosophies, explicit time within our weekly schedule will be devoted to cultivating our school-wide Peacemaking culture and teaching a curriculum that develops these skills and qualities of character within our students. At CWC, students will be explicitly taught peacemaking, conflict resolution skills/strategies, and anti-bullying tools. Time devoted to peacemaking exists at least one time per week for each class. Through a mixture of scaffolded activities, role-playing, direct instruction and other
authentic experiences, students will be given the opportunity to use and practice peacemaking and conflict resolution skills and strategies as they build community in their classroom and in the school. At CWC, we find the philosophies and curriculum of the following research-based and nationally recognized curricula to be invaluable resources for this work: the UCLA’s Cool Tools curriculum, as well as the Responsive Classroom, Mosaic Project and Positive Discipline programs. School and classroom practices like Class Meetings, Morning Meetings, Peace Talks, our Junior Coach Program and All School Meetings are all important elements to the building of our Peacemaking culture at CWC.

Students are encouraged to request assistance in resolving conflicts when needed. All CWC staff will receive professional development related to conflict resolution, peacemaking, community-building, and classroom management. Additionally, through Family Council Meetings, Back to School Night and other parent meetings, all families will have the opportunity to learn and develop skills related to conflict resolution. Just as we ask students to deal with conflict in respectful ways, we ask the same of all community members as well.

**PEACE TALKS AS A FIRST LINE STRATEGY FOR CONFLICT RESOLUTION**

Students, staff, and families will be taught and reminded to use the following guidelines for problem solving and/or resolving conflicts. While Peace Talks are certainly not the only tool whatsoever we use when responding to misbehavior or a conflict between students, it is an important first-line strategy for bringing students together to discuss problems they might be having with peers. The reflective, problem-solving and conflict-resolution tools that students develop and practice in a Peace Talk are invaluable life skills that prepare our students for the countless problem solving moments they will encounter at CWC and beyond their experience at our school.

Peace Talks have multiple purposes but, most importantly, they are crucial conversations where students reflect on incidents and determine what steps can be taken to avoid such problems in the future. They are also important tools for adults to gather information about what happened. Several other important things take place during a Peace Talk. In these conversations, it focuses each participating student on taking responsibility for their role as part of the conflict at hand. Students are held accountable for their actions and develop a clearer understanding of the expectations and standards of behavior at CWC. As part of taking responsibility, it helps to determine what consequences are appropriate for any student’s misbehavior, which ultimately helps in developing a plan for how any student can restore trust, repair friendships, take ownership for their actions and help to maintain the safety of our community in the future. As part of this, students build an awareness of how actions and words affect others. In these conversations, students at CWC are expected to be active listeners who demonstrate their respect and engagement by focusing their attention, body, and eyes toward the speaker. Listening is also demonstrated when one can repeat and paraphrase what others in the Peace Talk have expressed.

While this varies slightly based on age-level, below is a school-wide step-by-step process for how to have a Peace Talk:
BEHAVIOR EXPECTATIONS/ CODE OF CONDUCT

CWC’s Student Discipline Guidelines are based upon a philosophy of respect, which encompasses:

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

The following are shared student behavior expectations of the CWC Community. We call these expectations “Red Rules,” which, as part of the Cool Tools curriculum, lays out in kid-friendly language the non-negotiable community-wide rules and standards that we set for all students. These rules were developed to ensure the physical and emotional safety of all members of our community and define what respect looks, sounds and feels like:

**STEPS TO A PEACE TALK**

1. **Cool Off + Take 5:**
   - Do you need some cool off time?
   - I can tell you’re still upset. What would help you to calm down and cool off?
   - What helps you cool off?
   - What cool tool should you use in this specific situation?

2. **Talk Time:**
   - “I feel/I felt… when __________ happened”
   - “I didn’t like it when __________”
   - “Next time, can you __________”
   - “I want to be your friend and play but I need you to _______”
   - “What helps you cool off?”

3. **Recap**
   - “What did we hear everyone say?”
   - “Can you repeat what you heard ________ say?”
   - “Does that make sense? Do you have any other questions?”
   - “Do we understand how everyone feels”
   - “What can we agree to?”
   - “How can we repair this situation and make things right?”
   - “What I heard was…….”

4. **Agree To……(Finding a Solution/Repair Method)**
   - “What can we decide to do_________”
   - “If this happens again what are different decisions we can make”
   - “Working towards a “win-win” solution

5. **Celebrate agreement (and hopefully a win/win solution)**
   - High fives, hand shakes, pinky promises to celebrate
   - Feeling of optimism that there are concrete strategies to fall on if something like this happens again.
At CWC, all students are expected to:

Respectful and kind words to all adults and children while being a good listener:

- Use "put ups," not "put downs"
- Don't yuck other people's yum
- One person speaking: "1 mic. at a time"
- Bathroom language is not appropriate for school
- Listen to your friends' words when solving a problem

Create a caring and kind school community

- Include each other in safe play
- Use respectful and appropriate ways to make friends and to play safely
- You can't say: "You can't play"
- No excluding others purposefully (clubs, secrets, etc.)

Your body safely

- Stay in your bubble space and respect others' bubble spaces. Be careful not to pop each other's bubbles at all times, inside and outside.
- Use your hand and feet for moving and helping others only
- Use your words (instead of body) to solve problems
- Walk in the hallways and on the sidewalks

Respect each other and their differences

- Use words to make someone feel good about their physical appearance, race, ethnicity and background. Remember, only put-ups and no-put downs.
- Use words to solve problems
- Have a peace talk to solve your problem or ask adults for helps.
- Use cool-off strategies before coming to solve a problem

Respect responsibility for yourself and others

- Clean up your own work area and space
- Treat our school and supplies with respect
- Come to school dressed to learn and play safely

Make good choices – Stop and think!

- Respect others' belongings and take care of school property, nature and your personal things.
- Share food at home, not at school.
- Leave candy, toys and games for playing at home
FOUNDATIONAL CLASSROOM MANAGEMENT AT CWC

The CWC community has developed behavior expectations, procedures, and policies that are consistent with the Positive Discipline Model in which we use both kindness and firmness to co-create relationships that include both care and accountability.

Each teacher is responsible for the discipline in his/her classroom and for implementing class agreements that build off of the school-wide Red Rules. Each teacher develops a classroom management system appropriate for that age level to help students understand and integrate CWC’s Red Rules into their daily activities. At the start of the year, all members of a class can be held accountable for the remainder of the year. Prior to each school year teachers will review their individual classroom management guidelines and systems. Final class agreements will be shared with all students and their families on Back to School Night as part of each teacher’s packet.

To set up a positive and well-structured classroom, there are three types of language related to behavior management that we ask all staff to utilize when responding to misbehavior: 1) Positive reinforcement, 2) Reminding students of agreements/CWC Red Rules and 3) Redirecting. Positive reinforcement is the explicit noticing and narration of positive behavior that is happening while re-direction helps students who are off track and not making good choices by focusing their attention on something else. We do all of these things everyday with all students to maintain calm and peaceful classrooms where students are engaged to their fullest potential.

RESPONSES TO MISBEHAVIOR AND STUDENT DISCIPLINE POLICY

CWC’s ultimate priority is to maintain the safety of all members of our community, both emotionally and physically. This goes for when inside classrooms, around our school building, outside on the play yard or at any school function. As stated above, teachers take a proactive approach: teaching conflict resolution skills, setting clear expectations, reinforcing positive behavior and redirecting misbehavior. In response to any sort of misbehavior that infringes on the safety of our community, we aim to have a discipline system that is focused on being rehabilitative rather than solely punitive. As first-line approaches to misbehavior, all CWC staff will employ natural and logical consequences. Natural consequences are the automatic and “natural” results of an action while logical consequences are actions that can be engineered by teachers/staff and parents. They are logically connected to an initial action or misbehavior. In essence, they should make sense based on the misbehavior (aka, “If you break it, you fix it”). They should not be too strong or too weak and should be enforceable with consistent follow-through from those who originally determined the consequence. When a student misbehaves or makes an unsafe choice, we determine which consequence or action is appropriate. As part of that, maintaining all students’ dignity rather than shaming or blaming them is central to CWC’s approach to discipline.

At times when behavior crosses a line and is disruptive, disrespectful and unsafe (emotionally and/or physically), the following chart serves as a guideline for defining tiers of unacceptable behavior and the associated consequences. This is not intended to be a comprehensive, exhaustive list but rather a snapshot of the types of behaviors that fall into each category and the associated types of responses these tiers of behaviors trigger. The school always retains discretion to take into account a myriad of factors to determine consequences for misbehavior including context, if a behavior is rare or recurring, whether malice or ill intent preceded the behavior, if a student has a disability impacting behavior and if the student is already on a specific behavior plan. At all times the law ultimately
governs what CWC will do to ensure a safe/orderly environment for all members of our school.

