



CHARACTER ● EQUALITY ● EXCELLENCE  
RESPONSIBILITY ● TEACHABILITY

# CRETE ACADEMY

2025-2026

## Family Handbook

Pending Board Approval on  
1/16/2025

Website: <http://www.creteacademy.org>

\*All references to parents in this handbook also include legal guardians, as we want whoever cares for the student to consider him/herself the parent in the context of the school.

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## WELCOME TO CRETE ACADEMY

This handbook was developed to provide you with information about our school, including the school structure, program, and policies. Please read this handbook carefully and review it with your child, family, and friends. We hope that this handbook empowers you to be an informed and proactive parent\* and partner with us in your child's educational journey. Thank you for choosing to be a part of the Crete family.

### CRETE ACADEMY MISSION AND VISION:

#### Our Mission

Crete Academy provides a rigorous, college preparatory education to historically underserved TK-6 students.

#### Academic Philosophy

An unwavering focus on its mission to prepare student's mind, body and soul to enter and succeed in college, serves as the single guiding principle for every aspect of Crete Academy's educational program and instructional methodology. Fundamentally, the Crete Academy community acts upon the belief that all students can learn at high levels and deserve the opportunity to receive a college preparatory public education. Crete Academy believes in establishing clear and measurable goals for academic performance for every leader, teacher and student, and believes that it is ultimately the responsibility of adults at Crete Academy Schools to do whatever it takes to ensure students meet the high academic and social standards set for them.

#### Foundational Beliefs

Crete Academy staff members embody and teach these values:

- **Character:** Crete is dedicated to ensuring students have strong character, which means they are honest and trustworthy, and have integrity, and a strong sense of perseverance.
- **Responsibility:** Crete students will be taught to take responsibility for their actions. Students will learn humility in times of celebration and acceptance in times of failure.
- **Excellence:** Crete students will do all things with excellence, understanding that they are not perfect, but they are always asked to do their best.
- **Teachability:** Crete students will be taught the growth mindset in order to remain life-long learners. This means students will have an understanding that intelligence is not fixed.
- **Equality:** Crete students will learn to appreciate and embrace the differences of others, including, but not limited to, individuals of different ethnic backgrounds, religious faiths, sexual preferences and learning abilities. Students will learn that everyone deserves to experience life equally and should not be treated differently based on circumstances beyond their control.

### Nondiscrimination Statement

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

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

Crete Academy is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination in Employment Act of 1967; The Age Discrimination Act of 1975; the IDEA; and Section 504 and Title II of the ADA (mental or physical disability). Crete Academy also prohibits sex based harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, sex characteristics, sex stereotypes or any other basis protected by federal, state, local law, ordinance or regulation or any unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person’s ability to participate in or benefit from the education program or activity (i.e., creates a hostile environment). Crete Academy does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which Crete Academy does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. Crete Academy prohibits students from being treated differently based on pregnancy and parental status. Crete Academy will take actions ensuring equal access for pregnant and parenting students, such as class breaks, lactation space, intermittent absences to attend medical appointments, and other support based on individualized needs. Crete Academy will promptly and effectively investigate any complaint, written or verbal, of harassment and take appropriate corrective action, if warranted. Crete Academy will also offer a grievance procedures to address all complaints of discrimination on the basis of sex, including, but not limited to, complaints about “sex-based harassment,” failure to provide equal athletic opportunity, sex discrimination in a school’s courses and programs, and discrimination based on pregnancy. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Crete Academy Uniform Complaint Procedures (“UCP”) Compliance Officer: Hattie Mitchell, Founder, 323-791-1600.

## SCHOOL INFORMATION AND PROCEDURES

### SCHOOL OFFICE

#### Hours

Each school office is open from 7:30 a.m. - 4:30 p.m. during the school year. Please respect the office hours, as parents/visitors will not be able to access the office staff after the office closes.

#### Visitors

Parents' visits to the classroom are welcomed members of the Crete family. Please read below and familiarize yourself with the policy.

1. Visiting hours are from 7:30 am until 8:15 am daily
2. Check in with the front office
3. Sign In
4. Obtain a Visitor's badge
5. Sign out upon leaving
6. Return Visitor's badge to office

All visitors will enter the school through the main entrance at 6103 Crenshaw Blvd. for the Crenshaw Campus and 1729 W. Martin Luther King Jr. Blvd. Please ring the doorbell ONCE or call the office phone – a staff member will open the door for you as quickly as possible - your patience is appreciated. There will be no entrance from the playground side of the building by visitors.

Our administrators have an "Open Door" policy; however, if you need dedicated time for a discussion or concern, you will want to schedule an appointment in advance.

#### Telephone

Crete Academy – 323-791-1600

Please note: For Students, the office phone is for emergency use only. Forgetting homework or lunch does not constitute an emergency. However, if there is a special need or problem, an administrator may allow phone use. Students will not be called out of class to receive telephone calls. Emergency phone messages will be delivered to a student's class.

#### Messages

Parents and visitors will not be able to call classrooms/teachers directly during school hours, but may leave a message with an office staff member or on the school's voicemail. Messages will be delivered to staff as soon as possible. All calls and messages will be returned within 24 hours.

### Picking Up Students During School Hours

Parents must come to the office to sign a student out when official circumstances require the child to miss any portion of the school day (e.g., doctor/dentist appointments). We respectfully request that children are not picked up in the last 30 minutes before school dismissal, as it disrupts the end of the day procedures and practices for the teacher (including discussion of homework assignments).

### SCHOOL DAY SCHEDULE

8:00 AM - Morning supervision begins (please follow this timeline, as there is No Supervision before this time).

8:15AM Instructional day begins

Enrichment (see daily schedules)

3:15 PM Dismissal

### ARRIVAL/DISMISSAL PROCEDURES

#### Entrances and Gates

Please adhere to the procedures set forth for everyone's safety. In order to keep traffic running smoothly, parking is not allowed in the staff parking lots or in the driveway to the parking lot. Please adhere to the school area speed limit. After morning entry, the main gates will be closed and locked.

#### Drop-Off and Dismissal Times

Students may arrive at 8:00am. Please be advised that dropping your child before 8:00am creates a safety hazard for your child(ren), as the school is not yet open for students. For dismissal at the end of the day, students not participating in the After-School Program MUST be picked up from the pick-up area in the front of the school in the drive-thru lane, marked by cones. All pickups must be announced via the Pikmykid app. Please do not exit your car once you have entered the drive-thru lane or enter the gate if you are walking. Whether you are picking your child up from the gate or in the drive-thru lane, announce your arrival via the Pikmykid app, if you are not registered in Pikmykid app a staff member will ask for your child(ren)'s name, enter their name in our system, and your child will come out the gate to meet you. Appropriate measures, including placement into the After-School Program, or notification to the police department, will be taken to ensure a child's safety, in the event he or she remains on the school grounds 30 minutes or more beyond dismissal without participation in our After-School Program or notification of an emergency.

Crenshaw Campus Drop-off Street: Crenshaw Blvd.  
1729 W. Martin Luther King Jr. Blvd, Los Angeles

## Crete Academy Volunteers

Crete Academy embraces its parents as partners in the academic, emotional and social growth of their children. With their contributions at school and in the home, students will have a powerful educational experience that demonstrates how people work together for important efforts. We encourage our parents to be Crete Volunteers in classrooms, on the playground and even from home. For our parents who can be on site, we will train several to provide tutoring in reading and mathematics.

Others who prefer to help on site, but not in the classroom, will be trained to monitor the playground, act as crossing guards and safety monitors and lead after-school program activities contributing their expertise in a relevant area of knowledge and skills (e.g., Ballet, yoga, soccer, knitting, drawing/painting, cooking, singing, etc.).

Volunteers are valued and welcomed members of the Crete family. Please read below and familiarize yourself with the policy.

The following volunteer clearance must be provided prior volunteering at Crete Academy:

- Completed Volunteer Application
- Clearance for tuberculosis (TB)
- DOJ and FBI Clearance
- Megan's Law/Sex Offender Clearance

An Administrator will notify you when you have been approved to participate as a volunteer. Volunteer times must be approved by the teacher and the front office must be notified 24 hours in advance.

SCHOOL PROGRAMS

After School Programs

Crete Academy will continue to explore the option for additional programs that can provide enrichment opportunities to our students. These opportunities will be posted on our Parent Information Boards in the school office and on our website.

Daily classroom and minimum day schedules

**REGULAR DAILY SCHEDULE**  
**Transitional Kindergarten**

<b>Time</b>	<b>Transitional Kindergarten- Daily Instructional Schedule</b>
<b>7:45-8:15</b>	<b>Morning Meeting</b> SEL with Breakfast
<b>8:15-9:00</b>	<b>Math/Integrated ELD</b> Opening Routine/Concept Development - Formative Task/Student Debrief
<b>9:00-9:30</b>	<b>PE / Recess</b>
<b>9:30-9:45</b>	<b>Read Aloud / Snack</b>
<b>9:45-11:00</b>	<b>ELA/Integrated ELD</b> (Phonics, Reading, Modeled Writing) & (Designated ELD if applicable)
<b>11:00-11:30</b>	<b>LUNCH / RECESS</b>
<b>11:30-12:00</b>	<b>ELA Small Groups/Integrated ELD:</b> Reading Intervention & Designated ELD if applicable
<b>12:00-1:00</b>	<b>Science/Integrated ELD</b> <b>MTHF ENRICHMENT begins 9/3</b>
<b>1:00-2:00</b>	<b>Nap</b>
<b>2:00-2:45</b>	<b>Science/Integrated ELD</b>
<b>2:45-3:00</b>	<b>Math Small Groups/Integrated ELD:</b> <b>Math Intervention</b>
<b>3:00-3:15</b>	<b>Tutoring / Pack up / Dismissal</b>

**Daily Instructional Minute Breakdown**

- Morning Meeting/SEL: 30 Minutes
- Math: 60 Minutes
- PE: 20 Minutes
- Recess: 30 Minutes
- ELA: 120
- Science: 45 Minutes
- 3xWeek Enrichment: 60 Minutes
- Designated ELD if applicable: 30 Minutes



**MINIMUM DAY DAILY SCHEDULE  
Transitional Kindergarten**

<b>Time</b>	<b>Transitional Kindergarten -1st Wednesday of the Month: Half-Day Instructional Schedule</b>
<b>7:45-8:00</b>	<b>Morning Meeting</b> in the Classroom SEL with Breakfast
<b>8:00-8:45</b>	<b>Math/Integrated ELD</b> Opening Routine/Concept Development - Formative Task/Student Debrief
<b>8:45-9:00</b>	<b>Math Small Groups/Integrated ELD:</b> <b>Math Intervention</b>
<b>9:00-9:30</b>	<b>PE / Recess</b>
<b>9:30-10:30</b>	<b>ELA/Integrated ELD</b> (Phonics, Reading, Modeled Writing) & (Designated ELD if applicable)
<b>10:30-10:45</b>	<b>ELA Small Groups/Integrated ELD:</b> Reading Intervention & Designated ELD if applicable, Continued
<b>10:45-11:00</b>	<b>LUNCH / RECESS</b>
<b>11:00-11:15</b>	<b>ELA Small Groups/Integrated ELD:</b> Reading Intervention & Designated ELD if applicable, Continued
<b>11:30-12:00</b>	<b>SS or Science (8/12-9/3)/Integrated ELD</b>
<b>12:00-12:15</b>	<b>Tutoring / Pack up / Dismissal</b>

**Daily Instructional Minute Breakdown Half-Day**

Morning Meeting/SEL: 15 Minutes  
 Math: 60 Minutes  
 PE: 20 Minutes  
 Recess: 30 Minutes  
 ELA: 90 Minutes  
 Science/SS: 30 Minutes  
 Designated ELD if applicable: 30 Minutes

## REGULAR DAILY SCHEDULE

### Kindergarten

Time	Kindergarten - Daily Instructional Schedule
7:45-8:15	Morning Meeting SEL with Breakfast
8:15-9:00	Math/Integrated ELD Opening Routine/Concept Development - Formative Task/Student Debrief
9:00-9:30	PE / Recess
9:30-11:00	ELA/Integrated ELD (Phonics, Reading, Modeled Writing) & (Designated ELD if applicable)
11:00-11:30	LUNCH / RECESS
11:30-12:00	ELA Small Groups/Integrated ELD: Reading Intervention & Designated ELD if applicable
12:00-1:00	Science (8/12-9/3) or SS /Integrated ELD MTHF ENRICHMENT begins 9/3
1:00-1:45	Math Small Groups/Integrated ELD: Math Intervention
1:45-2:45	SS or Science (8/12-9/3)/Integrated ELD
2:45-3:00	ELA Small Groups/Integrated ELD: Reading Intervention & Designated ELD if applicable, Continued
3:00-3:15	Tutoring / Pack up / Dismissal

