



A SAFE START
TO A STRONG YEAR

Student & Family Handbook

Creative Minds International Public Charter School

School Year 2020–21

3700 North Capitol Street NW #217
Sherman Building
Washington, DC 20011

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Welcome

Greetings, Creative Minds Families!

I'm excited to see you again when we return to school, on August 31, on an all-virtual schedule. Though remote learning isn't the ideal way to begin the year, it is what's best for our community because it is what's safest for our community members.

The Creative Minds team has been working extraordinarily hard to deliver a virtual-learning program that promotes students' growth and development—both academic and social-emotional. We are ready to build community, engage in rigorous grade-level learning and instruction, and work on our Personal Goals together. Our remote-learning program offers flexibility and time away from screens, as well as purposeful screen time. It supports the needs of all students and stays true to our school's mission and values.

In my welcome letter in last year's handbook, I introduced the program directors who had joined us that summer and noted the promotion of Nayamka Long to chief academic officer. I also talked about our strategic-planning process, which was just getting under way.

The 2019–20 school year was the start of a new era of growth for Creative Minds. I'm delighted with the work that Nayamka, our program directors, and their teams have done to transform our lower school and middle school programs. These positive changes are serving us well as we step up to the challenge of an unusual school year.

Creative Minds' strategic growth will continue this year, and I'll share more information in the coming months. In early October, my team and I will begin evaluating whether returning to the school building, for in-person learning, is safe for our community in 2020, before winter break. We'll send an update in October.

What hasn't changed in this nontraditional back-to-school time is our commitment to Creative Minds' students. I've spent safe and socially distanced time at school over the last several months, and I have truly missed your children; the building is empty without them. Though we won't be together in the school building on August 31, all of us at Creative Minds will be so glad to see our students for a safe start to a strong year.

Sincerely,
Chuck Jackson
Executive Director

Creative Minds International Public Charter School

Philosophy

Creative Minds International Public Charter School embraces an inclusive and child-centered approach to education that respects the integrity of each and every student. We believe in the importance of meeting the educational requirements of students with a diversity of backgrounds and learning profiles, with the goal of nurturing each child’s engagement and skills so they can achieve their personal and academic goals. We believe that children’s progress in key social and cognitive developmental milestones is a prerequisite to academic success.

To implement our inclusive vision of education, our curriculum and teachers’ professional development are based on the latest research on child development and education neuroscience.

Governance / Board of Trustees

The DC Public Charter School Board (PCSB) granted the charter to operate Creative Minds and oversees our activities. The school’s charter agreement and DC Charter Law establish all of Creative Minds’ legal obligations.

Creative Minds is governed by an all-volunteer board of trustees that includes parents and persons with no other direct relationship to our school. The board meets monthly, and may also meet on an ad hoc basis if appropriate. The full and current list of Creative Minds Board of Trustees members is [on our website](#).

Open Meeting Policy

The board’s overall objective is to conduct school business in a transparent manner; many board documents, including financial statements, are available for view online. While many board meetings deal with personnel issues, awards, or other matters of a confidential nature, we will hold a minimum of one open board meeting in the fall per school year. We will announce the date of this open meeting on the [Creative Minds](#)

[website](#), and in an email to the Creative Minds community, at least ten days in advance. This schedule complies with Creative Minds’ bylaws, which specify that there shall be at least ten meetings of the board held each year. Members of the Creative Minds community who wish to contact the board are welcome to do so at any time by sending an email to board@creativemindspcs.org.

International Program

Creative Minds International offers an education model that promotes high levels of engagement in learning with the goal of-maximizing each child’s learning opportunities, taking into account their current skill levels and depth of understanding. Our program includes a social-emotional and international curriculum, which creates a positive and inclusive environment for all members of the school community.

Fieldwork Education: International Early Years, Primary Years & Middle Years Curricula

To fulfill our mission of preparing students for success in a global society, we implement the holistic, research-based framework of the International Early Years Curriculum (IEYC), Primary Curriculum (IPC), and Middle Years Curriculum (IMYC), developed by Fieldwork Education for students age three to 14. The unique international, project- and arts-based curricula provide teachers a framework with which to differentiate and individualize instruction and tap into students’ unique strengths, while supporting their areas of growth.

The learning cycle embedded in the IEYC, IPC, and IMYC provides opportunities to integrate students’ interests and experiences in thematic units that promote deep engagement in learning. These curricula are designed to develop personal, academic, and international learning goals.

For additional details on each curriculum please see [Appendix 1](#).

Inclusive Education

Creative Minds’ unique program is based on an inclusive philosophy of equitable education and a holistic pedagogical approach. We celebrate the wisdom of diverse learning profiles and cultural backgrounds, and thoughtfully design opportunities into

every school day for students to play together, work together, collaborate, listen, empathize, and discuss their ideas.

As many studies, such as the Great British Diversity Experiment, have shown, all students benefit from learning in a diverse community, and at Creative Minds we also find this to be true. Inclusion encourages our community members to be more authentic and to contribute in a more creative way. The possibility of making new connections dramatically increases, and students are more willing to analyze and assess ideas on the basis of merit. Please see below for some of the ways that Creative Minds lives out its commitment to inclusive education.