<table>
<thead>
<tr>
<th>Tiers of Misbehavior, Resulting Consequences and Corrective Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LOW</strong></td>
</tr>
<tr>
<td>Examples of low level misbehavior include:</td>
</tr>
<tr>
<td>o Interrupting</td>
</tr>
<tr>
<td>o Disregarding/not following directions (more isolated, non-recurring cases)</td>
</tr>
<tr>
<td>o Inappropriate language</td>
</tr>
<tr>
<td>o Disrespect of peers</td>
</tr>
<tr>
<td>o Distracting others</td>
</tr>
<tr>
<td><strong>POSSIBLE CONSEQUENCES + CORRECTIVE ACTION FOR LOW LEVEL MISBEHAVIOR</strong></td>
</tr>
<tr>
<td>1) Proactive strategies (reinforcing 6:1, redirection, reminding)</td>
</tr>
<tr>
<td>2) Verbal warning</td>
</tr>
<tr>
<td>3) Natural/logical consequence</td>
</tr>
<tr>
<td>4) Loss of privilege</td>
</tr>
<tr>
<td>5) Time in a buddy/neighboring classroom</td>
</tr>
<tr>
<td>6) Parent conference</td>
</tr>
<tr>
<td>7) Develop behavior chart/contract to be implemented by home and school</td>
</tr>
<tr>
<td>**** Recurring low-level behavior issues might result in doing further assessment/gathering resources to support that student.</td>
</tr>
</tbody>
</table>

| **MEDIUM**                                                   |
| Examples of medium level misbehavior include:                |
| o Regular and outward defiance & disrespect of staff and peers (a recurrence of not following directions/CWC Red Rules) |
| o Taking of others’ belongings or school property without permission |
| o Emotional disrespect (i.e. repeated exclusion, teasing)   |
| o Encouraging or engaging in physical disrespect (i.e. intentional pushing, tripping, challenging someone to fight, encouraging others to fight) |
| o Persistent play fighting                                  |
| o Signs of early patterned bullying (i.e. threats, intimidation) |
| o Low level vandalism/destruction of property                |
| o Recurring disruptive emotional outbursts                   |
| **POSSIBLE CONSEQUENCES + CORRECTIVE ACTION FOR MEDIUM LEVEL MISBEHAVIOR** |
| Office referral:                                             |
| o Referral form completed by staff sending student to the office |
| o Situation remediated by office through:                   |
| 1) Investigate and defuse the incident                       |
| 2) Identify and implement corrective action to student       |
| 3) Notify and engage parents in corrective action             |
| 4) Referral form completed by office and returned to referring staff with copy in student file and copy sent home to parents for signature |
| 5) Student directed to make amends for situation before returning to instruction |
| 6) In some cases, this might include being sent home immediately after an unsafe incident as an extended cooling-off period before returning to instruction |
| 7) As student returns to instruction, a loss of choice or privilege might maintain if that feels appropriate to maintain the safety of all |
| ****Recurring medium level referrals will result in an individual behavior management plan and/or the triggering of further assessment/resources. |
| ****Several recurring medium level referrals may be escalated to a severe designation if not remediated. |

****Recurring low-level behavior issues might result in doing further assessment/gathering resources to support that student. ****Recurring medium level referrals will result in an individual behavior management plan and/or the triggering of further assessment/resources. ****Several recurring medium level referrals may be escalated to a severe designation if not remediated. ****All office referral forms will be kept on file in the CWC office. ****For other students involved in an incident or on the receiving end of disrespectful behavior,
### SEVERE

**Examples of severe misbehavior include:**

- Willful violence/fighting resulting in physical injury
- Possession of drugs, alcohol, tobacco
- Robbery/Theft
- Property damage/Vandalism
- Severe disruption/defiance/obscenity/profanity
- Harassment
- Bullying
- Hazing
- Witness harassment or intimidation
- Possession and brandishing of a dangerous object (including imitation firearms)
- Hate violence
- Terroristic threats
- Inappropriate sexual behavior

### POSSIBLE CONSEQUENCES + CORRECTIVE ACTION FOR SEVERE LEVEL MISBEHAVIOR

Office referral

- Referral form completed by staff sending student to office
- Situation remediated by office through:
  1. Investigating and defusing the incident
  2. Identifying and implement corrective action to student
  3. Notifying and engaging parents in corrective action, likely including a serious conference with administrators, teacher(s), and family.
  4. Referral form completed by office and returned to referring staff with copy in student file and copy sent home to parents for signature

**** In the case of severe offenses involving any physical aggression/violence students will be sent home immediately and a conference with parents required before return to school.

**** Severe behavior may result in suspension or possible recommendation of expulsion depending on the circumstances.

### EXPELLABLE OFFENSES

- Possessing, selling, or otherwise furnishing a firearm
- Brandishing a knife
- Unlawful sale of a controlled substance
- Committing or attempting to commit a sexual assault or sexual battery
- Possessing an explosive

These offenses trigger automatic expulsion proceedings under the CA Ed. Code.

**** With all other offenses listed under California Ed. Code, Section 48900, it is within the discretion of the superintendent or principal to determine whether or not a recommendation for expulsion is appropriate under the Education Code.

### THE ROLE AND RESPONSIBILITY OF CWC FAMILIES

At CWC, we believe that families play a crucial role in partnering with us to support the skills and qualities of character that we work to cultivate within our students. This is intended to promote partnership and help us carry out the rules and guidelines for student behavior,
ensuring uniformity in understanding, interpretation, and implementation of the system. We believe that the Peacemaking skills we work on at school will be best internalized when such behavior management approaches, Peacemaking language and conflict resolution strategies are also used at home. Minimally, we ask that all families support the school-based Peacemaking work that all staff works hard to cultivate, AND, when conflict arises, we ask all parents to use the same guidelines when communicating about a problem:

1. Always calm down before beginning
2. Treat yourself and the other person with respect
3. Listen to one another and do not interrupt
4. Aim for solutions and improvements, not blame
5. Remember that mistakes are opportunities for learning

Additionally, when more serious behavior has occurred, parents will be asked to participate in conferences with teachers and the Principal as well as do their part in implementing the home components of any behavior management chart or contract that is developed to remediate misbehavior. With severe behavior, as outlined above, families may be asked to not only come to school immediately for a conference or to take their child home from school when needed. Additionally, when necessary, families might be asked to participate and/or support the implementation of a certain consequence or facilitation of an in-home suspension.

HARASSMENT, INTIMIDATION, DISCRIMINATION AND BULLYING POLICY

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

As used in this policy, discrimination, harassment, intimidation and bullying describe the intentional conduct, including verbal, physical, written communication or cyber-bullying is based on the actual or perceived characteristics of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation or association with a person or group with one or more of these actual or perceived characteristics. In addition, bullying encompasses any conduct described in the definitions set forth in this policy.

To the extent possible, CWC will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated and/or bullied, and will take action to investigate, respond and address and reports of such behaviors in a timely manner. CWC school staff that witness acts of discrimination, harassment, intimidation and bullying will take immediate steps to intervene when safe to do so.

Definitions:

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, and including one or more acts committed by a student group or group of students that constitute sexual harassment, hate violence or creates an intimidating 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:

A. Placing a reasonable pupil* or pupils in fear or harm to that pupil’s or those pupils’ person or property.
B. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
C. Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
D. 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 CWC.

*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 her or her age, or for a person of her or her age with his or her exceptional needs.

**We include our definition of bulling to include cyber-bullying and any electronic act that includes direct threats, harmful texts, or images on the internet, social media sites or other technologies using a telephone, computer or any wireless communication device.

Reporting:

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of discrimination, intimidation, harassment or bullying, to intervene as soon as it is safe to do so, call for assistance and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of bullying.

All other members of the school community, including students, parents/guardians, volunteers and visitors, are encouraged to report any act that may be a violation of this policy to the Principal, Executive Director or administrative designee. While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Main Office. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of discrimination, intimidation, harassment and bullying or other verbal or physical abuses. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, the Principal, a staff person or a family member so that she/he can get assistance in resolving the issue in a manner that is consistent with this policy.

CWC acknowledges and respects every individual’s right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Principal, Executive Director or administrative designee on a case-by-case basis.

CWC prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter’s filing of a complaint or the reporting of instances of discrimination violating this policy. Such participation shall not in any way affect the status, grades or work assignments of the reporter.
Investigating:
Upon receipt of a report of harassment, intimidation or bullying from a student, staff member, parent, volunteer, visitor or affiliate of CWC, the Principal or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Principal or administrative designee determines that an investigation will take longer than seven school days, he or she will inform the complainant and any other relevant parties and provide an approximate date when she the investigation will be complete. At the conclusion of the investigation, The Principal or administrative designee will meet with the complainant and, to the extent possible with respect to student confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation, which lead to the report. However, in no case may the Principal or administrative designee reveal confidential student information related to other students, including the type and extent of discipline issued against such students. All records related to any investigation of discrimination, harassment, intimidation or bullying will remain in a secure location in the Main Office of CWC.

Appeal: Should the reporting individual find the Principal’s resolution unsatisfactory, he/she may follow the Dispute Resolution Process found in this Family Handbook. In addition, when harassment or bullying is based upon one of the protected characteristics set forth in this policy, a complainant may also fill out a complaint form at any time during the process, consistent with the procedures laid out in this Handbook.

Consequences: Students who engage in discrimination, harassment, intimidation or bullying will be subject to disciplinary action, up to and including suspension and/or expulsion, as outlined in the Student Discipline and Tiers of Misbehavior Chart (as seen above).

DUE PROCESS FOR SUSPENSION AND EXPULSION
CWC’s suspension and expulsion process will comply with all applicable laws protecting the constitutional and statutory rights of students generally (e.g. right to due process), and of disabled and other protected classes of students. Related policies will be constructed in a fashion that reasonably balances students’ rights to due process with the school’s responsibility to address an immediate health and/or safety concern and to maintain a safe learning environment.

The Principal will be responsible for developing and implementing a comprehensive system to ensure that said all staff uphold due process and related protections. The Principal, Executive Director or any administrative designee may recommend a student for expulsion based upon a violation of any of the enumerated offenses below.

The Governing Board has the authority to expel a student pursuant to the procedures listed below. The Governing Board’s decision is final. Students who are expelled will be referred back to their district of residence. Students suspended or expelled by CWC will not be eligible to enroll in another school as a means of avoiding the suspension or expulsion. Likewise, students suspended or expelled from another school will not be eligible to enroll at CWC as a means of avoiding another school’s suspension or expulsion.

Suspension & Expulsion Process/Grounds for Expulsion:
A student may be suspended or expelled for prohibited misconduct if the act is 1) related to school activity, 2) school attendance occurring at CWC or at any other school or 3) at a CWC sponsored event. A pupil may be suspended or expelled for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:
   a) while on school grounds;
   b) while going to or coming from school;
   c) during the lunch period, whether on or off campus; or
   d) during, going to, or coming from a school-sponsored activity.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy or otherwise absent from assigned school activities.