#### Daily Instructional Minute Breakdown

Morning Meeting/SEL: 30 Minutes  
 Math: 90 Minutes  
 PE: 20 Minutes  
 Recess: 30 Minutes  
 ELA: 135 Minutes  
 Science/SS: 60 Minutes  
 3xWeek Enrichment: 60 Minutes  
 Designated ELD if applicable: 30 Minutes

## MINIMUM DAY DAILY SCHEDULE

### Kindergarten

Time	Kindergarten - 1st Wednesday of the Month: Half-Day Instructional Schedule
7:45-8:00	Morning Meeting in the Classroom SEL with Breakfast
8:00-8:45	Math/Integrated ELD Opening Routine/Concept Development - Formative Task/Student Debrief
8:45-9:00	Math Small Groups/Integrated ELD: Math Intervention
9:00-9:30	PE / Recess
9:30-10:30	ELA/Integrated ELD (Phonics, Reading, Modeled Writing) & (Designated ELD if applicable)
10:30-10:45	ELA Small Groups/Integrated ELD: Reading Intervention & Designated ELD if applicable, Continued
10:45-11:00	LUNCH / RECESS
11:00-11:15	ELA Small Groups/Integrated ELD: Reading Intervention & Designated ELD if applicable, Continued
11:15-12:00	SS or Science (8/12-9/3)/Integrated ELD
12:00-12:15	Tutoring / Pack up / Dismissal

#### Daily Instructional Minute Breakdown Half-Day

Morning Meeting/SEL: 15 Minutes  
 Math: 60 Minutes  
 PE: 20 Minutes  
 Recess: 30 Minutes  
 ELA: 90 Minutes  
 Science/SS: 45 Minutes  
 Designated ELD if applicable: 30 Minutes

### REGULAR DAILY SCHEDULE Kindergarten First Combo

<b>Time</b>	<b>Kinder-First Grade Combo - Daily Instructional Schedule</b>
<b>7:45-8:15</b>	<b>Morning Meeting</b> SEL with Breakfast
<b>8:15-9:00</b>	<b>Math/Integrated ELD</b> Opening Routine/Concept Development - Formative Task/Student Debrief
<b>9:00-9:30</b>	<b>PE / Recess</b>
<b>9:30-11:00</b>	<b>ELA/Integrated ELD</b> (Phonics, Reading, Modeled Writing) & (Designated ELD if applicable)
<b>11:00-11:30</b>	<b>LUNCH / RECESS</b>
<b>11:30-12:00</b>	<b>ELA Small Groups/Integrated ELD:</b> Reading Intervention & Designated ELD if applicable
<b>12:00-1:00</b>	<b>Science (8/12-9/3) or SS /Integrated ELD</b> <b>MTHF ENRICHMENT begins 9/3</b>
<b>1:00-1:45</b>	<b>Math Small Groups/Integrated ELD:</b> Math Intervention
<b>1:45-2:45</b>	<b>SS or Science (8/12-9/3)/Integrated ELD</b>
<b>2:45-3:00</b>	<b>ELA Small Groups/Integrated ELD:</b> Reading Intervention & Designated ELD if applicable, Continued
<b>3:00-3:15</b>	<b>Tutoring / Pack up / Dismissal</b>

**Daily Instructional Minute Breakdown**

Morning Meeting/SEL: 30 Minutes  
 Math: 90 Minutes  
 PE: 20 Minutes  
 Recess: 30 Minutes  
 ELA: 135 Minutes  
 Science/SS: 60 Minutes  
 3xWeek Enrichment: 60 Minutes  
 Designated ELD if applicable: 30 Minutes

**MINIMUM DAY DAILY SCHEDULE**

**Kinder First Grade Combo**

<b>Time</b>	<b>Kinder-First Grade Combo -1st Wednesday of the Month: Half-Day Instructional Schedule</b>
<b>7:45-8:00</b>	<b>Morning Meeting</b> in the Classroom SEL with Breakfast
<b>8:00-8:45</b>	<b>Math/Integrated ELD</b> Opening Routine/Concept Development - Formative Task/Student Debrief
<b>8:45-9:00</b>	<b>Math Small Groups/Integrated ELD: Math Intervention</b>
<b>9:00-9:30</b>	<b>PE / Recess</b>
<b>9:30-10:30</b>	<b>ELA/Integrated ELD</b> (Phonics, Reading, Modeled Writing) & (Designated ELD if applicable)
<b>10:30-10:45</b>	<b>ELA Small Groups/Integrated ELD:</b> Reading Intervention & Designated ELD if applicable, Continued
<b>10:45-11:00</b>	<b>LUNCH / RECESS</b>
<b>11:00-11:15</b>	<b>ELA Small Groups/Integrated ELD:</b> Reading Intervention & Designated ELD if applicable, Continued
<b>11:15-12:00</b>	<b>SS or Science (8/12-9/3)/Integrated ELD</b>
<b>12:00-12:15</b>	<b>Tutoring / Pack up / Dismissal</b>

**Daily Instructional Minute Breakdown Half-Day**

Morning Meeting/SEL: 15 Minutes

Math: 60 Minutes

PE: 20 Minutes

Recess: 30 Minutes

ELA: 90 Minutes

Science/SS: 45 Minutes

Designated ELD if applicable: 30 Minutes

## REGULAR DAILY SCHEDULE

### First Grade

Time	First Grade - Daily Instructional Schedule
7:45-8:15	<b>Morning Meeting</b> SEL with Breakfast
8:15-9:00	<b>Math/Integrated ELD</b> Opening Routine/Concept Development - Formative Task/Student Debrief
9:00-9:30	<b>ELA/Integrated ELD</b> (Phonics, Reading, Modeled Writing) & (Designated ELD if applicable)
9:30-10:00	<b>PE / Recess</b>
10:00-11:00	<b>ELA Small Groups/Integrated ELD:</b> Reading Intervention & Designated ELD if applicable, Continued
11:00-11:30	<b>ELA/Integrated ELD</b> (Phonics, Reading, Modeled Writing) & (Designated ELD if applicable)
11:30-12:00	<b>LUNCH / RECESS</b>
12:00-12:15	<b>ELA Small Groups/Integrated ELD:</b> Reading Intervention & Designated ELD if applicable, Continued
12:15-1:00	<b>Math Small Groups/Integrated ELD:</b> Math Intervention
1:00-2:00	<b>Science (8/12-9/3) or SS /Integrated ELD</b> <b>MTHF ENRICHMENT begins 9/3</b>
2:00-3:00	<b>SS or Science (8/12-9/3)/Integrated ELD</b>
3:00-3:15	<b>Tutoring / Pack up / Dismissal</b>

#### Daily Instructional Minute Breakdown

Morning Meeting/SEL: 30 Minutes  
 Math: 90 Minutes  
 PE: 20 Minutes  
 Recess: 30 Minutes  
 ELA: 135 Minutes  
 Science/SS: 60 Minutes  
 3xWeek Enrichment: 60 Minutes  
 Designated ELD if applicable: 30 Minutes

**MINIMUM DAY DAILY SCHEDULE**

**First Grade**

<b>Time</b>	<b>First Grade - 1st Wednesday of the Month: Half-Day Instructional Schedule</b>
<b>7:45-8:00</b>	<b>Morning Meeting</b> in the Classroom SEL with Breakfast
<b>8:00-8:45</b>	<b>Math/Integrated ELD</b> Opening Routine/Concept Development - Formative Task/Student Debrief
<b>8:45-9:00</b>	<b>Math Small Groups/Integrated ELD:</b> <b>Math Intervention</b>
<b>9:00-9:30</b>	<b>ELA/Integrated ELD</b> (Phonics, Reading, Modeled Writing) & (Designated ELD if applicable)
<b>9:30-10:00</b>	<b>PE / Recess</b>
<b>10:00-10:30</b>	<b>ELA/Integrated ELD</b> (Phonics, Reading, Modeled Writing) & (Designated ELD if applicable)
<b>10:30-11:00</b>	<b>ELA Small Groups/Integrated ELD:</b> Reading Intervention & Designated ELD if applicable, Continued
<b>11:00-11:15</b>	<b>LUNCH / RECESS</b>
<b>11:15-12:00</b>	<b>SS or Science (8/12-9/3)/Integrated ELD</b>
<b>12:00-12:15</b>	<b>Tutoring / Pack up / Dismissal</b>

**Daily Instructional Minute Breakdown Half-Day**

Morning Meeting/SEL: 15 Minutes  
 Math: 60 Minutes  
 PE: 20 Minutes  
 Recess: 30 Minutes  
 ELA: 90 Minutes  
 Science/SS: 45 Minutes  
 Designated ELD if applicable: 30 Minutes

**REGULAR DAILY SCHEDULE**

**Second Grade**

<b>Time</b>	<b>Second Grade Daily Instructional Schedule - Requested Revision</b>
<b>7:45-8:15</b>	<b>Morning Meeting</b> SEL with Breakfast
<b>8:15-9:00</b>	<b>Math/Integrated ELD</b> Opening Routine/Concept Development - Formative Task/Student Debrief
<b>9:00-9:30</b>	<b>ELA/Integrated ELD</b> (Phonics, <b>Reading</b> , Modeled Writing) & (Designated ELD if applicable)
<b>9:30-10:00</b>	<b>PE / Recess</b>
<b>10:00-10:55</b>	<b>ELA Small Groups/Integrated ELD:</b> Reading Intervention & Designated ELD if applicable, Continued
<b>10:55-11:30</b>	<b>ELA/Integrated ELD</b> (Phonics, Reading, <b>Modeled Writing</b> ) & (Designated ELD if applicable)
<b>11:30-12:00</b>	<b>LUNCH / RECESS</b>
<b>12:00-12:15</b>	<b>ELA/Integrated ELD</b> ( <b>Phonics</b> , Shared Reading, Response to Reading, Modeled Writing) & (Designated ELD if applicable)
<b>12:15-1:00</b>	<b>Math Small Groups/Integrated ELD:</b> Math Intervention
<b>1:00-2:00</b>	<b>Science (8/12-9/3) or SS /Integrated ELD</b> <b>MTHF ENRICHMENT begins 9/3</b>
<b>2:00-3:00</b>	<b>SS or Science (8/12-9/3)/Integrated ELD</b>
<b>3:00-3:15</b>	<b>Tutoring / Pack up / Dismissal</b>

**Daily Instructional Minute Breakdown**

Morning Meeting/SEL: 30 Minutes  
 Math: 90 Minutes  
 PE: 20 Minutes  
 Recess: 30 Minutes  
 ELA: 135 Minutes  
 Science/SS: 60 Minutes  
 3xWeek Enrichment: 60 Minutes  
 Designated ELD if applicable: 30 Minutes



## MINIMUM DAY DAILY SCHEDULE

### Second Grade

Time	Second Grade - 1st Wednesday of the Month: Half-Day Instructional Schedule
7:45-8:00	SS or Science (8/12-9/3)/Integrated ELD
8:00-8:45	<b>Math/Integrated ELD</b> Opening Routine/Concept Development - Formative Task/Student Debrief
8:45-9:00	<b>Math Small Groups/Integrated ELD:</b> <b>Math Intervention</b>
9:00-9:30	<b>ELA/Integrated ELD</b> (Phonics, Reading, Modeled Writing) & (Designated ELD if applicable)
9:30-10:00	<b>PE / Recess</b>
10:00-10:30	<b>ELA/Integrated ELD</b> (Phonics, Shared Reading, Response to Reading, Modeled Writing) & (Designated ELD if applicable)
10:30-11:00	<b>ELA Small Groups/Integrated ELD:</b> Reading Intervention & Designated ELD if applicable, Continued
11:00-11:15	<b>LUNCH / RECESS</b>
11:15-12:00	<b>SS or Science (8/12-9/3)/Integrated ELD</b>
12:00-12:15	<b>Tutoring / Pack up / Dismissal</b>

### Daily Instructional Minute Breakdown Half-Day

Morning Meeting/SEL: 15 Minutes  
 Math: 60 Minutes  
 PE: 20 Minutes  
 Recess: 30 Minutes  
 ELA: 90 Minutes  
 Science/SS: 45 Minutes  
 Designated ELD if applicable: 30 Minutes