Differentiated Instruction

We emphasize differentiated and individualized instruction. This is central to our inclusion program and ensures that we support students who perform on, above, and below grade level. Our approach to instruction taps into each student’s unique strengths, allowing him or her to learn through multiple modalities—including verbal, visual, and kinesthetic.

Strategies that teachers use to differentiate instruction include the following:

- Standards-based goals, individualized for each student
- Individualized academic and social-emotional goals
- Multisensory instructional methods
- Sensory diets for students who benefit from scheduled breaks and movement opportunities
- Small-group work
- Close collaboration between classroom teachers and special education teachers

Special Education Services

Our goal at Creative Minds is to include students who receive special education services with their peers in the general education classroom setting as much as possible. Students who qualify and have an Individualized Education Program (IEP) may receive specialized individual or small-group instruction outside of general education, if necessary. Services include small-group or individualized reading, writing, or math instruction; speech therapy; occupational therapy; physical therapy; counseling; or other services as required, provided both in and out of the general education setting.

If a student referred by parents or teachers is suspected of having a disability requiring special education, a psychoeducational evaluation of the need is conducted to gain more insight. Parents or teachers who are concerned that a student may have a disability should contact Creative Minds' special education coordinators to request an evaluation of the student. Written parental consent is required before an evaluation for special education may be conducted.

Once the evaluation has been completed, a meeting with the student's parent or guardian and a multidisciplinary team is held to determine whether a child requires special education services on the basis of the results of the evaluation. For students who require special education services, an IEP is developed and implemented.

For questions about the special education program or process at Creative Minds, or to learn more about the rights of students with disabilities and their parents, please contact our Director of Inclusion, Amita Lathriga at Amita.Lathriga@creativemindspcs.org.

For grade-level-specific questions please contact Maura Hoyson, at Maura.Hoyson@creativemindspcs.org, (for students in preschool through 3rd grade), or Amy Nicholson, at Amy.Nicholson@creativemindspcs.org, (for students in 4th through 8th grades).

Technology Integration

At Creative Minds, instructional technology supports student achievement in all areas of academics (international curriculum, Common Core National Standards, inclusive education, and arts education/integration), and in all programs (early childhood, elementary, and middle school). Technology is integrated into instruction in a way that empowers student voice and provides students with the skills for success in a global society. In other words, technology integration is well aligned to Creative Minds' vision of taking a global approach to learning, while always maintaining focus and attention on the development of the individual student.

In order to support academic achievement, Creative Minds integrates technology to achieve the following:

Provide every student with an age appropriate device.

Enhance instruction in all areas of the education program: international curriculum, inclusive education, and arts education/integration.

Meet and exceed learning objectives in all content areas (including technology), as defined by the [IPC](#) and [IMYC](#), [ISTE](#), [Next Generation Science Standards](#), and [Common Core State Standards in Literacy and Math](#).

Facilitate the assessment of student achievement in all content areas—for example, in literacy and math via the PARCC assessments; through rubrics in IPC/IMYC units; through digital portfolios throughout the curriculum.

Provide students with engaging resources and opportunities for applying technology knowledge, skills, and understanding:

1. Integrating the arts and technology via STEAM
2. Coding with Scratch
3. Collaborating with G Suite (Google Apps for Education)
4. Promoting digital citizenship

The Creative Minds Instructional-Technology Program is guided by the [ISTE Standards for Students](#), which describe the skills and knowledge that students need in order to thrive, grow, and contribute in a global, interconnected, and constantly changing society. These student-technology standards provide a framework of seven categories that outline forward-thinking technology use by students:

1. Empowered Learner
2. Digital Citizen
3. Knowledge Constructor
4. Innovative Designer
5. Computational Thinker
6. Creative Communicator
7. Global Collaborator

Creative Minds students use a variety of hardware and applications to achieve these goals: desktop computers, laptops, Chromebooks, and projectors, as well as a wide variety of developmentally appropriate software and web-based applications. These applications allow students to demonstrate critical and creative thinking, build skills in communication and collaboration, create original content, and access materials at a

level appropriate to their needs, as well as demonstrate competency in their Learning Goals.

Digital citizenship is another important part of the Creative Minds Instructional-Technology program. Based on the [Common Sense Digital Citizenship](#) resources, the program aims to instill in students an understanding of the rights, responsibilities, and opportunities associated with technology use. At the beginning of each school year, students agree to follow age-appropriate guidelines for appropriate technology use at Creative Minds, such as:

- using electronic resources for educational purposes only;
- avoiding waste of resources, such as printer toner and paper;
- respecting intellectual property and copyright laws;
- protecting oneself and respecting others when accessing the internet;
- reporting any incidents of cyberbullying immediately;
- reporting any offensive materials or computer viruses immediately;
- acknowledging that any message or file saved on, sent from, accessed through, or received on Creative Minds equipment may be inspected;
- keeping one's passwords private and respecting the privacy of others' passwords;
- taking care of the school's hardware, electronic systems, and network;
- protecting one's safety by not sharing any personal information online; and
- protecting oneself and the school's technology equipment by not viewing, sending, displaying, or downloading any illegal, inappropriate, or offensive materials.