Please see above Tiers of Misbehavior Chart for a list of behaviors that trigger automatic or possible expulsion. If it is determined by the Governing Board that a student has brought a firearm to campus, the student shall be expelled for at least one year, pursuant to the Gun-Free Schools Act of 1994.

**Suspension Procedure:** The Principal shall have the authority to suspend a student, according to the following procedures:

**Conference:** Suspension shall be preceded by a conference by the Principal, School Counselor or administrative designee with the student and, if necessary, the teacher, supervisor or school employee who witnessed the behavior(s) leading to suspension. The conference may be omitted if the Principal, School Counselor 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 school 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 days, unless the pupil waives this right or 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 school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

**Notice to Parents/Guardians:** At the time of the suspension, a school employee 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. 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 school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such request without delay.
Suspension Time Limits/Recommendation for Placement + Expulsion: Suspensions, when not including a recommendation for expulsion, shall not exceed five consecutive school days per suspension. Upon a recommendation of Placement/Expulsion by the Principal or administrative 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. This determination will be made by the Principal or Administrative Designee based on whether: 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.

Authority to Expel: Only the Governing Board of CWC (hereafter, referred to as the “Board”) may expel a student. The Board may expel any student found to have committed an expellable offense(s) listed above in the “Grounds for Suspension and Expulsion.” A student may be expelled by the Governing Board following a hearing.

Expulsion Procedures: A student recommended for expulsion is entitled to a hearing to determine whether the student should be expelled. The student will be suspended during the expulsion process. The hearing shall be held in a timely manner, not to exceed thirty (30) days after the Principal or Administrative Designee determines that one of the acts listed under “Grounds for Suspension and Expulsion” has occurred. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing. Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian at least ten (10) days before the date of the hearing. The notice shall include:

- The date and place of the hearing;
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- A copy of CWC’s Charter School’s discipline guidelines and/or grounds for suspension and expulsion, which relate to the alleged violation;
- The opportunity for the student or the student’s parent/guardian to appear in person or to employ and be represented by counsel;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses.
- Notification of the student’s or parent/guardian obligation to provide information about the student’s status at the school to any other school district or school to which the student seeks enrollment;

Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including (if possible) an electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

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 on as connected to the matters being discussed. The decision to expel must be supported by substantial evidence that the student committed any of the acts that might warrant expulsion.
Findings of fact shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to unreasonable risk of physical or psychological harm.

If, due to a written request by the accused 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 final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Governing Board is final. If the Board decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel: The Principal or Administrative Designee shall send written notice of the decision to expel to the student and their family. This notice shall include the following:

- The specific offense committed by the student that warranted expulsion
- Notice of the student or parent/guardian’s obligation to inform any new district/school in which the student seeks to enroll of the student’s status with CWC upon disenrolling.

The Principal or Administrative Designee shall send a copy of the written notice of the decision to expel to the student’s district of residence. This notice shall include the student’s name and the specific expellable offense committed by the student.

Disciplinary Records: CWC shall maintain records of all student suspensions and expulsions within our Main Office. Such records shall be made available to the District upon request.

No Right to Appeal: The pupil shall have no right of appeal from expulsion from CWC, as the Board’s decision to expel shall be final.

Rehabilitation Plans: Students who are expelled from CWC shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion decision, 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 no later than one year from the date of expulsion when the pupil may reapply to CWC for readmission.

Readmission: The decision to readmit a pupil or to admit a previously expelled pupil from another school, school district or charter school shall be in the sole discretion of the Board following a meeting with the Principal and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the Governing Board following the meeting regarding his or her determination. The pupil’s readmission is also contingent upon CWC’s capacity at the time the student seeks readmission.
**Outcome data:** Charter school shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the district upon request.

**Special education and discipline:** In the case of a student who has an Individualized Education Plan (“IEP”), or a student who has a 504 plan, CWC will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the district and the charter school an IEP team, including a district representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the district’s policies and procedures manual. Prior to recommending expulsion for a student with a 504 plan, the charter school’s administrator will convene a link determination meeting to ask the following two questions: a) was the misconduct caused by, or directly and substantially related to the student’s disability? B) was the misconduct a direct result of the charter school’s failure to implement 504?

**Annual Review of Discipline Policies:** CWC’s Principal and Executive Director will assume responsibility for considering recommended changes in its discipline policies (to the extent permitted by law) suggested by students, parents and other members of the community. Each CWC’s Principal’s Council will review CWC’s discipline policies at least once annually to determine whether changes are warranted.

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**YEARLY CALENDAR AND WEEKLY SCHEDULE**

Detailed yearly calendars for each school year will be distributed in August prior to the start of a school year. Basic dates for a school year (start, end and vacation dates) will be communicated to families during the early spring of the prior school year.

Your child’s weekly schedule (including enrichment classes), will be distributed to families at Back to School Night.

**EXPLANATION OF SPECIAL EVENTS**

**Work Parties:** Family Work Parties happen at CWC intermittently throughout the year and definitely at the beginning of each school year. These are great opportunities for families to get to know other members of the school community while helping out to do school and building related jobs. Jobs at work parties can range from larger barn-raising type activities, like setting up classrooms and building planter boxes, to much needed smaller tasks like reorganizing supplies and setting up storage areas. Together, through work parties, we beautify CWC and help it run better!

**Back to School Night:** This is THE major academic orientation for the year – this is a parent/guardian only event, so that you can really concentrate and learn about the academic plan for the year, familiarize yourself with key educational concepts, and understand how parent volunteerism will work for that school year. Attendance at this event
will help to reinforce the excellent work of our teachers within your own home and will help your kids have a successful and wonderful learning experience this year.

**Professional Development Days:** To bring quality education to our students, CWC staff has ongoing professional development and planning time. On Wednesdays, school gets out early at 1:30 in the afternoon for all students, enabling staff to have weekly professional development meetings. There are also a few days during the school year when CWC will be closed for staff professional development days. Please see calendar for specific days.

**Family Council Meetings:** Community Meetings are a major way parents keep informed at CWC. They happen on weekday evenings approximately 5 times a year, 6:15 – 8 pm, and are often an opportunity for parents to give and get valuable information! CWC also tries its best to provide childcare for CWC kids so that all can attend.

**All School Meetings:** Once a week, on Fridays this year, all CWC kids gather outside just in front of the classroom building for an all-school meeting at 8:45. There you will hear announcements, news, and see skits and the occasional presentation from the kids! You might even catch Ms. Berman being incredibly silly in her weekly silent vote!

**Board Meetings:** The CWC Board meets monthly August thru June. Generally, Board meetings take place on the 3rd Thursday evening of each month and begin at 6:15 PM. All Board meetings are open to the public, with the exception of closed sessions regarding confidential personnel matters. Members of the CWC community are especially encouraged to attend and, if you’d like, make a public comment. These meetings are a great way to see how things work at CWC.

**Walkathon:** Our annual Walkathon is a fundraiser where every step counts! Taking place in October of each school year, students are encouraged to have family and friends pledge a certain amount for every lap they walk; the more laps the more money for CWC. This is a great community event too, where adults are encouraged to come out and assist our little walkers with water and moral encouragement.

**Spring Auction Fundraiser:** Our auction is our biggest fundraising event of the year. Held in the spring each year, the CWC community is asked to invite family, friends, co-workers and neighbors to come out, enjoy food, cocktails and bid on great auction items! The auction is a great way for CWC families to also donate specific items, from baseball tickets to their time and special talents. Even CWC students get in on the action by collectively making art projects that are auctioned off on the night of.

**Winter and Spring Concerts:** These two concerts are put on by our Music Teacher and are displays of the work students have done in that class. A wonderful way to spend a weekday evening, mark your calendars now with the dates for these two events! The kids get to showcase what they have been working on with their music teacher.

**Parent Teacher Conferences:** Twice a year, parents have the opportunity to meet and have a conference with their child’s teacher. Look for sign-up sheets the few weeks prior to parent-teacher conferences in front of your child’s classroom. All conference days are early release days, with the school day ending at 1:30. It is essential that parents and guardians
meet with teachers to talk about student progress during the year and to discuss how families can support their child’s learning for the rest of the year.

**Exhibition Night:** Exhibition Night is our time to acknowledge our students for all the hard work and commitment that they have made throughout the school year to their education. On this night, students have a chance to share their individual learning and points of pride from the year while also sharing larger group projects or performances that highlight the work they’ve done throughout the year. This is a required evening for families, so please count on coming to this event with your kids! It is really a fantastic celebration of learning at CWC!

**Halloween Celebrations at CWC:** A truly precious moment (and great photo op!) for students at CWC. The day will start with a small Halloween pageant/parade around school grounds, followed by a special Halloween All School Meeting. Parents are certainly invited to parade and All School Meeting. Please help us to not scare all of our children, by asking your child to keep the particularly violent parts of their costume at home. There is no weapons or anything too violent or bloody, including scary masks. If these are aspects of your child’s costume please keep them home for things like trick or treating off school grounds. Otherwise, bring imagination and fantasy to this fun CWC holiday celebration. Each class might celebrate Halloween otherwise with a party that might incorporate the having of a special treat, but please coordinate with your child’s teacher. There is no Halloween candy allowed at school.

**Read All Day/Pajama Day:** Coinciding with Dr. Seuss’ birthday and Read Across America Day, Read All Day, is a great literacy celebration at CWC where students can enjoy the day in their pajamas as well! As a way to encourage and excite our students about the joys of reading, students are treated to a day of storytelling, literacy activities and reading in their pajamas. CWC parents are often invited into the classroom to read their favorite book to students.