## REGULAR DAILY SCHEDULE

Third Grade

Time	Third Grade - Daily Instructional Schedule
7:45-8:15	<b>Morning Meeting</b> SEL with Breakfast
8:15-9:00	<b>Math/Integrated ELD</b> Opening Routine/Concept Development - Formative Task/Student Debrief
9:00-10:00	<b>ELA/Integrated ELD</b> (Word Study, Reading, Modeled Writing) & (Designated ELD if applicable)
10:00-10:30	<b>PE / Recess</b>
10:30-11:00	<b>ELA/Integrated ELD</b> (Word Study, Reading, Modeled Writing) & (Designated ELD if applicable)
11:00-11:45	<b>ELA Small Groups/Integrated ELD:</b> Reading Intervention & Designated ELD if applicable, Continued
11:45-12:00	<b>Math Small Groups/Integrated ELD:</b> Math Intervention
12:00-12:30	<b>LUNCH / RECESS</b>
12:30-1:00	<b>Math Small Groups/Integrated ELD:</b> Math Intervention
1:00-2:00	<b>SS or Science (8/12-9/3)/Integrated ELD</b>
2:00-3:00	Science (8/12-9/3) or SS /Integrated ELD MTHF ENRICHMENT begins 9/3 - When NO Enrichment: 3:00-3:15 Tutoring / Pack up / Dismissal

### Daily Instructional Minute Breakdown

Morning Meeting/SEL: 30 Minutes  
 Math: 90 Minutes  
 PE: 20 Minutes  
 Recess: 30 Minutes  
 ELA: 135 Minutes  
 Science/SS: 60 Minutes  
 3xWeek Enrichment: 60 Minutes  
 Designated ELD if applicable: 30 Minutes

### MINIMUM DAY DAILY SCHEDULE

**Third Grade**

<b>Time</b>	<b>Third Grade - 1st Wednesday of the Month: Half-Day Instructional Schedule</b>
<b>7:45-8:00</b>	<b>Morning Meeting</b> in the Classroom SEL with Breakfast
<b>8:00-8:45</b>	<b>Math/Integrated ELD</b> Opening Routine/Concept Development - Formative Task/Student Debrief
<b>8:45-9:00</b>	<b>Math Small Groups/Integrated ELD:</b> <b>Math Intervention</b>
<b>9:00-10:00</b>	<b>ELA/Integrated ELD</b> (Word Study, Reading, Modeled Writing) & (Designated ELD if applicable)
<b>10:00-10:30</b>	<b>PE / Recess</b>
<b>10:30-11:00</b>	<b>ELA Small Groups/Integrated ELD:</b> Reading Intervention & Designated ELD if applicable
<b>11:00-11:15</b>	<b>SS or Science (8/12-9/3)/Integrated ELD</b>
<b>11:15-11:30</b>	<b>LUNCH / RECESS</b>
<b>11:30-12:00</b>	<b>SS or Science (8/12-9/3)/Integrated ELD</b>
<b>12:00-12:15</b>	<b>Tutoring / Pack up / Dismissal</b>

**Daily Instructional Minute Breakdown Half-Day**

Morning Meeting/SEL: 15 Minutes  
 Math: 60 Minutes  
 PE: 20 Minutes  
 Recess: 30 Minutes  
 ELA: 90 Minutes  
 Science/SS: 45 Minutes  
 Designated ELD if applicable: 30 Minutes

## REGULAR DAILY SCHEDULE

### Fourth Grade

Time	Fourth Grade - Daily Instructional Schedule
7:45-8:15	Morning Meeting SEL with Breakfast
8:15-9:00	Math/Integrated ELD Opening Routine/Concept Development - Formative Task/Student Debrief
9:00-10:00	ELA/Integrated ELD (Word Study, Reading, Modeled Writing) & (Designated ELD if applicable)
10:00-10:30	PE / Recess
10:30-11:00	ELA/Integrated ELD (Word Study, Reading, Modeled Writing) & (Designated ELD if applicable)
11:00-11:45	ELA Small Groups/Integrated ELD: Reading Intervention & Designated ELD if applicable, Continued
11:45-12:00	Math Small Groups/Integrated ELD: Math Intervention
12:00-12:30	LUNCH / RECESS
12:30-1:00	Math Small Groups/Integrated ELD: Math Intervention
1:00-2:00	5
2:00-3:15	Science (8/12-9/3) or SS /Integrated ELD MTHF ENRICHMENT begins 9/3 When NO Enrichment: 3:00-3:15 Tutoring / Pack up / Dismissal

#### Daily Instructional Minute Breakdown

Morning Meeting/SEL: 30 Minutes  
 Math: 90 Minutes  
 PE: 20 Minutes  
 Recess: 30 Minutes  
 ELA: 135 Minutes  
 Science/SS: 60 Minutes  
 3xWeek Enrichment: 60 Minutes  
 Designated ELD if applicable: 30 Minutes

MINIMUM DAY DAILY SCHEDULE

Fourth Grade

Time	Fourth Grade - 1st Wednesday of the Month: Half-Day Instructional Schedule
7:45-8:00	<b>Morning Meeting</b> in the Classroom SEL with Breakfast
8:00-8:45	<b>Math/Integrated ELD</b> Opening Routine/Concept Development - Formative Task/Student Debrief
8:45-9:00	<b>Math Small Groups/Integrated ELD:</b> <b>Math Intervention</b>
9:00-10:00	<b>ELA/Integrated ELD</b> (Word Study, Reading, Modeled Writing) & (Designated ELD if applicable)
10:00-10:30	<b>PE / Recess</b>
10:30-11:00	<b>ELA Small Groups/Integrated ELD:</b> Reading Intervention & Designated ELD if applicable, Continued
11:00-11:15	<b>SS or Science (8/12-9/3)/Integrated ELD</b>
11:15-11:30	<b>LUNCH / RECESS</b>
11:30-12:00	<b>SS or Science (8/12-9/3)/Integrated ELD</b>
12:00-12:15	<b>Tutoring / Pack up / Dismissal</b>

**Daily Instructional Minute Breakdown Half-Day**

Morning Meeting/SEL: 15 Minutes  
 Math: 60 Minutes  
 PE: 20 Minutes  
 Recess: 30 Minutes  
 ELA: 90 Minutes  
 Science/SS: 45 Minutes  
 Designated ELD if applicable: 30 Minutes

**REGULAR DAILY SCHEDULE**  
**Fifth Grade**

<b>Time</b>	<b>Fifth Grade - Daily Instructional Schedule</b>
<b>7:45-8:15</b>	<b>Morning Meeting</b> SEL with Breakfast
<b>8:15-9:00</b>	<b>Math/Integrated ELD</b> Opening Routine/Concept Development - Formative Task/Student Debrief
<b>9:00-10:30</b>	<b>ELA/Integrated ELD</b> (Word Study, Reading, Modeled Writing) & (Designated ELD if applicable)
<b>10:30-11:00</b>	<b>PE / Recess</b>
<b>11:00-11:45</b>	<b>ELA Small Groups/Integrated ELD:</b> Reading Intervention & Designated ELD if applicable, Continued
<b>11:45-12:30</b>	<b>Math Small Groups/Integrated ELD:</b> Math Intervention
<b>12:30-1:00</b>	<b>LUNCH / RECESS</b>
<b>1:00-2:00</b>	<b>SS or Science (8/12-9/3)/Integrated ELD</b>
<b>2:00-3:15</b>	<b>Science (8/12-9/3) or SS /Integrated ELD</b> <b>MTHF ENRICHMENT begins 9/3</b> <b>-When NO Enrichment:</b> <b>3:00-3:15 Tutoring / Pack up / Dismissal</b>

**Daily Instructional Minute Breakdown**

Morning Meeting/SEL: 30 Minutes  
 Math: 90 Minutes  
 PE: 20 Minutes  
 Recess: 30 Minutes  
 ELA: 135 Minutes  
 Science/SS: 60 Minutes  
 3xWeek Enrichment: 60 Minutes  
 Designated ELD if applicable: 30 Minutes

**REGULAR DAILY SCHEDULE**  
Six Grade

<b>Time</b>	<b>Six Grade - Daily Instructional Schedule</b>
<b>7:45-8:15</b>	<b>Morning Meeting</b> SEL with Breakfast
<b>8:15-9:00</b>	<b>Math/Integrated ELD</b> Opening Routine/Concept Development - Formative Task/Student Debrief
<b>9:00-10:30</b>	<b>ELA/Integrated ELD</b> (Word Study, Reading, Modeled Writing) & (Designated ELD if applicable)
<b>10:30-11:00</b>	<b>PE / Recess</b>
<b>11:00-11:45</b>	<b>ELA Small Groups/Integrated ELD:</b> Reading Intervention & Designated ELD if applicable, Continued
<b>11:45-12:30</b>	<b>Math Small Groups/Integrated ELD:</b> Math Intervention
<b>12:30-1:00</b>	<b>LUNCH / RECESS</b>
<b>1:00-2:00</b>	<b>SS or Science (8/12-9/3)/Integrated ELD</b>
<b>2:00-3:15</b>	<b>Science (8/12-9/3) or SS /Integrated ELD</b> <b>MTHF ENRICHMENT begins 9/3</b> - <b>When NO Enrichment:</b> <b>3:00-3:15 Tutoring / Pack up / Dismissal</b>

**Daily Instructional Minute Breakdown**

Morning Meeting/SEL: 30 Minutes  
 Math: 90 Minutes  
 PE: 20 Minutes  
 Recess: 30 Minutes  
 ELA: 135 Minutes  
 Science/SS: 60 Minutes  
 3xWeek Enrichment: 60 Minutes  
 Designated ELD if applicable: 30 Minutes

**MINIMUM DAY DAILY SCHEDULE**  
Six Grade

<b>Time</b>	<b>Six Grade - 1st Wednesday of the Month: Half-Day Instructional Schedule</b>
<b>7:45-8:00</b>	<b>Morning Meeting</b> in the Classroom SEL with Breakfast
<b>8:00-8:45</b>	<b>Math/Integrated ELD</b> Opening Routine/Concept Development - Formative Task/Student Debrief
<b>8:45-9:00</b>	<b>Math Small Groups/Integrated ELD:</b> <b>Math Intervention</b>
<b>9:00-10:00</b>	<b>ELA/Integrated ELD</b> (Word Study, Reading, Modeled Writing) & (Designated ELD if applicable)
<b>10:00-10:30</b>	<b>ELA Small Groups/Integrated ELD:</b> Reading Intervention & Designated ELD if applicable, Continued
<b>10:30-11:00</b>	<b>PE / Recess</b>
<b>11:00-11:30</b>	<b>SS or Science (8/12-9/3)/Integrated ELD</b>
<b>11:30-11:45</b>	<b>LUNCH / RECESS</b>
<b>11:45-12:00</b>	<b>SS or Science (8/12-9/3)/Integrated ELD</b>
<b>12:00-12:15</b>	<b>Tutoring / Pack up / Dismissal</b>

**Daily Instructional Minute Breakdown Half-Day**

Morning Meeting/SEL: 15 Minutes  
 Math: 60 Minutes  
 PE: 20 Minutes  
 Recess: 30 Minutes  
 ELA: 90 Minutes  
 Science/SS: 45 Minutes  
 Designated ELD if applicable: 30 Minutes



## CRETE ACADEMY POLICIES, PROCEDURES AND EXPECTATIONS

### DRESS CODE POLICY

Parents and staff have agreed that uniforms would benefit the students, families and the Crete community. Uniforms promote a team spirit and the idea that the mind and body are more important than clothes. Evidence suggests that uniform policies, if applied fairly, instill a sense of unity, pride, and discipline while reducing jealousy and peer pressure. State law prohibits Crete from requiring uniforms with the Crete logo, as we cannot provide each student with them; however, we strongly encourage our children to share their school pride through wearing attire with the logo.

<ul style="list-style-type: none"> <li>* White or Grey polo</li> <li>* Navy blue cotton twill pants * Navy blue shorts or skirts.</li> <li>* Navy blue plaid pleated skirt with shorts underneath (heather plaid)</li> <li>* Dark (Black, brown, blue) Shoes with flat, rubber soles – NO OPEN TOED SHOES</li> <li>*No sweats or jeans (Jeans acceptable on College Day w/College shirt/sweater</li> <li>* No layered shirts over shirt – all shirts worn under the required white or grey. Undershirts MUST be white or a complimentary color</li> <li>Prefer navy blue, or white jackets, sweaters or sweatshirts.</li> </ul>	<p>The illustration shows four diverse students in school uniforms. From left to right: a girl in a plaid jumper over a white polo; a boy in a navy zip-up jacket and navy pants; a girl in a white polo tucked into a navy skirt; and a boy in a white polo tucked into navy shorts. All are wearing dark sneakers. Labels with lines pointing to the clothing items are: 'PLAID JUMPER' (pointing to the girl's overalls), 'NAVY ZIP-UP' (pointing to the boy's jacket), 'NAVY PANTS' (pointing to the boy's pants), 'WHITE or GREY POLO' (pointing to the girl's shirt), 'NAVY SKIRT' (pointing to the girl's skirt), 'NAVY SHORTS' (pointing to the boy's shorts), and 'DARK SNEAKERS' (pointing to the shoes of all four students).</p>
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In addition to the above, please note that the following expectations are part of our dress code policy:

- \* All pants, shorts, skirts, and skorts will be worn at the waistline and secured to prevent any sagging. Shirts must be tucked in at the waistline.
- \* All shorts, skirts and skorts will be worn at the appropriate length, no more than 2” above the knee.
- \* Students should refrain from wearing any hats, bandanas, scarves, caps, gloves or string belts. Headgear or accessories worn as part of a religious practice are permitted.
- \* All earrings must be small posts (hanging earrings, large zirconia or diamonds are not acceptable).
- \* Haircuts and hairstyles must not be distracting to the learning environment, as determined by the school administration.

## DRESS CODE VIOLATIONS

When a child is not dressed according to code, he or she will be required to change and/or make adjustments before entering the classroom. Parents will receive a “Dress Code Violation” notice each time the child is not adhering to the dress code. The notice should be returned to the school with the parent’s signature. If this becomes a habitual problem, the Crete Staff will hold a meeting with the child and his/her parent to determine a resolution that remains beneficial to the entire Crete family.

## LOST AND FOUND

ANY ITEMS FOUND ON CAMPUS SHOULD BE TAKEN TO THE LOST AND FOUND IN THE MAIN OFFICE. The item(s) found on campus may belong to someone else. It does not automatically belong to the person who found it. The lost and found will be cleaned out every 2 weeks. Items not claimed will be donated or discarded. All items brought to school should be clearly labeled with the child’s name. The school is not responsible for replacing any lost or damaged student belongings.

## SNACK POLICY

Crete Academy respectfully requests that children not bring snacks to school since we do provide a healthy breakfast AND lunch, which everyone is welcome to eat. We do not feel that snacks from home are necessary. However, if a child has become accustomed to eating a snack at home between breakfast and lunch, parents may provide only the healthy snacks from this list:

Fruits (fresh, dried or in cups), vegetables, granola, cereal bars, muffins, crackers, yogurt, cheese, or baked chips/pretzels. Please do not send your child to school with pre-packaged chips that contain flavors that are considered detrimental to their health (e.g., “flaming’ hot”).

Please contact your child’s teacher or an administrator, if you have any questions or want to check the nutritional appropriateness of a snack not listed. Finally, please tell your child that he/she should NOT share his/her snack with another child.

Crete Academy may make individual exceptions to this policy based on a child’s dietary needs.

## ATTENDANCE POLICY

### No Show Students at the Beginning of the School Year

When students are not in attendance on the first five (5) days of school, the Crete Academy will attempt to reach the parent/guardian on a daily basis for each of the first five days to determine whether the student has an excused absence, consistent with the process outlined in the Attendance Policy. If the student has a basis for an excused absence, parents must notify the school of the absence and provide documentation consistent with this policy. However, consistent with process below, students who are not in attendance due to an unexcused absence by the fifth day of school could be disenrolled from the school roster, as it will be assumed that the student has chosen another

school option.

1. Students who are not in attendance on the first day of school will be contacted by phone to ensure their intent to enroll.
2. Students who have indicated their intent to enroll, but have not attended by the third day will receive a letter indicating the student will be disenrolled after the fifth day of school if the student has not attended school without valid excuse.
3. Students who have indicated their intent to enroll, but have not attended by the fifth day will receive a phone call reiterating the content of the letter.
4. Students who have not attended by the sixth day, and do not have an excused absence as defined above for not being in attendance will be disenrolled from the roster.
5. The School will use the contact information provided by the parent/guardian in the registration packet.

The District of Residence will be notified of the student's failure to attend Crete Academy and the disenrollment.

#### Absence Notification

School administration must be contacted for students with extenuating circumstances and cases will be reviewed on an individual basis. As parents, you are a vital part of your child's success and future achievement. We encourage all parents to support their children in attending school daily and on time. Students who are absent from school miss important instruction and assignments. Students who develop patterns of good attendance are much more likely to be successful both academically and socially, as well as later in life in the workforce. Please call the appropriate school office, no later than 9:00 AM to report an absence, when you know your child will be absent.

#### Excused Absences for Classroom Based Attendance

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as permitted by law or Board policy.

A student's absence shall be excused for the following reasons:

1. Personal illness;
2. Quarantine under the direction of a county or city health officer;
3. Medical, dental, eye or chiropractic appointments;
4. Attendance at funeral services for a member of the immediate family:
  - a. Excused absence in this instance shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state.
  - b. "Immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/ daughter-in-law, brother, sister, step-brother, stepsister or any relative living in the student's immediate household.
5. Jury duty in the manner provided by law;
6. Spending time with a member of the pupil's immediate family, who is an active-duty

member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position.

7. Attending the pupil's naturalization ceremony to become a United States citizen.
8. Justifiable personal reasons, with advance written request by the parent/guardian and approval of the Principal or designee including, but not limited to:
  - a. Appearance in court;
  - b. Attendance at a funeral;
  - c. Observation of a holiday or ceremony of his/her religion; Attendance at religious retreats (not to exceed four hours per semester)

### Method of Verification

When students who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence. The following methods may be used to verify student absences:

1. Written note from parent/guardian;
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian. The employee shall subsequently record the following:
  - a. Name of student;
  - b. Name of parent/guardian;
  - c. Name of verifying employee;
  - d. Date or dates of absence; and
  - e. Reason for absence.
3. Visit to the student's home by the verifying employee, or any other reasonable method, which establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including information outlined above.
4. Physician's verification
  - a. When excusing students for confidential medical services or verifying such appointments, School staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
  - b. When a student has had 11 absences in the school year for illness verified by methods listed in #1-#3 above, any further absences for illness must be verified by a physician.

Insofar as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during non-school hours.

### Attendance Tips for Parents/Guardians

- Plan vacations for non-school days only.
- Schedule all appointments for your child after school, on weekend days or during your child's vacation.
- Make sure your child's school has your accurate daytime contact information, including cell phone number and/or email address.
- Communicate with your child's school often and monitor your child's attendance and school progress online Illuminate.
- Make the school aware of any problems that may be causing your child to miss school.

### Punctuality

Students should arrive at least 15 minutes before the start of each school day. Tardiness is disruptive to the class and places a burden on the teacher as well as the student who is entering class after morning activities have begun. Anytime a student arrives late to class, valuable instructional time is lost. School campus supervision begins at 7:30 a.m. and students should not arrive before that time.

### Unexcused Absences/Truancy for Classroom Based Attendance

The Dean of Culture, or designee, shall implement positive steps to reduce truancy. Students who are habitual truants may be referred to the appropriate law enforcement agency. When the student's attendance problems cannot be resolved or the student and parent/guardian have failed to respond to directives to correct the problem, a student who has been classified as truant may be referred to the district attorney or probation officer for truancy mediation. Further, the school attendance review board or probation officer may request a juvenile court petition on behalf of the student. A student's grades may be affected by excessive unexcused absences in accordance with Board policy.

A student shall be classified as a habitual truant if he or she is absent from school without a valid excuse three full days in one school year, or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. Such students shall be reported to the Principal or designee.

The parent/guardian of a student classified as a truant shall be notified of the following:

- a. The student is truant;
- b. The parent/guardian is obligated to compel the student to attend school;
- c. The parent/guardian who fails to meet this obligation may be guilty of an infraction of the law and subject to prosecution;
- d. The parent/guardian has the right to meet with appropriate school personnel to discuss solutions to the student's truancy;
- e. It is recommended that the parent/guardian accompany the student to school and attend classes with the student for one day.

A habitual truant may be referred to a school attendance review board or to the probation department. When a student is referred to a school attendance review board or to the student and parent/guardian will be required, along with a school staff member, to meet with the school attendance review board or

probation officer to consider a proper disposition of the referral. If the school attendance review board or probation officer determines that available community services can resolve the problem of the truant or insubordinate students, then the school attendance review board or probation officer shall direct the student and/or the student's parents/guardians to make use of these resources. If the school attendance review board or probation officer determines that available community services cannot resolve the problem of the truant or insubordinate student or if the student and/or student's parents/guardians have failed to respond to the directives of the school attendance review board or probation officer or to services provided, the school attendance review board and/or probation officer may notify the county district attorney.

### Tardy Policy

School begins at 8:15 a.m., students who arrive after 8:15am will sign in via our visitu system and are considered tardy. Tardies are marked as excused, unexcused or truant.

Parents/guardians shall write a note of explanation when they have knowledge of their child's tardiness. Any unexcused tardy in excess of 30 minutes will be counted toward truancy. Five unexcused tardies equals one absence and disqualifies the student for perfect attendance awards.

### Attendance Intervention

The assistant principal of culture may recommend students with chronic absences not participate in school field trips and focus on academic studies. Education is a partnership between parents, students and the school. The attendance policy is not intended to be punitive for the parent or student. The school will work with you to address issues or concerns, which may be preventing your child from attending school regularly. The school will perform due diligence in addressing students with attendance problems and will work collaboratively with students, parent/guardian(s) and school officials in order to decrease barriers to regular school attendance. Attendance interventions that may be used by the school in order to reduce barriers to regular school attendance may include:

- a. Phone calls
- b. Letters home
- c. Parent Conferences
- d. Home visits
- e. Parent Attendance Assemblies
- f. Case management services
- g. Referral to school and community resources

### Attendance Incentives

Crete Academy acknowledges students with good attendance. Perfect Attendance Certificates, participation in special activities, attendance assemblies and other rewards and special recognitions are used to motivate all students and reward those with good attendance. At the end of the school year Crete Academy will identify and announce the special Perfect Attendance reward for the school year.

### Students Leaving Early from School

When picking up a student early, the parent or authorized adult must sign the student out in the main office. Parents may not enter the classroom without approval from the office. In the event that a parent would like to take a student home early from a field trip, the parent must sign the student out of school and into parental care prior to leaving for the trip.

### Homework Policy

Crete Academy believes homework is an integral part of our instructional program. It is a valuable extension of our classroom teaching and should reinforce, extend, or enrich the concepts that our students have been taught in class.

Homework is assigned in all grades and should be returned per the instructions from your child's teacher. Students will be expected to turn in all homework assignments in a neat and legible manner. You can help your son/daughter by being aware of what their homework consists of and looking over the assignments when completed. Students should attempt to complete their homework independently, but may need assistance. If your child needs assistance, PLEASE DO NOT COMPLETE THE HOMEWORK FOR HIM/HER. As a parent, please guide your child(ren), allowing them every opportunity to do their own work. We encourage you to speak with the teacher, if your child is experiencing consistent and continuous difficulty.

### Textbooks and School Materials Policy

Students will receive books and materials required for instruction. These textbooks and materials become the responsibility of the student and will be returned at the end of the school year. Parents will be charged for a lost, damaged, or stolen book limited to the value of the book at the time of its loss or damage or the cost to repair the book, whichever is less.

### Loss or Damaged School Property Policy

Parent(s)/Guardian(s) will be charged for any items lost or damaged by their child/children limited to the value of the property at the time of its loss or damage or the cost to repair the book, whichever is less. This applies to property on the campus that may need to be replaced or repaired due to damage incurred through the irresponsible and/or destructive behavior of a child.

### Electronic Devices and Non-School Related Property

Personal property not related to the school's programs is not to be brought to school and may be confiscated by staff. Personal property not related to the school's programs may include, but are not limited to, Fidget Spinners, cell phones, iPods, CD's, cameras, pagers, card collections, marbles, toys, hand-held video game systems, video games, laser pointers, permanent markers. If you are not sure about any other items, please ask. Devices, including those from the list above that are related to accommodations, modifications, or services provided by student's Individualized Education Program or Section 504 Plan are permitted to the extent they are used in accordance with that accommodation, modification, or service. Crete Academy is not responsible for any personal property items brought on campus. The loss of items or stolen property will not necessarily be investigated. This is at the discretion of administration. Confiscated personal properties will require a parent to come in for

conference and retrieval. Teachers, yard supervisors, administrators and other adult staff will confiscate electronic devices being used or played with on campus. As stated above, a device that is confiscated, will not be returned until a parent conference has been scheduled. If the behavior continues, a behavior contract will be instituted to address the problem. If a student refuses to comply with the staff member's request to physically hand over the electronic device, this will be considered an act of defiance and an appropriate consequence will follow.