**100th Day of School:** The entire school gets into this annual celebration marking the 100th day of school, with various activities involving the number 100! Classrooms will participate in special 100th day activities – look for notices of needed supplies and snacks! This is a great celebration of number and math at CWC!

**CWC Earth Day Celebrations:** Celebrated close to Earth Day each year, CWC takes the day to celebrate the earth, nature and environmentalism on this special day where students rotate to different activities throughout the day – all of which helps to raise students’ awareness about how to celebrate and take care of the Earth!

**CA State Standardized Testing:** Every Spring, students 2nd grade and higher will take the STAR test as part of the state accountability system. Even though our students are learning and growing in a more progressive non test-taking environment, taking a test is an important skill we want all CWC students to acquire so that they can transfer their knowledge in multiple ways. Test taking requires very different skills and we will work to alleviate the stress that students might feel taking such exams. While details each Spring will come through your specific classroom teacher, you can help at home by: 1) Signing up to bring clean and quiet snacks for the class, 2) Giving your child a good breakfast in the morning, 3) Getting
your child to school on time, 4) Making sure your child gets a good night’s sleep every night, even over the weekend, 5) Talking to your child about test taking strategies a little, but not making it a big deal, 6) Making sure your child is here EVERY DAY of testing, and 7) Having a positive attitude about it--kids pick up on our attitudes! Parents can also help by being in dialogue with their child about how testing days might be different than other school days and helping them to manage these different types of experiences. Standardized tests will be part of our students’ lives throughout their school careers. Let’s work together to help them feel good about this process!

**Spirit Week:** Always on the week following Memorial Day, students get to get dressed up each day of the week according to a particular theme that helps to build spirit, fun and silliness school-wide! Of course this is totally optional for students to participate in, but is an extra fun-boosting thing for all to participate in!

**Step-Up Ceremony:** Either on or very close to the last day of school, the Step-Up Ceremony is a sweet and special event to mark students’ completion of a grade level and their ability to “step-up” to the next grade! This is a nice tradition to celebrate the important milestone of kids moving on to the next level after a year of hard work. Of course, parents are welcome to come and help cheer everyone on as they step-up to the next grade level.

**Last Day of School Picnic/Field Day:** On our last day of school, CWC spends time outside as a community, enjoying fun games and a nice picnic potluck. Parents are, of course invited. Field Day has been held at a public park in the past. It is essentially a whole school field trip for everyone to enjoy on our last day together for the year. Details about transportation and such to Field Day’s location will be shared with all families ahead of time.

**MORNING DROP-OFF PROCEDURES**
CWC offers a few ways for parents to drop off their children in the morning: 1) Parking and walking your child in and 2) Swift Drop Off.

In order to accommodate all of the students and keep the swift-drop off car lines moving as quickly as possible, we will utilize the following plan:

Drive up to the swift drop off area, which is demarcated by orange cones; look to the adults conducting swift drop off for guidance; pull your car up to the beginning of the swift drop off area, if possible; come to a complete stop and place your car in the parked position. Please make sure your child(ren) have their belongings ready. Wait until all cars are stopped and a volunteer has come to your passenger side door; wait for volunteer to open your door; have your child unbuckle his/her seatbelt and safely exit the car. Start to say goodbyes as you pull up so, especially for those children that need a longer goodbye. To make this as safe as possible, please seat your child on the right side of your vehicle. If this is not possible, we will open the right door and your child can slide out from the left side to the right.

**AFTERNOON PICK-UP PROCEDURES**
Pick-up at the end of the day occurs on the Front Lawn and the gates adjacent to Bronson Ave. Class groups will cluster at a specific spot on the pavement or grass. Kindergarten classes will arrive at their regular spots by 3:10. All other grades will arrive at 3:15. Parents/guardians who do pick-up
here must walk up to their child’s teacher/group and make visual and verbal contact with the teacher before officially picking up their child. Aside from a child’s parents and guardians, all other adults who pick up their child must be included on your child’s designated pick-up list on their emergency/enrollment forms. If there is an addition to the list of those who are allowed to pick-up your child, notification of such must be given to the office so that their names can be added to such forms. Children who do get picked up before 3:30 are welcome to relax and spend time with friends on the front lawn if they have been released to their parent/caretaker. Students playing on the front lawn, even if released to an adult, are expected to follow CWC’s guidelines for safe play. That parent/caretaker must then take on active supervision of that child and watch all play to maintain safety on the lawn. Hanging, swinging or climbing on trees on the front lawn is not allowed, as is playing behind the hedges, bushes and plants. Please help to remind your child to not pull up grass or pull leaves off plants as well. We, along with the Le Conte administration and custodial staff, really appreciate your help in maintaining the lawn space.

By 3:30, if students have not been picked up, they will go to ASP or to the office so that we may call families. In these cases, parents will be billed for time spent in ASP (unless free or reduced rates apply).

While not preferred, if you need to pick up your child prior to the end of the school day, parents must come to the office to sign their child out on our early release clipboard. Due to our campus being a closed and lock campus for the school day, those who come to pick up their child must enter through Le Conte and check-in at their Main Office before heading towards CWC’s main office.

CARPOOL PROCEDURES
We strongly encourage families at CWC to carpool with one another. For those other families that might be picking your child from school, please make sure their names are included on the designated list of people who can take your child from school.

LEAVING CWC’S CAMPUS DURING THE SCHOOL DAY
No child is permitted to leave CWC campus at any time during the school day unless they have permission from the office and are accompanied by an authorized adult. Students will only be released to parents and others who have been designated on the official authorization release form.

PLAYDATES AND GOING HOME WITH FRIENDS AFTER SCHOOL
Permission will be granted to go home with another parent or caretaker provided the office has received a signed and dated note from both parties. Again, for those adults who are picking your child up at school, please add their names to the authorized list on your child’s Emergency Card. Play Dates cannot be arranged at school amongst the students themselves. Instead, please send a note in your child’s HW/Communication about pre-arranged playdates. Any last minute arrangements need to be communicated to the main office so that a note can be sent to the teacher prior to pick-up. It is best for the school when all arrangements are made and communicated prior to a school day.

VISITORS ON SCHOOL CAMPUS
All school visitors including school volunteers must have the consent and approval of the Principal/Admin Designee. Parents wishing to speak with teachers must arrange appointments ahead of time. Permission to visit must be given at the time requested if at all possible or within a reasonable period of time following the request. Children who are not enrolled at the school are not to be on the campus unless prior approval of the principal has been obtained. Visitors may not interfere, disrupt or cause substantial disorder in any
classroom or school activity.

Visitors Are Expected To:
- Sign in at the front office
- Retrieve a visitor's sticker/badge upon arrival at the site
- Enter and leave the classroom as quietly as possible
- Not converse with the students, teacher and/or instructional aides during the visitation
- Not interfere with any school activity
- Keep the length and frequency of classroom visits reasonable
- Follow the school’s established procedures for meeting with the teacher and/or Principal –

After the visit, if needed
- Return the visitor’s badge to the point of origin and sign out on the visitor log before - Leaving The Campus

Any individual who disrupts a school site or fails to follow school rules and/or procedures is subject to removal from the school site and may be further restricted from visiting the school.

INTERNET USE AT SCHOOL
Computers will be available to students throughout the campus. The Internet provides an excellent means for learning, researching, and communicating. Internet use is for educational purposes only and will be closely monitored by adults. All families will be required to sign an acceptable use policy prior to students being able to use the Internet. In addition to being closely monitored, all school computers will be able to block inappropriate Internet sites.

DRESS CODE
Student should come to school clothed for exploration and activity. Although every effort will be made to shield clothing from messiness, please send your child to school in clothes that can get dirty or wet. Children also need to wear closed toed and closed heeled shoes for optimal safety during play at recess and physical education. For this reason, “Crocs”, flip-flops and other summer wear are dangerous at school for children and adults. If a very short skirt or dress is worn to school, shorts should be worn underneath. Under garments should never be viewed by the general public. Change of clothing will be requested for emergencies after the start of school. All kindergarten children and others who might have accidents should bring a complete change of clothes labeled with their name and a zip lock bag in case of accidents. Such emergency clothes can be kept for individual students in their cubby.

Make-up may not be worn or brought to school under any circumstances for students in grades kindergarten through 5th grade. Middle school and high school students may wear and or bring make-up to school. Students may not use cell phones, pagers or any other electronic devices during school hours and all electronics must remain off an in backpacks/lockers during school hours. If used during school hours, they will be confiscated and returned only to parents.

PERSONAL BELONGINGS ON CAMPUS
All personal belongings should be clearly labeled with your child’s name.
Toys/personal items should not be brought to school unless requested by the teacher.

LOST AND FOUND

For lost and found items, see the school office. Unmarked articles and unclaimed items will be donated at the end of each month.

HEALTHY FOOD/LOW SUGAR AT SCHOOL

At CWC, we hope to have a healthy school environment in all ways. To continue to serve as role models for our students when making nutritional decisions, we encourage all families to bring a healthy snack to school each day.

At CWC, we prohibit students bringing soda, candy or gum to school for both snack, lunch and at any other point in the day. As part of that, we ask that parents limit packing foods that are high in sugar (juices and sweet treats included). See more detailed snack/lunch information below.

While we recognize the importance of healthy snacks along with the tradition of celebrating students’ birthdays, we ask that families bring in low or non-sugar foods for their children’s birthdays. This is also in response to those children who have food allergies or other dietary restrictions. With this, we ask parents to bring in a healthier snack or treat option such as fruit, cheese, crackers, etc. for birthdays instead of things that have loads of sugar and icing like cupcakes, cookies, cake or sugary juices. Whether it's popcorn, fruit kabobs, a box of Clementines or a non-food item like donating a favorite book to the classroom or bringing in bookmarks or special erasers, we’d like to focus our efforts on alternatives such as these instead of more sugary treats. We extend this healthy food policy for all special occasions and holidays like Valentines Day and Halloween. Our great hope is that students, especially those who are older, will take this challenge on themselves.