### Birthday Celebrations Policy

Crete Academy respects the importance of celebrating our student's birthdays; however, protecting instructional time is our top priority. We do allow a parent to celebrate their child's birthday by visiting during the final fifteen minutes of class, in agreement with the classroom teacher, engaging in an appropriate celebration of his/her choosing. Due to student allergy and health concerns, if a parent is interested in bringing food or treats for the celebration, the parent must first get approval of the treat from the Principal.

### Treatment and School Related Injuries Procedures

It is the policy of the school to treat minor injuries/administer first aid (scrapes, paper cuts, bumps) with ice packs, compresses, or band aids as needed. The school staff will contact the parent or guardian when more serious injuries occur. If a student needs further treatment, the parent, or ambulance will transport the student to the doctor or hospital. In the event that a parent/guardian cannot be reached, the school will contact the physician listed on the emergency card to make whatever arrangements necessary to provide health service to the student. It is very important that parents/guardians fill out the emergency card. A new card is sent home at the beginning of each school year. Any change during the year should be forwarded to the school's office. The emergency numbers (someone who can be responsible for a student in the absence of the parent/guardian) should be local numbers.

In the event of an emergency, as deemed by the Principal or his or her designee, Crete Academy will contact emergency services for treatment. If you do not wish for your child to receive medical treatment other than first aid, you must submit a written objection to medical services to the Principal.

### Report Cards & Progress Reports

Students will receive report cards two (2) times per year with progress reports after each benchmark period (4 times per year). Parents are encouraged to review these reports with the child; then sign and return one copy within the noted time frame. To ensure parents are aware of their child's progress, parents will be contacted should the student not return the report card.



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

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

### Meeting with Teachers

Parents/guardians are encouraged to meet with their children's teachers. Meetings can be scheduled through the Main Office, emailing your child's teacher or by speaking with your child's teacher during non-instructional hours. Please let the Main Office know if translation is needed.

### Teacher Qualification Information

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

### **Crete Academy - School Wide Positive Discipline Plan**

At Crete Academy, we believe that discipline is not about punishment, but rather about behavior adaptation, redirection and the development of personal accountability. Students experience various developmental stages during the growing years. The school community is an informed community, which promotes among its staff, an understanding of age-appropriate behaviors. In order to support personal responsibility and positive social interactions school-wide, Crete Academy has developed a school wide plan for positive behavior intervention and support. Together, students, staff, and families will build a foundation that students will need in order to function harmoniously throughout the school day with their peers and teachers. The effectiveness of the school-wide plan requires the participation and support of all staff members and families. In order to be truly effective, there must be continuity in the home environment.

### Components of CRETE ACADEMY's DISCIPLINE Plan

#### Crete Academy Discipline Plan

#### School Wide Expectations

Crete Academy is instituting a school wide behavior expectation plan that focuses on a student first approach. Our staff is committed to serving our students with the finest performance character education possible. The Crete staff will exhibit and teach these desired behaviors and attitudes through the Crete Core Value System.

*We expect students to exhibit high Character in all that they do, take Responsibility for their actions, appreciate everyone's differences and treat them Equally, approach each day with a Teachable growth mindset, while demonstrating Excellence at all times.*

The enclosed chart provides the specific behaviors that students must exhibit while they are in the office, hallways, and bathrooms, assemblies, eating areas and on the playground. To create a productive and safe learning environment for all learners, it is also important to have clear policies and consequences for behavior that is not consistent with good citizenship or interferes with the creation of a positive and safe learning environment. Students who do not adhere to the expectations and/or who violate them repeatedly may expect consequences for their behavior, including but not limited to the following:

- Warnings
- Loss of privileges such as time outs, detentions, restrictions from field trips and student activities
- Notices to parents/guardians by telephone or letter Request for parent conference
- Suspension
- Expulsion

### Grounds for Suspension & Expulsion

A student shall not be suspended from school or recommended for expulsion unless the Chief Executive/Academic Officer or Dean of Students of Crete Academy determines that the student has:

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

### Discipline Policy

Crete Academy will create a safe, peaceful and nurturing environment where learning is paramount. To achieve this, we have adapted the LAUSD Discipline Foundation Policy adopted by the district in February 2007. With the guiding principles of the policy as a foundation, teacher leaders and administration have crafted a formal discipline policy with an effective school-wide positive behavior support system.

Crete Academy teachers and staff members will engage in conscious classroom management strategies to ensure scholarly student behavior and on task learning each day. Professional development will be provided before school begins each summer with ongoing opportunities for additional techniques. It is the goal of Crete Academy to have at least 95% of all students in school, every day, because the environment is conducive to learning. We will also develop a tiered approach to ensuring that the emotional and social needs of students are met through universal, selected and intensive strategies.

At Crete Academy, we will make every effort to avoid suspensions and expulsions, but in the event a suspension or expulsion is necessitated, all state and federal laws pertaining to suspensions and expulsions will be upheld. Students who present an immediate threat to the health and safety of others will be suspended or expelled. A written remediation plan will clearly describe progressive discipline measures, grounds for suspension and expulsion, minimum/maximum number of consecutive days of suspension, notification process to parents of suspension, reasons for suspension, appeal process, and provision for student's education while suspended.

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force or violence upon the person of another, except in self-defense.

3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in writing by the Chief Executive/Academic Officer or designee
4. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, alcoholic beverage, or an intoxicant of any kind and either sold, delivered or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property (includes, but is not limited to, electronic files and databases).
8. Stole or attempted to steal school property or private property (includes, but is not limited to, electronic files and databases).
9. Possessed or used tobacco, or any products containing tobacco or nicotine products including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel (exception may be made for use or possession by a pupil of his or her own prescription products).
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 1104.5 of the Health and Safety Code
12. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials or other school personnel engaged in the performance of their duties. (SB419 exempts students in grades 4-6 from being suspended for this violation).
13. Knowingly received stolen school property or private property.
14. Possessed an imitation firearm.
15. Committed or attempted to commit a sexual assault or committed a sexual battery.
16. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
17. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

18. Engaged in, or attempted to engage in, hazing.
19. Engaged in an act of bullying, including, but not limited to, bullying, committed by means of an electronic act, directed specifically toward a pupil, group of pupils or school personnel that has or can be reasonably predicted to have the effect of one of more of the following:
  20. Placing a reasonable pupil, group of pupils, or school personnel in fear of harm to that pupil or those pupil's person or property;
  21. Causing reasonable pupil or school personnel to experience a substantially detrimental effect on his or her mental health;
  22. Causing a reasonable pupil to experience substantial interference with his or her academic performance;
  23. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the school.
24. Aided or abetted the infliction or attempted infliction of physical injury to another person, (suspension only),
25. Committed sex based harassment, grades (only students in grades 4-6).
26. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, (only students in grades 4-6)
27. Intentionally engaged in harassment, threats or intimidation directed against school personnel or pupils (only students in grades 4-6).

Students will immediately be suspended and recommended for expulsion, without discretion, for any of the following that occur at the school or at a school activity off campus:

1. Possessing, selling, or otherwise furnishing a firearm if an employee of the charter school verifies the possession.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
4. Committing or attempting to commit a sexual assault or committing a sexual battery
5. Possession of an explosive.

### **Process for Suspension and/or Expulsion**

#### *Notice to Parents*

Parents and students will have due process rights with regards to suspensions and expulsions. At the time of a student's suspension, the Dean of Students ("DS") shall make a reasonable effort to contact the parents by telephone or in person. Initial contact will be followed by written notice. This notice will state the specific offense committed by the student. In addition, the notice will also state the date and time the student may return to school.

### Informal Conference

An informal conference conducted by the Chief Executive/Academic Officer (“CEO”) and/or DS will be held, with the student and the student’s parent to discuss the circumstances relevant to the suspension. This conference may be omitted if the CEO and/or DS determine 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 the student is suspended without a conference, the parents will be notified of the suspension and a conference will be conducted when the parent comes to pick up the student from school. If the school is unable to reach a parent or guardian after all avenues are exhausted, a notice may inform the parents that they are required to respond without delay.

### Determination of Length of Suspension

The CEO will determine the length of the suspension and/or DS based on the severity of the offense(s), as evidenced by witness statements, physical evidence, and other relevant factors. The length of suspension for students may not exceed a period of 5 consecutive school days unless the suspension is extended pending an expulsion hearing. A student may be suspended from school for not more than 20 school days in any school year; this restriction on the number of days of suspension does not apply, however, when the suspension is extended pending an expulsion.

Arrangements shall be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension or pending an expulsion hearing. These materials will include in-class written assignments and homework; however, any written assessments missed by the student must be made up within a reasonable amount of time, determined by the teacher, if and when the student returns to his/her classroom.

### Recommendations for Expulsion

If the CEO and/or DS recommends expulsion, the student and the student’s parents will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing conducted by an Administrative Panel. The CEO and/or DS will make this determination upon either of the following findings:

- The student’s presence will likely be disruptive to the educational process
- The student poses a threat or danger to others

Upon this determination, the student’s suspension will be extended pending the results of an expulsion hearing.

### Expulsion Hearing

Students recommended for expulsion will be entitled to a hearing before an Administrative Panel to determine whether or not the student should be expelled. Unless postponed for good cause, the hearing will be held within 30 days after the CEO and/or DS determines that the student has committed an expellable offense. A student may be expelled following a hearing before an Administrative Panel to be assigned by the Board. The Administrative

Panel will consist of 3-5 certificated administrators from other charter schools or teachers from the school site who are not teachers of the pupil or teachers involved in the incident, and 1-2 Board members of the Charter School Board of Directors. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing. Written notice of the hearing will be forwarded by the CEO/DS to the student and the student's parents, by email and certified mail, at least 10 calendar days before the date of the hearing. This notice will include:

- The date and place of the hearing;
- A statement of the specific facts, charges and offense upon which the proposed expulsion is based;
- A copy of the disciplinary rules that relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
- Notice of the opportunity for the student and/or the student's parents to appear in person at the hearing;
- Notice of the opportunity for the student to be represented by legal counsel or a non-attorney advisor;
- Notice of the right to examine and acquire copies of all documents to be used at the hearing;
- Notice of the opportunity to confront and question all witnesses that testify at the hearing; and
- Notice of the opportunity to question all evidence presented and to present oral and documentary evidence and witnesses on behalf of the student.

*Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses*

Crete Academy may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the CEO and Administrative Panel.

Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to receive a five-day notice of his/her scheduled testimony,
2. have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and elect to have the hearing closed while testifying.
3. Crete Academy must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

4. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
5. The person or panel conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
6. The person or panel conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
7. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person or panel presiding over the hearing from removing a support person whom the presiding entity finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
8. If one or both of the support persons is also a witness, Crete Academy must present
9. Evidence that the witness' presence is both desired by the witness and will be helpful to Crete Academy. The person or panel presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
10. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
11. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
12. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person or panel conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

#### Record of Hearing

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



### Presentation of Evidence

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

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

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. If the Board of Directors decides not to expel, the pupil shall immediately be returned to his/her educational program.

### Written Notice to Expel

The CEO or administrative designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Director's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

- a. Notice of the specific offense committed by the student;
- b. Notice of appeal rights/procedures
- c. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School; Notice of any appeal options; information about alternative placement options; the reinstatement eligibility review date and a copy of the Rehabilitation Plan.

Upon expelling any student, Crete shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Crete's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, options for enrollment

- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address 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 Charter School's failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

#### Disciplinary Records

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

#### Appeals Process

Parents/Guardians may appeal the expulsion decision of the Administrative Panel by making a written request and submitting it to the Board within fifteen (15) school days of the expulsion decision. The student will be considered suspended until a Board meeting is convened [within thirty (30) days] at which time the parent(s)/guardian(s) (or student aged 18 or over) must attend to present their appeal. Hearing procedures will be substantially similar to those offered during the original hearing. Reasonable accommodations will be made, and language support offered, for students and parents/guardians who wish to appeal. Following the appeal hearing, the Board will make a final decision based on the information presented at the appeal hearing by the parent(s)/guardian(s) (or student aged 18 or over) and information from the original expulsion hearing. The Principal or designee will send written notice to the student or parent/guardian of the Board's decision within seven (7) calendar days of the appeal hearing. The Charter School Board's decision to uphold the administrative panel's decision to expel shall be final. If the Board overturns the expulsion, the pupil shall immediately be returned to his/her educational program.

#### Special Education Students

Crete shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Crete shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an IEP, or a student who has a 504 Plan, Crete Academy will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Crete Academy, an IEP team, including a district representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the Crete's Policies and Procedures. Prior to recommending expulsion for a student with an IEP or 504 Plan, Crete Academy administrator will convene a Manifestation Determination Meeting to ask the determine:

- A) Was the misconduct caused by, or directly and substantially related to the student's disability?
- B) Was the misconduct a direct result of Crete Academy failure to implement the 504 Plan?

Homeless Students

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who:

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

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

School Liaison: The CEO or designee designates the following staff person as the School Liaison for homeless students:

Hattie Mitchell  
Harmony Center Director  
Crete Academy  
6103 Crenshaw Blvd. Los  
Angeles, CA 90043  
Telephone: (323) 791-1600\_\_\_\_\_

The School Liaison shall ensure that:

1. Homeless students are identified by school personnel and through coordination activities with other entities and agencies.

2. Homeless students enroll in, and have a full and equal opportunity to succeed at Crete Academy.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by Crete Academy, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, Crete Academy charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. School personnel providing services receive professional development and other support.
9. The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

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

## SEX BASED HARASSMENT POLICY

Crete Academy desires to maintain an academic and work environment in which all employees, students, and volunteers are treated with respect and dignity. A vital element of this atmosphere is the School's commitment to equal opportunities and the prohibition of discriminatory practices. The School's prohibition against discriminatory practices includes prohibitions against sexual harassment, or any other form of harassment based on actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, religious affiliation, pregnancy, sexual orientation, sexual stereotypes or any other characteristic that is contained in the definition of hate crimes in the California Penal Code. The School forbids sex based harassment, or any other form of illegal harassment, of any employee, student, volunteer or visitor. The School will not tolerate sex based harassment, or any other form of illegal harassment by any of its employees, students, volunteers or agents.

### Educational Environment

Within the educational environment, sexual harassment is prohibited between students, and between employees or agents/non-employees (such as contract employees, service providers, or volunteers) and students.

### Work Environment

Within the work environment, sexual harassment is prohibited between supervisors and employees, between employees, and between agents/non-employees (such as contract employees, service providers, or volunteers) and employees.

## DEFINITION OF SEX BASED HARASSMENT

Sex based harassment occurs when unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature are:

1. made either explicitly or implicitly a term or condition of an individual's educational status or employment;
2. used as a basis for educational or employment decisions affecting such individual; or
3. has the purpose or effect of unreasonably interfering with an individual's educational or work performance or creating an intimidating, hostile or offensive educational or working environment.
4. unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the education program or activity (i.e., creates a hostile environment).

The following acts are considered sex based harassment, may be unlawful and will not be tolerated at Crete Academy:

1. Making unsolicited written, verbal, physical and/or visual contact with sexual overtones.

- Written examples include but are not limited to: suggestive or obscene letters, notes, and invitations.
  - Verbal examples include, but are not limited to: derogatory comments, innuendos, slurs, jokes, and epithets. Physical examples include, but are not limited to: assault, touching, impeding, or blocking movement.
  - Visual examples include, but are not limited to: leering, gestures, display of sexually suggestive objects or pictures, cartoons, or posters.
2. Continuing to express sexual interest after being informed that the interest is unwelcome.
- Reciprocal attraction between appropriate parties is not considered sexual harassment
3. Making reprisals, threats of reprisal, or implied threats of reprisal following a negative response.
- For example, within the work environment, either implying or actually withholding support for an appointment, promotion, or change of assignment; suggesting a poor performance report will be prepared, or suggesting probation will be failed.
  - For example, within the educational environment either implying or actually, withholding grades earned or deserved; suggesting a “bad” report card; or suggesting a call will be made or letter sent home to the parent alleging “bad” behavior
4. Within the work environment, engaging in implicit or explicit coercive sexual behavior, which is used to control, influence, or affect the career, salary, and/or work environment of another employee.
5. Within the educational environment, engaging in implicit or explicit coercive sexual behavior that is used to control, influence, or affect the educational opportunities, grades, and/or learning environment of a student.
- Offering favors or educational or employment benefits, such as grades or promotions, favorable performance evaluations, favorable assignments, favorable duties or shifts, recommendations, reclassification, etc. in exchange for sexual favors.
  - Any expression of sexual interest between adults and students, regardless of reciprocity is considered inappropriate and shall be subject to discipline under applicable state law.

## COMPLAINT AND REPORTING PROCEDURE

### Process

Any student, employee, or agent who believes he or she has been sex based harassment by an employee, agent, or student of the School, should promptly report the facts of the incident(s) and the name of the individual involved to an adult staff member with whom they feel comfortable, and that person shall report the incident to the Principal (“COO”). If the alleged harasser is the Principal, the person can report the incident to the Director of

HR. A written report of the alleged incident will be developed by the Principal or by the Chief Executive Officer. A copy of the report, along with a copy of this policy, shall be mailed to the parent of the student who initiated the complaint. All staff upon personal knowledge of an incident of sexual harassment, are obligated to promptly and effectively report it to the Principal, or if the harasser is the Principal, the report shall be made to the Chief Executive Officer. Failure to do so is a violation of this policy. Failure of staff to report student allegations of sex based harassment within three (3) school days is a violation of this policy.

Students who feel aggrieved because of unwelcome conduct that may constitute sex based harassment are not required to inform the person engaging in such conduct that the conduct is unwanted, offensive and must stop, but are encouraged to do so. Students are not required to complain to his or her teacher if that teacher is the individual who is harassing the student. Any individuals making a report may bring an advocate to assist them.

#### Filing Complaints with State and Federal Agencies

Aggrieved parties may wish to file complaints with other appropriate state and federal agencies, including:

U.S. Office for Civil Rights

50 United Nations Plaza, Room 239, San Francisco, CA 94102 (415) 556-7000

The State Fair Employment and Housing Commission

30 Van Ness Avenue, San Francisco, CA 94102, (415) 557-2005.

#### Confidentiality

An allegation of sex based harassment and the results of the investigation shall be kept confidential to the extent reasonably possible under the investigative process. Witnesses and those interviewed shall be informed of the confidential nature of the issues and the investigation, and shall be informed that it will be a violation of this policy to disclose the allegation or the nature of the investigation to others and shall be subject to disciplinary action as defined in this policy.

#### Retaliation is Prohibited

The initiation of an allegation of sex based harassment, will not cause any reflection on the individual reporting the incident or witnesses nor will it affect such persons' future business dealings with the School, his or her employment, compensation or work assignments, or, in the case of students, grades, class section or other matters pertaining to his or her status as a student of any School programs. It shall be a violation of this policy to engage in such retaliation. An allegation of retaliation shall be considered as a separate incident, shall be investigated, and shall be subject to disciplinary action.

#### Time Limits

The complainant shall report allegations of sex based harassment as soon as reasonably

possible after the conduct in question has taken place. Students, employees, or agents of the school wishing to report allegations to additional agencies, such as the U.S. Office for Civil Rights, should know that this agency follows a 180-day time limit for reporting alleged incidents of sexual harassment.

#### Disciplinary Action

When an allegation of sex based harassment is supported by the investigation and disciplinary action is necessary, the Chief Executive Officer will determine what course of action is appropriate, depending upon whether the harasser is a student, staff member, or agent of the School. Employees who violate this policy may be subject to discipline up to and including dismissal. Such disciplinary action shall be in accordance with applicable policies, laws, state or federal. Students who violate this policy may be subject to discipline up to and including expulsion. Such disciplinary action shall be in accordance with board policy and state law.

Agents of the School who violate this policy may be subject to penalties and sanctions as may be available to the School, including termination of business relationships and contracts or the privilege of volunteering on campus.

#### Appeal Procedures

Either the complaining party or the accused may appeal the findings of an investigation to the Governing Board of the School. Appeals shall be made in writing within ten (10) business days from the date of a finding.

#### Training

To implement this policy, Crete will provide appropriate training programs for staff. Teachers will be instructed to discuss the topic in a pedagogically and age-appropriate way with their students.

#### Notification

There will be adequate notification of the policy to include permanent posters in public areas, offices, and hallways. The policy will be published in the Employee Handbook and described in the Family Handbook. Copies will also be available upon request in the School office.

#### Administrative Regulation

School administration shall adopt, and from time to time may revise, further procedures as may be necessary to implement this policy and provide for a means of enforcing this policy. Such further procedures may include the following: posting and other means of distributing the policy; a process under which complaints will be handled, formally or informally, an explanation of possible civil proceedings and potential legal consequences of sexual harassment. The school administration will initiate training and education programs to enable all persons, and in particular, supervisors, to better understand the problem of sexual harassment.



### Special Assistance

It is expected that questions may arise concerning the interpretation of the prohibition against sexual harassment, the methods and procedures to be following in the investigation of complaints, and the appropriateness of specific solutions in disposition of complaints. For assistance in these matters, individuals may contact the Chief Executive Officer.

### CRETE ACADEMY MODEL ANTI-BULLYING POLICY

Crete Academy believes that all students have a right to a safe and healthy school environment. The district, schools, and community have an obligation to promote mutual respect, tolerance, and acceptance. Crete Academy Board of Directors' recognizes that a school that is physically and emotionally safe and secure for all students promotes good citizenship, increases student attendance and engagement, and supports academic achievement. To protect the rights of all students and groups for a safe and secure learning environment, the Board of Directors prohibits acts of bullying, harassment, and other forms of aggression and violence. Bullying or harassment, like other forms of aggressive and violent behaviors, interferes with both a school's ability to educate its students and a student's ability to learn. All administrators, faculty, staff, parents, volunteers, and students are expected to refuse to tolerate bullying and harassment and to demonstrate behavior that is respectful and civil. "Bullying" or "harassment" is any gesture or written, verbal, graphic, or physical act (Including electronically transmitted acts – i.e., cyber bullying, through the use of internet, cell phone, personal digital assistant (pda), computer, or wireless handheld device, currently in use or later developed and used by students) that:

- is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress; n is directed at one or more pupils;
- is conveyed through physical, verbal, technological or emotional means;
- Substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
- adversely affects the ability of a pupil to participate in or benefit from the school district's or public school's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing emotional distress; and,
- is based on a pupil's actual or perceived distinguishing characteristic (see above), or is based on an association with another person who has or is perceived to have any of these characteristics.

Crete Academy will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate, harass, or bully another student through words or actions. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation. Any electronic forms of the above behavior through means of phone, computer or social media is considered cyber-bullying and will be treated the same as in-person bullying.

Crete Academy expects students and/or staff to immediately report incidents of bullying to the principal or designee. Staff who witness such acts take immediate steps to intervene when safe to do so. Each complaint of bullying should be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity.

To ensure bullying does not occur on school campuses, Crete Academy will provide staff development training in bullying prevention and cultivate acceptance and understanding in all students and staff to build each school's capacity to maintain a safe and healthy learning environment.

Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

Crete Academy has a Student Code of Conduct to be followed by every student while on school grounds, or when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off campus.

The Student Code of Conduct includes, but is not limited to:

- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to the principal or designee.
- Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.
- If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the principal or the Office of Student Services. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

The procedures for intervening in bullying behavior include, but are not limited, to the following:

- All staff, students and their parents will receive a summary of this policy prohibiting intimidation and bullying: at the beginning of the school year, as part of the student handbook and/or information packet, as part of new student orientation, and as part of the school system's notification to parents.
- The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential.
- Staff who witness acts of bullying shall take immediate steps to intervene when safe to do so. People witnessing or experiencing bullying are strongly encouraged to report the incident; such reporting will not reflect on the target or witnesses in any way.

Consequences for a student who commits an act of bullying and harassment shall vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance, and must be consistent with the Governing Board's approved discipline policy. Remedial measures shall be designed to: correct the problem behavior; prevent another occurrence of the behavior; and protect the victim of the act. Effective discipline should employ a school-wide approach to adopt a rubric of bullying offenses and the associated consequences.

The consequences and remedial measures may include, but are not limited to, the examples listed below:

### Examples of Consequences

- Participation in a guided reflection process designed to teach alternative behavior
- Temporary removal from the classroom
- Loss of privileges
- Classroom or administrative detention
- In-school suspension during the school week
- Out-of-school suspension
- Legal action
- Expulsion

The Crete Academy Board of Directors prohibits any person from falsely accusing another as a means of bullying or harassment. The consequences and appropriate remedial action for a person found to have falsely accused another as a means of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion.

### Student Conflict Resolution Policy

Crete Academy believes that all students have a right to a safe and healthy school environment. Part of a healthy environment is the freedom to openly disagree. With this freedom comes the responsibility to discuss and resolve disagreements with respect for the rights and opinions of others.

To prevent conflict, Crete Academy will incorporate conflict resolution education and problem-solving techniques into the curriculum and campus programs. This is an important step in promoting respect and acceptance, developing new ways of communicating, understanding, and accepting differing values and cultures within the school community and helps ensure a safe and healthy learning environment

Crete Academy will provide training to develop the knowledge, attitudes, and skills students need to choose alternatives to self-destructive, violent behavior and dissolve interpersonal and intergroup conflict. Each school will adopt a Student Code of Conduct to be followed by every student while on school grounds, when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off campus.