For all birthday treats, please pre-arrange with your child’s teacher for when it is best to bring your treat in to share with all students in your child’s classroom. Generally, we schedule most birthday celebrations on Fridays, during the last 15-20 minutes of the school day. Teachers will also determine when best to collectively celebrate the birthdays of children who were born over the summer.

Below is a list of food and non-food related birthday treat ideas that would meet our healthy food school policy:

1. Chocolate dipped strawberries
2. Fruit and yogurt parfaits with mini chocolate chips and and store-bought or homemade granola.
3. Popcorn (homemade or store-bought and low salt)
4. Healthy granola bars
5. Graham crackers
6. Muffins or breads, such as banana, pumpkin, corn, or zucchini
7. Apple slices with honey (delicious but a little sticky)
8. Dried fruit like raisins, apricots, prunes
9. 100% fruit roll ups
10. Animal crackers
11. Squeezable yogurt or applesauce
12. Fruit Kabobs (cut fruit on a stick and dipped in vanilla yogurt or alternate fruit with cheese cubes)
13. Pure fruit popsicles (homemade or store-bought, bring in a cooler)
14. Ice cream cone or waffle bowl filled with yogurt or whipped cream and chopped fruit
15. Bananas and/or strawberries with semi-sweet chocolate chips or chocolate syrup (let kids slice the bananas with plastic knife)
16. Cereals that contain whole grains and are low in sugar
17. Trail mix (made from things like dried fruits, pretzels, mini chocolate chips and nuts)
18. String cheese
19. Special erasers, pencils or bookmarks.
20. Donate a favorite book of your child’s to the classroom and share it with the class together during the birthday celebration!!

LUNCH + SNACK
All children need to bring a healthy snack to school each day, such as fruits and vegetables, to school. Along with that, send snacks that are low in sugar sugar and other additives. Do not send carbonated beverages, sports drinks, gum or candy with your child to school.

Students have the option of bringing their own lunch to school or participating in our hot lunch program. Our school lunch will be prepared by the food vendor, Revolution Foods, for approximately $4 per meal. Families who qualify for reduced price lunch will pay $0.40 and families who qualify for free lunch will not be charged. Menus will be sent home one to two weeks before orders must be submitted. We encourage children to bring their own water containers. Lunch brought from home should be clearly marked with the child’s name. For health reasons, such as allergic conditions, children may not share lunches.

PARKING FOR FAMILIES AND VISITORS
Parking is very tight on CWC’s campuses. Oftentimes, there is not even sufficient parking for staff. For this reason, all visitors and parents must park on the street around CWC campus. Parking in school lots is only for after school hours and for special events as designated by CWC Office Staff.

PETS ON CAMPUS
Pets are not allowed on campus. Certain pets can trigger an allergic reaction in some of our children as well as pose a threat to student safety. Additionally, LAUSD does not allow dogs on any campus. Please leave those furry friends at home!

TOY AND CELL PHONE POLICY
Toys, electronic gaming devices, trading cards/collectible cards, iPods, etc. are not allowed at school unless there is specific permission granted. Any toys brought to school will be confiscated, and returned only to the guardian or caregiver.

We believe that communication between a child and his/her parents and guardians is important. We also believe that the learning environment of the school must be protected at all times.

Because of these beliefs: Families who send their children to school with a cellular telephone for emergency purposes must first fill out and submit (for the child’s file) the CWC Cellular Telephone Permission Form. See next page for this form.
Families who provide their children with cell phones do so with the understanding that CWC will not be responsible for the loss, theft, or damage to a child’s cell phone. Families who provide their children with cell phones do so with the understanding that student cell phones will be turned OFF and will be kept off of the child’s person and desk area the entire time they are on campus—including during after school programming hours.

Families who provide their children with cell phones do so with the understanding that they must contact and leave messages for their children through the CWC main line during school and after school program hours. Children are not to be called or text messaged during the school day.

Families who provide their children with cell phones do so with the understanding that if a child is found using a cell phone during the school day, the phone will be temporarily confiscated and will be returned ONLY to the parent/guardian of the child. Further, students who violate the cellular phone regulations more than once will have their rights to carry a cell phone discontinued until an administrator has deemed the child ready.

**BIRTHDAY/PARTY INVITATION POLICY**
We believe in creating and sustaining a strong and inclusive school community for parents, staff, and students as well. To that end, we ask that students who want to distribute birthday party invitations at school, include all children from their class. For smaller get-togethers and parties of any sort, we strongly encourage you to distribute invitations outside of school. This is in keeping with the inclusive environment we work hard to cultivate at CWC.

**BIKE, SKATEBOARDS AND SKOOTERS ON CAMPUS**
We believe that biking to school can be a fun, healthy, and environmentally friendly way to get to school each day. We further believe that the safety of the bike rider and the people around him/her are very important and can never be compromised. CWC seeks to encourage safe bike riding to and from school by its staff, students, and families.

Because of these beliefs: All students who ride their bikes, skateboards or scooters to school MUST wear the appropriate safety protection—especially a helmet. Family members who are riding with the students to school are also encouraged to wear this important piece of safety equipment. When arriving at the school, all bike riders should dismount in front of the entrance and walk their bikes/skateboards/scooters the rest of the way into our front gates. Skateboards/scooters are not to be ridden on the sidewalks and pathways of CWC’s campus nor in any of the parking lots. Bicycles may also not be ridden on the school campus at any time. All bicycles kept at school during the day must be secured with a sturdy lock on either future bike racks or on exterior gates. CWC is not responsible for the theft or damage to bicycles or skateboards on campus.

**GENERAL EMERGENCY PROCEDURES**
CWC will work to ensure the ultimate safety of its children and staff members and to be prepared for any sort of emergency. On shared co-located campuses, CWC will work in partnership with the District school to implement and be integrated into the campus’ Site Safety and Disaster Plan.

If the Emergency is a fire, classroom teachers will escort their students to the Emergency Evacuation Area (CWC Hollywood/Le Conte Field). In case of an earthquake,
teachers will instruct students to drop/cover until the shaking stops, before evacuating students to the Emergency Evacuation Area. Teachers or assigned staff will join each class and continue with emergency procedures. Staff without an assigned class will report to the Evacuation Area as well.

If the Emergency is a lockdown, teachers will lock doors, close blinds, move everyone away from windows. Teachers will remain indoors with students until an all-clear announcement is made.

If students are in an enrichment class, students will follow appropriate emergency procedures for that location and emergency (i.e., for fire, earthquake, lockdown, etc.). When it is safe to evacuate and it is appropriate to do so, teacher will lead students to the Emergency Evacuation Area. If an emergency occurs during recess or lunch, they should line up at the designated spot they have and proceed to the Emergency Evacuation Area.

If students are on the yard during recess or lunch teachers and staff will meet students at the yard. If a lockdown occurs, teachers will escort students back to classrooms to secure doors as quickly as possible.

In the case our school building not being safe enough to return to, our school will remain at the Emergency Evacuation Area until told otherwise. If we have evacuated for an extended period, parents may pick up their children at this Evacuation Area. CWC Hollywood will have a clearly designated Reunion Gate on Van Ness Ave. For children to be released to family members or other designated adults, it will be necessary for these individuals to show some proof of identification.

SAFETY DRILLS

Safety drills of all kinds will take place once a month. Some of these drills will be in concert with our co-locating school, while others may be independent of them.

STUDENT EMERGENCY CARDS

Each child must have all enrollment forms and an emergency card on file in the office. This card identifies other adults, authorized by you, who may take your child from school. This includes normal pick-up days, or in the case of any family emergency illness or any disaster situation. Your child will NOT be allowed to leave school with anyone other than you, a parent or legal guardian, unless you have listed them on the Emergency Card. This release may be changed and updated by a legal guardian at any time during the school year. Please fill out the cards in their entirety. We must be able to contact you or a reliable neighbor or relative at any time of the day. If there are changes during the year please immediately fill out a correction form (in the office).

EMERGENCY KITS

All classrooms will be equipped with emergency supplies and stocked with first-aid equipment and water. Families will also be asked to create, each school year, a personal emergency kit for their child. Instructions and a checklist of what to include in your child’s emergency kit will be distributed to families each year.

ILLNESS POLICY

We wish to keep all children as healthy as possible. Please help us in keeping your child healthy by encouraging a full night’s sleep and a healthy diet. Please keep your child at home if he/she shows any signs of illness. The school will send a student home when it
appears necessary. Children who have run a fever should be fever-free for 24 hours before returning to school.

**IMMUNIZATIONS**

CWC will adhere to all guidelines related to legally required immunizations for entering students pursuant to health and safety code sections 12035-120375, and Title 17, California Code of Regulations Sections 6000-6075.

California law requires that an immunization record be presented to the school staff before a child can be enrolled in school. CWC requires written verification from a doctor or immunization clinic of the following immunizations:

1. Diptheria
2. Measles
3. Mumps - except for children who have already reached the age of 7 years old
4. Pertussis (Whooping Cough) – except for children who have reached the age of 7 years. Beginning July 1, 2012, all rising 7th grade students must be immunized with a Pertussis Vaccine Booster called Tetanus Toxoid, Reduced Diptheria Toxoid and Acellular Pertussis (Tdap).
5. Poliomyelitis
6. Rubella
7. Tetanus
8. Hepatitis B
9. Varicella (Chickenpox) – persons already admitted into California public or private schools at the Kindergarten level or above before July 1, 2001, shall be exempt from the Varicella immunization requirement for school.

CWC’s verification of immunizations will be completed with written medical records from the child’s doctor or immunization clinic. Exemptions for immunizations are allowed under the following conditions: 1) Parent provides a signed doctor’s statement that the child is to be exempted from immunization for medical reasons. The statement must contain a statement identifying the specific nature and probably duration of the medical condition or 2) A parent may request exemption of their child from immunization for personal beliefs. Pupils who fail to complete the series of required immunizations within the specified time allowed under the law will be denied enrollment until the series has been completed.