The Student Code of Conduct includes, but is not limited to, the following:

- Students are to resolve their disputes without resorting to violence.
- Students, especially those trained in conflict resolution and peer mediation, are encouraged to help fellow students resolve problems peaceably.
- Students can rely on staff trained in conflict resolution and peer mediation strategies to intervene in any dispute likely to result in violence.
- Students needing help in resolving a disagreement, or students observing conflict may contact an adult or peer mediators (*classroom, wellness center, support staff, main office*).
- Students involved in a dispute will be referred to a conflict resolution or peer mediation session with trained adult or peer mediators. Staff and mediators will keep the discussions confidential.
- Conflict resolution procedures shall not supplant the authority of staff to act to prevent violence, ensure campus safety, maintain order, and discipline students.

## Section 504

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

## SPECIAL EDUCATION POLICIES & PROCEDURES

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

The special education process determines whether or not your child is eligible for special education and related services and, if so, what special education services are most appropriate for your child.

There are four (4) basic steps in the special education process:

1. Referral for Assessment
2. Assessment
3. Development and Implementation of an INDIVIDUALIZED EDUCATION PROGRAM ("IEP")
4. IEP Review

### *Step 1: Referral for Assessment*

In many cases, parents or guardians refer their child for assessment for special education services. Teachers, other school personnel, and community members may also refer a child for assessment. Within fifteen (15) days, not counting school vacations greater than five (5) days, of the receipt of a referral for assessment, you will receive a written response from the school. If the school determines that an assessment of your child is not appropriate, you will receive a written notice of this decision. If the school determines that an assessment is appropriate, you will receive an Assessment Plan. An Assessment Plan describes the types and purposes of the assessments that may be used to determine your child's eligibility for special education and related services. Before your child can be assessed, you must consent to the assessment by signing the Assessment Plan. You have at least fifteen (15) days from

the receipt of the Assessment Plan to consent to and sign it. The school has sixty (60) days, not counting school vacations greater than five (5) days, from the receipt of your signed Assessment Plan to complete the assessment and hold an Individualized Education Program (“IEP”) team meeting.

### Step 2: Assessment

An assessment involves gathering information about your child to determine whether your child has a qualifying disability and, if he or she is eligible, the nature and extent of special education services that your child may need. Assessments may include individual testing, observation of the child at school, interviews with the child and school personnel who work with the child, and review of school records, reports and work samples.

### Guidelines for Assessment

When your child is assessed, the following guidelines will be followed:

- Your child will be assessed only after you consent to the Assessment Plan. Your child will be assessed in all areas related to his/her suspected disability.
- The Assessment will be administered in your child's primary language or a qualified interpreter will be provided.
- The assessment will include a variety of appropriate tests to measure your child's strengths and needs. The persons administering these tests will be qualified to do so.
- The assessment will be adapted for students with impaired sensory, physical or speaking skills.
- A multidisciplinary team, including at least one teacher or other specialist with knowledge in the area of your child's suspected disability, will assess your child.
- Testing and assessment materials and procedures must not be racially, culturally or sexually discriminatory.

### Step 3: Development and Implementation of an IEP

After your child has been assessed, an IEP meeting will be held. The IEP meeting must be held at a time and place convenient for both you and the school's representatives. At this meeting, the IEP team will discuss the assessment results and determine whether your child is eligible for special education and related services. If your child is eligible, the IEP will be identified during the meeting. The following people are members of the IEP team:

- you, as the child's parent or guardian, and/or your representative; a qualified interpreter, if requested and your native language is not English; a school administrator or qualified representative from the district who is knowledgeable about the program options appropriate for your child;
- no less than one regular education teacher. This will usually be your child's present teacher. If your student does not presently have a teacher, a teacher with the most recent and complete knowledge of the student and who has observed the student's educational performance will participate as an IEP team member;
- an individual who can interpret the instructional implications of evaluation

results; and at the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate.

### What is an IEP?

The IEP is the written plan that describes a child's abilities and needs, and the placement and services designed to meet the child's unique needs. Your child must have an IEP before he or she receives special education services. Your child's IEP must be implemented as soon as possible after the IEP meeting. In addition, your child's IEP must be reviewed and, if necessary, revised once a year or more often upon request. If your child is found to be eligible for special education services, the IEP will contain:

- your child's "present levels of performance" in the specific areas affected by his or her disability;
- appropriately ambitious annual goals and short-term objectives in specific areas affected by your child's disability;
- the services, accommodations and modifications designed to assist your child in meeting those objectives;
- when services will begin, how often they will be provided, and for how long;
- the instructional setting in which these services will be delivered;
- the amount of time your child will spend in general education;
- how the school will measure your child's progress; and
- notes from the IEP meeting.

You will receive a copy of the IEP at the IEP meeting. If you do not attend the IEP meeting, a copy will be mailed to you. You have the right to agree or disagree with any part of the IEP. The school is required to get your consent to the IEP before your child receives special education services. Upon your request, you will be given a copy of the IEP in your primary language.

### Will I Receive Notice of the IEP Meeting?

The school must provide you with notice of the IEP meeting within a reasonable time prior to the meeting. This notice will include: the date, time, and place of the meeting; the reason for the meeting; who will be at the meeting; and a statement of the right of participants to electronically record the meeting. If you are unable to attend the meeting, you may call the school to reschedule.

### When Must an IEP Meeting be Held?

An IEP meeting must be held:

- once a year to review your child's progress and placement and to make any needed changes to the IEP;
- every three years to review the results of a mandatory comprehensive reevaluation of your child's progress;
- after your child has received a formal assessment or reassessment;

- if you or a teacher feels that your child demonstrates significant educational growth or a lack of anticipated progress;
- when you or a teacher requests a meeting to develop, review, or revise the IEP; to develop a transition plan, beginning at age sixteen (16) or younger, if appropriate; and/or
- to determine whether a student's misconduct was a manifestation of his or her disability before expelling or suspending the student from school for more than ten (10) school days.

If your child is already enrolled in a special education program and you request an IEP meeting, you must do so in writing. If you request the meeting orally, Crete will remind you that the request must be done in writing. Once your request is received, the meeting must be held within thirty (30) days, not counting school vacations greater than five (5) days.

#### What are Transition Services?

Transition services are a set of coordinated activities to assist a student's movement from school to post-school activities. These services are designed to help your child adjust to life after he or she is no longer eligible for school related services. The law requires that transition services be provided to all students with disabilities, beginning at sixteen (16) years of age or younger, if appropriate. When appropriate, the IEP team will plan and oversee the implementation of these transition services. The law also requires that coordinated activities for transition include instruction, community experiences, and the development of employment and other post-school living skills. If your child does not need services in any of the previously listed areas, your child's IEP must state so and why. The coordinated activities for transition must be based on your child's individual needs and take into account his or her preferences and interests. If appropriate, the coordinated activities may also include the acquisition of daily living skills and/or functional vocational evaluation.

#### Step 4: IEP Review

If your child is receiving special education and related services, his or her IEP will be reviewed in an IEP meeting at least once a year to determine how well it is meeting his or her needs. In addition, every three years, your child will be reassessed and his or her IEP reviewed as part of an overall comprehensive reevaluation of your child's progress.

If there are concerns that your child's educational needs are not being met, either you or school personnel may request a reassessment or an IEP meeting to review the IEP at any time during the year. You may request an IEP meeting to review the IEP at any time during the year. You may request an IEP meeting by sending a written request to the school. Once your request is received, the meeting must be held within thirty (30) days, not counting school vacations greater than five (5). You may request a reassessment by sending a written request to the school or completing a Request for Special Education Assessment that can be obtained at the Crete Academy main office. The school must get your permission before it reassesses your child.

## Assessing & Identifying Students for Gifted Programs

Students may be referred for assessment by a parent, teacher, friend, or by self-referral. However, the referral will be screened and the recommendation must be made by school-certificated personnel and supported by school records. No single test, score or measure may be the determining factor. Students referred for identification will be provided with a multi-dimensional assessment that reflects a broad range of abilities and also the significance of cultural, linguistic, and socioeconomic background. Evidence may include, but is not limited to, test results (such as standardized, norm-referenced and criterion-referenced), subjective indicators (such as teacher checklist, parent inventories, and anecdotal records), and professional judgment by an expert in the given field (such as talent assessment, product review, and evaluation of student experience).

## Retention Policy

It is our belief at Crete Academy that students must demonstrate mastery of skills before being promoted to the next grade level. Crete Academy also believes in early identification; therefore, parents will be notified each quarter, if their child is struggling in any academic area. Any child identified in the first semester, as a possible retention candidate, will be brought to the attention of the Crete Academy administration. This administration will notify the child's teachers, parents, and the specific administrator involved. The discussion will include a detailed analysis of the teaching and learning process to date, the intervention utilized and the effects, as well as the various solutions for assisting the child. If retention is decided upon as one of the solutions, the cohort will meet again in March and in June of that year.

Retention for any student at Crete Academy will be based on a summary of the following:

- Consistent achievement marks of "1 or 2" in the areas of math OR language arts;
- Pre- and post-assessments, benchmark scores and formative assessments as documented by his/her teacher;
- Teacher and principal recommendations within an SST;
- Psychological and physical considerations;
- Sibling pathway (is a sibling directly under the student placing both in the same grade); and
- Informed decision of the parent(s)

If you must miss a meeting, we encourage you to contact the school as soon as possible to reschedule the meeting with the Crete Administration. These meetings are critical to your student's academic success.

## Pet Policy

Pets, other than service animals, are not allowed on the Crete Academy campus.

## Fundraising Policy

1. All fundraising activities are subject to the laws of the Internal Revenue Service, the State



- of California, the City of Los Angeles and the policies of Crete Academy.
2. All fundraising for Crete Academy must be approved by the Board before any action is taken.
  3. No fundraising for personal gain is permitted.

### Family Community – School Partnerships

Crete Academy is committed to developing relationships with all stakeholders in the school. It is crucial that our parents know that the school is a safe, nurturing place for their family and their input and engagement is valued. Sociologist Joyce Epstein states that when “Educators view students as children, they are likely to see both the family and the community as partners with the school in children's education and development. Partners recognize their shared interests in and responsibilities for children, and they work together to create better programs and opportunities for students.”

### School Community Agreement

At Crete Academy, all members of the school community (faculty, students, and families) are committed to fostering a safe learning environment. Signing the Parent-Student Handbook Agreement Form located at the back of the book signifies that the parent(s)/guardian(s) and student(s) who sign will agree to respect differences among individuals; furthermore, your signature indicates that you will accept responsibility for your words and actions without excuse.

These differences may be physical, mental, social, emotional and/or spiritual. We will use school appropriate language and we will not tolerate any abuse or harassment. Choosing words and actions that help, not hurt others, and will work to keep our school free of verbal and nonverbal put-downs regarding the following:

- Academic progress
- Age
- Gender
- Appearance/body image/mannerisms
- Athletic ability
- Belief systems
- Cultural, ethnic, and/or racial background
- Family background and family composition
- Friendships
- Languages
- Learning styles
- Physical challenges
- Sexual harassment of any type including gender stereotypes and homophobic taunts

### Public Conduct on School Property

Schools are a place of work and learning. Certain limits must be set for parents and other community members who visit our schools and classrooms. All persons on school property or attending a school

function shall conduct themselves in a respectful and orderly manner. The Principal or designee is responsible for all persons in the building and on the grounds

The following rules apply to visitors to the schools

- Anyone who is not a regular staff member or student of the school will be considered a visitor
- All visitors to the school must report to the main office upon arrival at the school. They will be required to sign the visitor's register and will be issued a visitor's badge which must be worn at all times while in the school or on school grounds.
- The visitor must return the badge to the main office and sign out before leaving the building.
- Visitors attending school functions that are open to the public, such as parent teacher organization meetings or public gatherings, are not required to register
- Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits with the classroom teacher(s), so that class disruption is kept to a minimum.
- Teachers are expected not to take class time to discuss individual matters with visitors
- Any unauthorized person on school property will be reported to the Principal or his/her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants
- All visitors are expected to model the behaviors that we expect of our students.

### Conduct Prohibited on School Property

No visitor may:

- Intentionally injure any other person or threaten to do so
- Intentionally damage or destroy school property or the property of a teacher, administrator, other district employee or any other person lawfully on school property, including graffiti or arson
- Disrupt the orderly conduct of classes, school programs or other school activities.
- Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, obstruct the rights of others, or are otherwise disruptive to the school program
- Intimidate, harass or discriminate against any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation, disability, or any other class protected by Crete's nondiscrimination policy;
- Enter any portion of the school premises without authorization or remain in any building or facility after it is closed
- Violate the traffic laws, parking regulations or other restrictions of vehicles.
- Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function
- Possess or use weapons in or on school property or at school function, except in the case of law enforcement
- Loiter on or about school functions

- Refuse to comply with any reasonable order of identifiable school district officials while performing their duties
- Willfully incite others to commit any of the acts prohibited by this code.
- Violate any federal or state statute, local ordinance or board policy while on school property or while at a school function.

Persons who engage in prohibited conduct will be subject to appropriate actions, including, but not limited to, the authorization of a visitor, to remain on school grounds or at any school function be withdrawn, and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to being escorted off by law enforcement as well as receive a temporary ban from returning to campus.

### Home/School Communication

#### Crete Academy Website

Please feel free to visit our website at [www.creteacademy.org](http://www.creteacademy.org) for information, news, announcements, updates, or calendar events.

#### Notices

Each teacher will make you aware of his/her process of communicating classroom news. Please look for notices/information from the office on orange paper.

#### Effective Communication with Teachers

- Call the school and leave a message in the main office
- E-mail the teacher([firstname.lastname@Cretecharters.org](mailto:firstname.lastname@Cretecharters.org))
- Send a note with your child
- Make an appointment

#### Observations

Please contact the teacher directly if you would like to conduct an observation in the classroom. Parents are welcome to request an observation period at any time. However, our teachers have the right to refuse unscheduled observation requests. The best way to plan an observation is to follow these procedures:

- Request the observation at least 24 hours in advance
- Schedule a date and time with the teacher by emailing or leaving a note for teacher in the main office
- Explain the purpose for the observation.

Note: Observation times are limited to 20 minutes. During observations, teachers and support staff are not available for any one-on-one discussions or conferences. These meetings may be scheduled for a later time. In addition, it is important for parents to focus their attention on his/her own child and not the other children in the class, as well as refrain from engaging with other students or interfering with the teacher's instruction or management of the classroom.

## Expressing Concerns

### General Complaints

At Crete Academy, direct and appropriate feedback is valued. If you have a general concern, please share your concern with your child's teacher directly. For serious or recurring concerns regarding the performance of an employee, please speak with or write to the employee's supervisor.

PLEASE DO NOT HAND OUT ANY DOCUMENTATION TO STAFF OR CHILDREN WITHOUT FIRST CHECKING WITH THE SCHOOL ADMINISTRATION.

If a situation is not addressed by the Principal or designee, in a manner that satisfies you, please direct the concern in writing to the Chief Executive Officer. Should you still need additional assistance, you will be advised to prepare a written statement addressed to the Board of Directors of Crete Academy. They will address your concern in a timely manner.

### Uniform Complaint Procedure

Crete Academy has the primary responsibility to ensure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs and the charging of unlawful pupil fees.

Crete Academy shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our Governing Board. Unlawful discrimination, harassment, intimidation, or bullying complaints may be based on actual or perceived characteristics of age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, genetic information, physical disability, mental disability, medical condition, marital status, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on a person's association with a person or group with one or more of these actual or perceived characteristics, in any Crete Academy program or activity that receives or benefits from state financial assistance.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in:

- Adult Education
- After School Education and Safety Programs
- Agricultural Vocational Education Programs
- American Indian Education Centers and Early Child Education Program Assessments
- Foster and Homeless Youth Services
- Consolidated Categorical Aid Programs
- Migrant Education

- Career Technical and Technical Education and Training Programs
- Child Care and Developmental Programs
- Child Nutrition Programs
- Regional Occupational Centers and Special Education Programs
- Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I VII)
- State Preschool
- Bilingual Education
- Economic Impact Aid
- Tobacco-Use Prevention Education

A complaint of noncompliance with laws relating to pupil fees may be filed pursuant to the local UCP. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
- A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.
- A pupil fee complaint shall not be filed later than one (1) year from the date the alleged violation occurred.

Complaints of noncompliance with laws relating to pupil fees are filed with the Principal. A complaint regarding pupil fees may be filed anonymously if the complaint provides evidence or information to support an allegation of noncompliance with laws relating to pupil fees. Complaints other than complaints relating to pupil fees must be filed in writing with the following compliance officer:

Hattie Mitchell  
 Fonder  
 Crete Academy  
 6103 Crenshaw Blvd.  
 Los Angeles, CA 90043  
 Telephone: (323) 791-1600\_\_\_\_\_

Complaints alleging discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying, unless the time for filing is extended by the COO or his or her designee in writing.

Complaints will be investigated and a written Decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant. The compliance officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and in accordance with Crete Academy's procedures.

The complainant has a right to appeal COO Decision to the California Department of Education ("CDE") by filing a written appeal within fifteen (15) days of receiving the Decision. The appeal must include a copy of the complaint filed with the School and a copy of Crete Academy's Decision.

Civil law remedies may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. A complainant may pursue available civil law remedies outside of Crete Academy's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

A copy of the UCP policy and complaint procedures shall be available free of charge in the Main Office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the COO.

#### Pupil Records, including Challenges and Directory Information

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

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

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

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

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

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

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

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

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

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

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

1. To other School officials, including teachers, within the educational agency or institution whom the School has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1)).

2. To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2)).
3. To authorize representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35).
4. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4)).
5. To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7)).
6. To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8)).
7. To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9)).
8. To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10)).
9. Information the School has designated as "directory information" under §99.37. (§99.31(a)(11)).

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. Directory information can be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks and education or charter school advocacy groups. The School has designated the following information as directory information:

1. Student's name
2. Student's address



3. Parent's/guardian's address
4. Telephone listing
5. Student's electronic mail address
6. Parent's/guardian's electronic mail address
7. Photograph
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Weight and height of members of athletic teams
12. Degrees, honors, and awards received
13. The most recent educational agency or institution attended
14. Student ID number, user ID, or other unique personal identified used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

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

Crete Academy  
6103 Crenshaw Blvd.  
Los Angeles, CA 90043  
Telephone: (323) 791-1600\_\_\_\_\_

### Community Partnerships

The goal of community partnerships at Crete Academy will be two-fold. The first objective will be to develop our students in a holistic manner, which means using community resources to address the needs that are beyond pure academia.

We will work with community organizations to bring services to the school and develop a process to help parents bring their children to them. The second objective will be to bring community resources to the school that will enhance the academic potential of each student. In particular, we want community resources that make their learning relevant.

### Important Medical Information

#### Immunizations

All students will need to present a written immunization record provided by a physician or the health department prior to the first day of school. Immunizations must be up to date. The immunization status of all students will be reviewed periodically. Those students who do not meet the State guidelines must be excluded from school until the requirements are met.

Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the school. Please check with a doctor to make sure that your child(ren) has been vaccinated and are up to date with all of them.

#### Tuberculosis Clearance

All kindergarten students, all new first grade students who have never attended kindergarten, must present a written report provided by a health care provider or health department giving the results of a Mantoux test within one year prior to school entry. If the Mantoux test is positive, a diagnostic Chest X-ray will be required.

All new students entering grades 1-5 who have never attended any school in California must present documentation of the results of the Mantoux test done at some previous time. Students entering any grade from any other California school, public, private or parochial are exempt from the requirement.

#### Physical Examinations

A comprehensive physical examination and health assessment consistent with Child Health and Disability Prevention ("CHDP") guidelines are required for all first-grade students within 18 months prior to entry or up to three months after admission to the first grade. A private physician, or health department clinic may do a CHDP or equivalent examination.

#### In-School Physical Examinations

Crete Academy complies with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the

students were attending a non-charter public school. Crete Academy shall maintain student immunization, health examination, and health screening records on file.

If you do not consent to a physical examination of your child, please submit a statement in writing to that effect to the COO. This denial of consent must happen annually.

#### Oral Health Assessment

Your child must have an oral health assessment by May 31 in kindergarten or first grade, whichever is his or her first year of public school. A licensed dentist must perform the assessment or other licensed or registered dental health professional. Oral health assessments that have happened within the 12 months before your child enters school also meet this requirement. The assessment/waiver forms are available in the main office or health office.

#### Health and Medical Conditions

The school office must be notified if a student with a medical or health condition requires accommodations in order to participate in the educational program. An administrator will arrange to meet with the parent/guardian to develop an accommodation plan for the student's medical condition. Students with diabetes, severe asthma, or severe allergies should have an accommodation plan at the school.

#### CEP & Free and Reduced-Price Meals

The School participates in the National School Lunch Program and CEP – Community Eligibility Provision. All students will receive breakfast and **lunch** at no charge to all students so that they can be fueled and ready to learn. Information for CEP is included in the first day packets to all families and can also be obtained on the School website and in the main office. All families are encouraged to participate in the CEP program.

#### Administration of Medication

Students may not carry or self-administer medication in school under any circumstances. A student who needs to take medication during school hours must have a statement to this effect on file at the school, signed by the prescribing physician and the parent/guardian. The required forms are available from the school office. School personnel do not prescribe or give advice regarding any kind of medication.

- At NO time, may students carry prescribed medications (e.g., inhaler) or over-the-counter medications (e.g., Motrin, Tylenol, or cough drops or medicine) to and from school, and/or self-administer them.
- No medications are accepted without the Request for Medication To Be Taken During School Hours form
- It shall be the parent's responsibility to keep the school informed regarding a change in medication and dosage. A new form must be completed for each change of medication and at the beginning of each school year.
- Medication must be dropped off by the parent/guardian.
- All medications must be kept in a locked cabinet in the office.

- Medications that need to be administered at school must be given to the office staff ONLY. This policy is for safe practice and must be followed without exception. Medication must be brought in a pharmaceutical container clearly marked with the child's name, name of medication, dosage, and pertinent instructions. Non-prescription medication must come in its original box or container, complete with name and dosage of the medicine. No medication will be given if sent in an envelope or bag.
- Medications that are kept in the office may not be transported to and from school on a daily basis.
- Usually, medications may be divided by pharmacists at no additional charge into two separate bottles, one for school administration and one for home administration.
- If your child needs to take medication during a field trip, please plan several days in advance with the office staff and your child's teacher. Medications may not be dropped off at the last minute.

#### *RETURNING MEDICATIONS TO PARENTS/GUARDIANS AT THE END OF THE YEAR*

- Each parent/guardian will receive a reminder notice regarding the medications that are remaining in the school's office that will need to be picked up by a parent.
- There is a deadline for picking up medication; and after the deadline, all unclaimed medications are disposed of properly.

#### *Other Medical Conditions*

A student returning to school with sutures, casts, crutches, brace(s), or a wheelchair must have a physician's written permission to attend school and must comply with any safety procedures required by the school administration. A student returning to school following a serious or prolonged illness, injury, surgery, or other hospitalization, must have written permission by the health care provider to attend school, including any recommendations regarding physical activity. A parent's written request for an excuse from participation in physical education will be accepted for up to 3 days; thereafter, a written request is needed from the student's health care provider.

#### *Communicable Diseases*

A student suspected of having a communicable disease will be excluded from school until guidelines for readmission are met.

#### *Lice*

Outbreaks of lice in Los Angeles are very common. The school follows the suggested preventative routines outlined by the Los Angeles County Health Department. These routines include periodic head checks and disinfecting of all necessary areas in the school. If you discover that anyone in your family has lice, please notify the school immediately. If it is discovered that your child(ren) has lice eggs and/or lice in his/her hair, they will be sent home. Your child(ren) may return to class when he/she has been effectively treated and the office inspects your child(ren).

Ringworm

Ringworm is an infectious disease characterized by scaling or cracking of the skin. In severe cases vesicular lesions appear on various parts of the body. Students with ringworm will be sent home and require a doctor's note indicating that the ringworm is not contagious and the student may be readmitted.

Chicken Pox

An effort will be made to notify parents/guardians about school exposure to chickenpox. The parent/guardian of a student for whom chicken pox presents a particular hazard should contact the school to facilitate communication. Students at risk include those with conditions affecting the immune system and those receiving certain drugs for the treatment of leukemia or organ transplants.

# Parent-Student Handbook - 2025-2026

## Parent-Student Acknowledgement and Agreement Form

Dear Parent/Guardian:

Please read the new Crete Academy TK-6 Parent-Student Handbook and return the signed form below to your school. Your signature indicates that you, your family and your students will abide by the policies and procedures outlined in the 2025-2026 Crete Academy Parent-Student Handbook. Any additional school policies not included in this handbook are available upon request. Crete Academy reserves the right to make revisions to the 2025-2026 Crete Academy Parent-Student Handbook. Parents/guardians will be notified in a timely manner if changes are made.

.....Tear Off.....

Parent-Student Handbook - 2025-2026

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Student's Name:

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Last First M.I. Birthdate Grade

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Signature of Parent/Guardian Signature of Student