Any child leaving the United States for a short vacation to or a long stay in any country considered by the Center for Disease Control and Prevention to have increased risk of TB exposure MUST contact the County Tuberculosis Clinic for a TB screening upon return.

**INJURIES + ACCIDENTS**

If your child sustains any type of major injury (i.e. broken bone, severe gash), a note from your doctor upon return to school is required before your child may return to school. Students needing any supportive appliances (crutches, cast, wheelchair, etc.) must also have a written order from the prescribing physician. All school staff must be apprised of any information or specific set of directions that will be helpful to us as we care for your child in the case of any more serious injury. If a child with an injury is not allowed to participate in physical-education activities and play at recess, alternative activities can be arranged.

Aside from the more low-level scrape or bruise that might take place at school, any more serious injuries or health incidents that occur at school will be communicated as soon
as possible to families over the telephone and, in some cases, in writing as well. Whenever exposed to blood or other body fluids through injury or accident, students and staff will follow the latest medical protocol for disinfecting procedures. With this, all CWC staff are officially certified and trained in CPR/First Aid.

**HEAD LICE**

Children with head lice are excluded from school until all nits/eggs are removed and clearance is given by the school office for the child to return to class. If you suspect your child of having lice, please inform CWC’s Main Office so that school personnel can screen other children. Occasionally, more preventative routine screens will be administered. In the case your child has left school to be treated for the removal of lice, proof of treatment will need to be shown to the Main Office before a child may return to their normal school schedule. Additionally, before a child returns, someone from the office will generally do another screen to ensure that treatment has been effective. CWC works with all families to educate them about the various ways in which lice treatment can happen. The school will provide a Lice Prevention Guide to families as well.

**ADMINISTRATION OF MEDICATION AT SCHOOL**

The CWC Main Office is responsible for overseeing the administration of medication to students attending the charter school during regular school hours. It is imperative that parents provide detailed directions about dosage, administration and timing in regards to any medication. Such directions will be required in writing to ensure there is no confusion. This ensures both the safety of our students and the legal protection of our employees. Any pupil who is required to take, during the regular school day, medication prescribed for him or her by a physician or surgeon, a detailed doctor’s note with proper instructions is necessary. Designated staff shall keep records of medication administered at school. CWC shall also return any surplus of medication upon completion of the regimen or prior to extended holidays/vacations. Families and staff shall establish emergency procedures for specific medical conditions that require an immediate response. An emergency supply of medication should also be stored in the Main Office.

If CWC receives appropriate written statements, designated school personnel may administer medication like injectable Epinephrine. In order for a pupil to carry and self-administer auto-injectable Epinephrine, CWC shall obtain both a written statement from the physician or surgeon detailing the name of the medication, method, amount, and time schedule for administration. The note should also confirm that the pupil is able to self-administer such injections, per a doctor’s and a parent’s permission. Notifications such as these in regards to students self-administering medication at school releases CWC and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication.

**COMMUNICABLE, CONTAGIOUS OR INFECTIOUS DISEASE PREVENTION**

CWC recognizes its shared responsibility with the home and the community to promote appropriate disease prevention procedures in the handling and the cleaning up of blood and body fluids. CWC desires to protect the entire school community without segregation, discrimination or stigma. Accordingly, infectious disease prevention shall be taught regardless of whether a student or adult is known to have an identified infectious disease. Incidence and transmission of communicable diseases will be further limited through a rigorous program of immunization and health screening required of all students,
faculty and staff. Students found to have communicable diseases will be included in all activities deemed by a physician to present no hazard of infection to other students. Appropriate notices of any health risks will be shared with the community when necessary.

CWC shall meet State and Federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. Employees having occupational exposure shall be trained in accordance with applicable State regulations.

VISION, HEARING AND SCOLIOSIS TRAINING

CWC shall occasionally screen for vision, hearing and scoliosis, as required by Education Code Section 49450 , Et. Seq., per appropriate grade levels.

PARENT PARTICIPATION AT CWC

Parent volunteerism is key to the success of any school, and is an important part of our school philosophy and vision. We are very committed to equitably engaging all of our families and finding a multitude of ways in which a CWC family can plug into life at school. We firmly believe that this not only will strengthen our school but will have an invaluable positive impact on your child as well. Participating as well in any number of our volunteer opportunities afford CWC parents to connect to other members of our community.

At CWC, we ask that all families contribute 40 hours per school year. We believe this is a fair and reasonable amount of time to ask of all families to ensure the healthiness of our school community.

While parent engagement opportunities might change a bit from year to year, we offer a wide range of classroom-based volunteer (on consistent or drop-in basis), work within committees or volunteer squads. Motivated and engaged parents can hold meaningful leadership roles within committees, our Family Council and Principal’s Council. Please note, some volunteer positions at the school may require a LiveScan fingerprint check as well as a TB test, especially when adults are with any group of students without a teacher present for extended periods of time.

All in all, parent and family volunteers enable us to 1) successfully plan events that raise money to support our school, 2) have our school’s day-to-day routines function smoothly, 3) to create a sense of community among the students and families at our school, and 4) keep our costs down. The higher parent participation is at CWC, the more we are able to sell this as a strong data point and metric about the vibrancy of our school culture within grant applications.

PLEASE NOTE: All volunteers should remember to record all of their volunteer hours within the volunteer log that can be found in the CWC Main Office.

See here for a graphic to describe at an overview and detailed level the various different volunteering opportunities we provide CWC families. Please note, changes to this structure may be changed to due evolving needs of our community.
Additionally, here is a description of current committees at CWC Hollywood:
**Family Council**
The Family Council/Town Hall is comprised of all the parents/guardians of enrolled students and led by chairs. The purpose of the Family Council/Town Hall is to engage parents in issues affecting the school, fundraising, and other school support activities. All parents are encouraged to participate in meetings and activities throughout the year. For more information on CWC’s Family Council/Town Hall, please see the above section on School Governance and Decision Making.

**Visiting and Volunteering Within Your Child’s Classroom**
Citizens of the World welcomes parent involvement in the classroom, but stresses that it is important that teachers and parents must schedule this time together in advance. Volunteering within a classroom, whether it is a consistent volunteer post or on a drop-in basis, should be coordinated with teachers and/or Room Parents. Teachers need time to plan for parent volunteers. We ask that parents do not drop in unannounced. All classroom volunteers should sign-in at the CWC Main Office before going to their child’s classroom and should receive a Visitor’s Badge or Sticker.

**18 Ways for Families to Get Involved and Stay Connected to CWC**
1. Come to Family Council Meetings
2. Participate in Grade Level events and functions (publishing parties, holiday events, etc.)
3. Come to Committee Meetings and Board Meetings to participate or just learn about what’s going on at different level of our school’s life.
4. Join a committee where you have skills or want to learn skills.
5. Volunteer your time in the classrooms or office on a regular basis.
6. Join a Volunteer Squad helping out at times like Swift Drop Off or at Lunch. Great daily routines to stay connected to both adults and children in our community.
7. Stay current with CWC emails and read your weekly “This Week at CWC” email bulletins.
8. Sign up for CWC work parties, held a few times during the year. It’s a great way to get to know people and feel pride in our school.
9. Attend or volunteer to help organize a CWC function such as a potlucks or a fundraising event like the Walkathon.
10. Join, or start, a parent interest group such as a book group, knitting, scrapbooking, hiking photography, music, etc... Just another informal way to connect with other CWC adults and families.
11. Set up play dates with other kids.
12. Organize special times with CWC kids or families such as movie nights, game nights, music nights, bowling, or babysitting swaps in your surrounding area.
13. Carpool with a nearby family.
14. Pick up the phone and call another parent, or call your buddy family.
15. Go for walks or coffee after drop-off with another parent.
16. Reach out to the office if you need ideas on how to get involved.
17. Read the notices and communications that are sent home through your child’s Homework folder and from your child’s teacher.
18. Become a room parent or otherwise find time to volunteer in your child’s classroom (like going on special field trips!).

FUNDRAISING AND EVENT COORDINATION
So that we have a balanced and coordinated school calendar, all school-related events on or off campus need to be cleared first by the CWC Main Office and, ultimately, the Principal. This includes a clearance of the date and the requested space for any such special event or meeting.

If you choose to organize a fundraiser, any such idea must be brought to the Fundraising Committee and approved by that committee Chair, the Principal and the Executive Director.

BASIC SCHOOL TO HOME COMMUNICATION
Citizens of the World maintains a database of current information such as home address, telephone numbers, emails and emergency contacts for each student. It is essential that this information be kept up to date so that the school can contact parents when there is a need. Each year, upon re-enrollment, parents receive a student data sheet for each child.
with the current information listed in the database. It is the parents’ responsibility to update this form and to keep the school informed of any changes as they occur at the start of and within any school year. Please contact the office with updates or changes of address, phone number, email, emergency contacts or medical information.

CWC prides itself on clear and ongoing communication to all members of our community. We use the following communication venues to convey important information:

1) Classroom and Grade Level Newsletters
2) School Newsletter and Weekly Bulletins
3) School Website (located at: www.cwcsilverlake.org or www.cwchollywood.org)
4) Family Council/Town Hall Meetings
5) Committee Meetings
6) Board Meetings
7) Coffee/Cafecitos with the Principal
8) Bulletin and information boards throughout the school
9) The CWC Family Handbook
10) Parent-Teacher Conferences
11) Your Child’s Progress Report

COMMUNICATION PROTOCOLS AND EXPECTATIONS

Ongoing communication is important and valued. We want to equip our community with the tools necessary to best support every child. For this reason, teachers and parents are the most important partners in our entire school. There is no doubt you will have questions, concerns and comments about your child’s educational experience. Our team is committed to fostering multiple ways to communicate. In addition the regular means of communication listed above, parents can expect that communications will be responded to within 24-48 hours, excluding weekends and holidays. Even if it might take longer to respond to a longer message, we will reply acknowledging receipt of the original communication and letting one know when they can expect a more thorough response. In some cases, a teacher or staff member might prefer to make contact by phone in order to communicate more responsively than is possible by email. Requests for appointments will be responded to or scheduled within 3 school days. Parents will be notified when there is a single serious issue or an ongoing problem.

Likewise, parents should contact the school when there are changes in your family situation, such as a divorce, new baby or a move. We also appreciate when families communicate about medical issues arise or change or more serious illnesses that last more than 3 days. Additionally, please let us know if there is a safety issue, a family emergency or a change in behavior at home. It is also immensely helpful for teachers to know when homework takes a great deal longer than expected, or when your child is unable to do most of it independently.

When families have more last-minute information for their child’s teacher to notify us about things like a change in after-school plans you can 1) Send a note in your child’s Homework/Communication folder and/or 2) Call the main office and leave a message for the teacher.

COMMUNICATION THAT INTERFERES WITH TEACHING AND LEARNING
Coming to the classroom during the teacher’s prep time before school or during the school day without an appointment to speak with the teacher can be disruptive to precious planning and preparation time. We’d like to discourage discussing a more complicated issue with the teacher when they come out to pick up their class in the morning and it’s time for instruction to start. We also feel that respectful communication is always important, even when addressing concerns. Please do not speak to the teacher disrespectfully or angrily, especially in front of your child or other students. As part of that, please do not gossip to other parents rather than discussing issues directly with staff members.

**MUTUALLY RESPECTFUL LANGUAGE BETWEEN HOME AND SCHOOL**

We want children to see teachers and parents as a united team. Please help empower our teachers by reinforcing the expectations they have established at school. We are fortunate to have instructional experts who make important decisions every day to guarantee that learning is possible for all kids. A family’s supportive echo will send a long-lasting message to students regarding the strength of this team. In addition, the most productive communication assumes the best of each party and remains positive in tone. We ask that when situations or problems arise, families investigate circumstances and information before assumptions are made.

**As part of this, please remember that:**

- Teachers and staff will make mistakes; they’re human, too.
- Teachers have their own families and lives; respect their privacy.
- We’re all on the same team - your child’s support team!
- Recognize that we won’t always agree, but we promise to listen.
- Use age-appropriate language around children on campus and at the curb when you drop them off.
- Speak positively in front of your child.
- Emails written in a positive tone are more likely to build collaboration needed to support your child’s learning. Emails written with a negative or accusatory tone will be forwarded to the administrative team in order to rebuild more positive communication.

**MODELING PEACEMAKING AT HOME**

CWC greatly discourages email as a way to discuss and tease out more complicated and nuanced subject matter that may carry a lot of emotion. When email is abused, messages can sometimes be sent hastily and without having the full amount of information. For these reasons, we ask that for more challenging topics, setting up appointments for in-person communication is crucial to the health of the many intersecting relationships within our school.

As stated above in our Peacemaking section, we believe that the Peacemaking skills we work on at school will be best internalized when Peacemaking language and conflict resolution strategies are also used and modeled at home. Minimally, we ask that all families support the school-based Peacemaking work that all staff works hard to cultivate, AND, when conflict arises, we ask all parents to use the same guidelines when communicating about a problem:

1. Always calm down before beginning
2. Treat yourself and the other person with respect
3. Listen to one another and do not interrupt  
4. Aim for solutions and improvements, not blame  
5. Remember that mistakes are opportunities for learning  

WAYS TO MAKE YOUR CHILD MORE RESPONSIBLE AND AN INDEPENDENT COMMUNICATOR  

- Encourage your child to talk to the teacher about problems with homework or other issues at school. Send an email or note to the teacher so they’re aware, simply saying, "Joe had a problem on the yard yesterday that he needs to talk to you about." Let the teacher take it from there.  
- Have your child write a note to the teacher explaining why homework wasn’t completed, then sign the note.  
- Make your child responsible for carrying his/her own backpack and belongings to and from school even in kindergarten!  
- If your child forgets their lunch, their homework, or their instrument, don’t bring it to them. Let them be accountable for it rather than delivering it to school.  
- Remind your child that if he/she child is late, they need to go to the office before going to the classroom.  
- Please remember that bringing your child’s lunch or belongings after the start of the school day discourages independence and sets a poor example. If you must drop something off for your child, they should check in the office. Staff will not call the classroom and interrupt instruction to deliver belongings to your child. If a student forgets their lunch, they will be provided with a hot lunch and you will be charged accordingly.  

DISPUTE RESOLUTION PROCESS/FILING A FORMAL COMPLAINT  

CWC is committed to resolving concerns and complaints in a manner in which all parties feel respectfully heard and understood. CWC encourages complainants to first contact the person involved directly to give them an opportunity to respond and resolve the issue at more informal levels. In these instances, we believe that in-person communication is best, rather than using email or phone to resolve more serious concerns or sensitive issues. If an issue is not resolved, CWC offers the following procedures and a Complaint Form (can be found in the Main Office) for all members of our community to use when filing a formal complaint. In all cases, CWC prohibits retaliation against complainants. CWC will attempt to keep information about complainants confidential, except where it is necessary or appropriate to disclose it or investigate a situation that has occurred. CWC has the discretion to not investigate anonymous complaints. See below for a step-by-step process for how to address concerns regarding a person, group of people or matter.  

Procedures for Addressing Concerns:  

1. If the complaint involves a person, please contact that staff member to set up a mutually agreeable time to discuss the complaint in a productive solution-oriented manner. We encourage in-person communication for sensitive issues, as intent and tone can get muddied within written communications like email. If it is a general concern, not involving a specific person, please address your concern to the Office Manager.
2. If your concern is still unresolved, please contact the Principal or administrative designee to set up a mutually agreed upon time. Complaints resolved at this level do not need to proceed further in the process.

3. If, after speaking with the Principal, your concern remains unresolved, please use the Complaint Form to detail your formal complaint in writing. For these written complaints, the Principal or designee shall consider all the facts and arrive at a resolution of the complaint.

4. If the complainant is dissatisfied with the resolution arrived at by the Principal or designee or if the complaint is with the Principal, the complainant may direct their complaint in writing to the Executive Director. The Executive Director will determine if the matter can be handled at Executive Director/Principal level – OR - if the issue needs to be taken to the Board of Directors.

5. In this case, the Executive Director will work with the Board Chair or a designated Board committee to make determinations about how to resolve the matter. If needed, the Executive Director and/or Board Chair will meet with the complainant to discuss the facts and circumstances of which the complaint is based to help solve the problem. The determinations of the CWC Board of Directors are final.

AFTER SCHOOL PROGRAMS

After school program is available from the end of the day (including shortened days) until 6. There is a charge to families for participation in this program, however, we work hard to make it affordable for all families. Additionally, we offer greatly reduced rates to those who qualify for free or reduced lunch during the school day. Students may be picked-up anytime between the end of the day and 6:00 pm and not required to stay for the entire length of the program. The basic structure of the program includes, snack, free play, homework time, and a small activity. Additionally, enrichment activities are available for an addition charge (sliding scale tuition/scholarship spots available). For more information and policies relating to CWC’s After School Program, please refer to the sign up forms and materials distributed throughout the year.

MORNING CARE

The morning care program is available on campus beginning at 7:45 am. The charge to families is based on a sliding scale. There is a charge to families for participation in this program, however, we work hard to make it affordable for all families. For the safety of your child, parent must park and walk the child into the morning care area to sign them in.

VACATION CAMPS

Vacation camps may be available during vacations throughout the school year and during the summer. There is a charge to families for participation in these camps, however, we work hard to make it affordable for all families. Information regarding vacation camps is distributed in advance to all families at CWC.
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights And Privacy Act (FERPA), a federal law, requires that CWC, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child’s education records. However, CWC may disclose appropriately designated “directory information” without written consent, unless you have advised CWC to the contrary in accordance with district procedures. The primary purpose of directory information is to allow CWC to include this type of information from your child’s education records in certain school publications. Examples include:

- A playbill, showing your student’s role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also 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 yearbooks. In addition, two federal laws require Local Educational Agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the lea that they do not want their student’s information disclosed without their prior written consent.

If you do not want CWC to disclose directory information from your child’s education records without your prior written consent, you must notify the Main Office.

CWC has designated the following information as directory information:
- Student’s name
- Address
- Telephone listing
- Electronic mail address
- Date and place of birth
- Major field of study
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Student id number, user id, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a pin, password, etc. (a student’s SSN#, in whole or in part, cannot be used for this purpose.)

TITLE 1 AND NO CHILD LEFT BEHIND

Your child is attending a school receiving Title I federal funds through the No Child Left Behind Act (in English, referred to as NCLB). This federal law requires that parents be notified
of their right to know the professional qualifications of their child's teacher(s) in core academic subject areas, including the following:

1. The type of state credential or license that the teacher holds. Some teachers will have a credential in a particular subject area, such as English or Mathematics, and others will have a multiple subject credential, which allows them to teach a variety of subjects, such as in elementary schools.

2. The education level and subject area of the teacher's college degree(s). All teachers have a bachelor's degree, and many teachers have graduate degrees beyond the bachelor's, such as a masters or doctoral degree.

In addition to the qualifications of the teacher, if a paraprofessional (teacher's aide) provides your child services, you may also request information about his or her qualifications. Many paraprofessionals have two years of college, and others have passed a test that verifies their qualifications.

Additionally, please be advised that schools must provide timely notice to the parents of a child who has been assigned to, or has been taught in, a core academic subject for 4 or more consecutive weeks by a teacher who does not meet the NCLB teacher requirements. If you would like this information, please make a request to the principal at the school site.

**SPECIAL EDUCATION AND SECTION 504**

If you have concerns related to a student’s current or possible disability, please see the principal at the school site and request a copy of the CWC’S Special Education and Section 504 policies and procedures and related student rights forms. These documents will detail complaint procedures that can be accessed by parents.

**LAUSD Board Policy – Section 504:**

CWC, including Citizens of the World Charter School
Identification, evaluation and education under Section 504
Section 504 Policy
Charter school policy # _____
Date approved: _____________

The CWC Board of Directors recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that “no qualified person with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.” This policy and the related administrative regulation have been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a Free, Appropriate Public Education (“FAPE”).

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Major life activities include functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. Students may be disabled and entitled to
services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities in Education Act Improvement Act of 2004 ("IDEA"). The Principal shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy's administrative regulation.

A Section 504 team will be convened to determine the student's need for regular or special education and/or related aids and services. The 504 team will include persons knowledgeable about the Section 504 standards, the student's individual needs and school history, the meaning of evaluation data, and placement options. The student's parent/guardian shall be invited to participate in this 504 team and shall receive notice of procedural safeguards guaranteed by law. If CWC does not assess a student after a parent has requested an assessment, CWC shall provide notice of the parent's/guardian's procedural safeguards.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. CWC shall periodically review the student's progress and placement.

CWC will implement this policy through its corresponding administrative regulations.

Administrative Regulations – Section 504:
CWC, Including Citizens of the World Charter School Identification, evaluation and education under Section 504 Charter school policy # _____ Date approved: _____________
A. Definitions
1. **Academic setting** – the regular, educational environment operated by Citizens of the World Charter School (the "charter school")
2. **Individual with a disability under Section 504** – an individual who:
   A. Has a physical or mental impairment that substantially limits one or more major life activities;
   B. Has a record of such an impairment; or
   C. Is regarded as having such an impairment.
3. **Evaluation** – procedures used to determine whether a student has a disability as defined within, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.
4. **504 Plan** – is a plan developed to identify and document the student’s needs for regular or special education and related aids and services for participation in educational programs, activities, and school–sponsored events.
5. **Free Appropriate Public Education ("FAPE")** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without
disabilities are met.
6. **Major life activities** - functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.
7. **Physical or mental impairment**
   A. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or
   B. Any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.
8. **504 Coordinator** – The parents or guardians may request a Section 504 due process hearing from, or direct any questions or concerns to the 504 Coordinator at CWC
9. **Has a record of such an impairment** - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.
10. **Is regarded as having an impairment** - means
   A. Has a physical or mental impairment that does not substantially limit major life activities but that is treated by a recipient as constituting such a limitation;
   B. Has a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others toward such impairment; or
   C. Has none of the impairments defined in paragraph (j)(2)(i) of this section but is treated by a recipient as having such an impairment.

B. **Referral, assessment and evaluation procedures**
1. The charter school will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.
2. A student may be referred by anyone, including a parent/guardian, teacher, and other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student’s file regardless of the final determination. This referral should be made to the section 504 Coordinator who will convene a 504 team. Any requests made to another charter school employee will be forwarded to the section 504 Coordinator.
3. The charter school has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who are or may be disabled are referred to the section 504 Coordinator so that the assessment process is initiated.
4. The 504 team convened by the section 504 Coordinator will be composed of the student’s parents/guardians and other persons knowledgeable about the student (such as the student’s regular education teachers), the student’s school history, the student’s individual needs (such as a person knowledgeable about the student’s disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.
5. The 504 team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based
on a review of the student’s school records (including academic, social and behavioral records), any relevant medical records, and the student’s needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.

6. The 504 team will consider the following information in its evaluation of the student:
   A. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
   B. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and
   C. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student’s aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student’s impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)

7. The evaluation of the student must be sufficient for the 504 team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student’s special needs; (c) the impact upon the student’s education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student’s teachers and parent/guardian.

8. The parents/guardians shall be given an opportunity in advance of 504 team meetings to examine assessment results and all other relevant records.

9. If a request for evaluation is denied, the 504 team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

C. 504 plan

1. When a student is identified as disabled within the meaning of Section 504, the 504 team shall determine what, if any, services are needed to ensure that the student receives a Free, Appropriate Public Education (“FAPE”).

2. The 504 team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.

3. For each identified disabled student, the 504 team will develop a 504 plan describing the student’s disability and the regular or special education and/or related aids and services needed. The plan will specify how the special education and/or related aids and services will be provided to the disabled student and by whom. The 504 plan will also identify the person responsible for ensuring that all the components of the plan are implemented.

4. The student’s teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be
informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 plan. A copy of this plan shall be kept in the student’s cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.

5. The disabled student shall be placed in the regular education environment unless it is demonstrated that the student’s needs cannot be met in the regular education environment with supplementary aids and services. The disabled student shall be educated with students who are not disabled to the maximum extent appropriate to his/her individual needs.

6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed 50 school days in completing this process.

7. The parents/guardians shall be notified in writing of the final decision concerning the student’s identification as a person with disabilities, the educational program and services to be provided, if any, and of the section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.

8. If the 504 team determines that the student is disabled but that no special services are necessary for the student, the 504 plan shall reflect the identification of the student as a disabled person under section 504 and shall state the basis for the decision that no special services are presently needed.

9. The 504 plan shall include a schedule for annual review of the student’s needs, and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.

D. Review of the student’s progress

1. The 504 team shall monitor the progress of the disabled student and the effectiveness of the student’s 504 plan. According to the review schedule set out in the student’s 504 plan, the 504 team shall annually determine whether the services and modifications are appropriate.

2. A reevaluation of the student’s needs shall be conducted before any subsequent significant change in placement.

E. Procedural safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:

   A. Examine relevant records
   B. Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
   C. Have the right to file a uniform complaint pursuant to school policy
   D. Seek review in federal court if the parents/guardians disagree with the hearing decision.

2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to the 504 Coordinator c/o Citizens of the World Charter School. Notifications shall advise that reimbursement for attorney’s fees is available only as authorized by law.
3. The principal shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with any district within the Los Angeles Unified School District SELPA or the County Office of Education in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.

4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, he/she may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing his/her request for a hearing. A request for hearing should include:
   A. The specific decision or action with which the parent/guardian disagrees.
   B. The changes to the 504 plan the parent/guardian seeks.
   C. Any other information the parent/guardian believes is pertinent.

5. Within 5 calendar days of receiving the parent/guardian’s request for a hearing, the charter school may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the charter school. Alternative dispute resolution options include:
   A. Mediation by a neutral third party.
   B. Review of the 504 plan by the principal or designee.

6. Within 10 calendar days of receiving the parent/guardian’s request, the principal or designee shall select an impartial hearing officer. This 10 days may be extended for good cause or by mutual agreement of the parent/guardian and principal.

7. Within 35 calendar days of the selection of the hearing officer, the due process hearing shall be conducted. This 35 days may be extended for good cause or by mutual agreement of the parent/guardian and principal.

8. The parent/guardian and the charter school shall be afforded the rights to:
   A. Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as disabled under section 504.
   B. Present written and oral evidence.
   C. Question and cross-examine witnesses.
   D. Receive written findings by the hearing officer.

9. The hearing officer shall issue a written decision within 10 calendar days of the hearing.

10. If desired, either party may seek a review of the hearing officer’s decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.

Parent/Student Rights in Identification, Evaluation, Accommodation and Placement (Section 504 of the Rehabilitation Act of 1973):

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You Have The Right To:

1. Have your child take part in and receive benefits from public education programs without discrimination because of his/her disabling condition.
2. Have the charter school advise you of your rights under federal law.

3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.

4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the charter school make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.

5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.

6. Have your child receive special education and related services if he/she is found to be eligible under the Individuals with Disabilities Education Act (IDEA) [20 U.S.C. Chapter 33, P.L. 101-4761].

7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options.

8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by the charter school.

9. Examine all relevant records relating to decisions regarding your child’s Section 504 identification, evaluation, educational program, and placement.

10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.

11. Obtain a response from the charter school to reasonable requests for explanations and interpretations of your child’s records.

12. Request amendment of your child’s educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If the charter school refuses this request for amendment, the charter school shall notify you within a reasonable time and advise you of your right to an impartial hearing.

13. Request mediation or file a grievance in accordance with the charter school’s Section 504 mediation grievance and hearing procedures.

14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.

15. File a formal complaint pursuant to the charter school’s uniform complaint policy and procedures.

16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, Region IX
50 Beale Street, Suite 7200
San Francisco, CA  94105
(415) 486-5555

MANDATED REPORTING
In the USA and in the State of California, mandated reporters are professionals who, in the ordinary course of their work and because they have regular contact with children, disabled persons, senior citizens, or other identified vulnerable populations, are required to report (or cause a report to be made) whenever financial, physical, sexual or other types of
abuse have been observed or are suspected, or when there is evidence of neglect. These professionals can be held liable by both the civil and criminal legal systems for intentionally failing to make a report, but their name can also be withheld. Mandated reporters include persons who have assumed full or intermittent responsibility for the care or custody of a child, dependent adult, or elder, whether or not they are compensated for their services. Due to this law, all CWC employees are mandated reporters who will follow such steps to report any such possible neglect or abuse. It is in fact a liability for staff to not report any information that comes to our attention. All reporting is confidential and anonymous.
Legal Disclaimers

The information contained in the Citizens of the World Charter School Handbook is provided for informational purposes only. Information may be changed or updated without notice.

Citizens of the World Charter School expressly disclaims all liability with respect to actions taken based on any content in this handbook or in any newsletter articles. Citizens of the World Charter School assumes no responsibility for errors or omissions in this handbook or other documents that are referenced in this handbook. Citizens of the World Charter School does not discriminate on the basis of race, color, national origin, gender, disability, religion, or sexual orientation.