Any questions about Creative Minds' Instructional-Technology Program may be directed to Abby Sheffer, at Abby.Sheffer@creativemindspcs.org, for preschool through 4th grade, and Lorna Dill, at Lorna.Dill@creativemindspcs.org, for 5th through 8th grades.

English-Learners Program

In compliance with state and federal laws, potential English learners (ELs) are identified through the Home Language Survey completed during enrollment. If a student or family member in the home is identified as speaking a language other than English, the student will be administered the WIDA Screener. The results are used to determine if the student qualifies as an EL.

When students are identified as ELs, the school provides them with additional small-group support for language and literacy skills. All EL instruction is designed to increase access to grade-level content. Similar to the goal of our special education program, the goal of our EL program is to maximize services provided in the general education setting.

English learners take an ACCESS for ELLs test, from WIDA, each year so that we may measure their annual progress. ACCESS for ELLs is a secure, large-scale English-language proficiency assessment given to students in kindergarten through 12th grade who have been identified as English learners.

All ELs in grades 3 through 8 at Creative Minds also take the PARCC assessments, with allowable accommodations, to assess their mastery of the Common Core Standards. Students who score lower than a 5 on the ACCESS for ELLs test are entitled to accommodations on the PARCC. Newcomers (students who have been in the United States for less than one year) are exempt from taking the PARCC.

To be exited from the EL program, students must achieve a composite score of 5 on the ACCESS for ELLs test. After exiting the EL program, students are monitored for two years, using a review of grades, benchmark tests, standardized-assessment scores, and teacher observations. Records of these reviews are kept in the student's file.

School Information

Absences

Excused Absences

These are valid excuses for absences:

- Student illness or other medical cause
- Illness or other family emergency that requires the presence of the student in the home or prevents the parent from bringing the child to school
- Exclusion by direction of the authorities of the District of Columbia, due to quarantine, contagious disease, infection, infestation, or other condition requiring separation from other students for medical or health reasons
- Medical or dental treatment
- Death in the student's family
- Necessity of the student to attend legal proceedings
- Observance of religious holidays
- Lawful suspension or exclusion from school by the school administration
- Temporary closing of the school due to severe weather, official holidays, unsafe conditions, or emergencies
- Visiting a parent or a legal guardian who is in the military, during or immediately before or after deployment
- Other absences approved in advance by the head of school upon written request of the parent or legal guardian

Procedures

Parents should notify the registrar when absences can be anticipated. For unanticipated absences, please call the absence hotline, at (202) 588-0370 ext. 118. In addition, a note to the registrar, which includes the reason for the absence, is required when the student returns to school.

A student who is absent for three or more consecutive days must present a doctor's note upon his or her return to school.

Any student who is sent home sick (e.g., with fever or vomiting) must be symptom free without medication for at least 24 hours before returning to school.

Admissions & Enrollment

The admissions policies of Creative Minds International Public Charter School meet the enrollment guidelines set forth by the District of Columbia Public Charter School Board (DC PCSB) and are based on the School Reform Act, which states that public education must be free and accessible to any District of Columbia student and not be designed to exclude any student.

Creative Minds International PCS follows the [My School DC](#) admission timeline, which typically begins in mid-December and ends in the spring. Each year's registration and enrollment dates will be available [on our website](#).

Children entering the Creative Minds must be 3 years old for preschool, 4 years old for prekindergarten, and 5 years old for kindergarten by September 30 of that school year.

Creative Minds fills open seats via the My School DC common lottery process. Information and application dates for the common lottery can be found at the [My School DC website](#).

Creative Minds International Public Charter School requires currently enrolled students to reenroll for the next school year. This process takes place in the spring to allow the school to determine the number of seats available for new applicants.

To reserve a seat for current students, parents and legal guardians must submit reenrollment forms online or to our registrar by the designated date, which is announced via email and [on our website](#).

To complete enrollment at Creative Minds, the child's parent or legal guardian must present a birth certificate, current record of immunization, [universal health certificate](#), and [proof of residency](#) in the District of Columbia.

Assessments

Ongoing assessment is an essential component of effective teaching and meaningful learning at Creative Minds. Assessment serves the following important purposes:

- Gives teachers an understanding of how children are learning
- Gives students important feedback and offers them the opportunity to reflect on and improve their own learning
- Allows teachers to monitor each student’s progress toward learning goals

Creative Minds uses a variety of tools to assess student’s knowledge, skills, and understanding of subject and learning goals within the IEYC, IPC, and IMYC. Learning portfolios showcase student work and provide added documentation of their progress in international, personal, and subject goals.

In addition to our international curriculum assessments, formal assessments allow teachers to gauge students’ progress according to grade-level standards. Our formal assessments are fully aligned with Common Core State Standards and give our teachers important benchmarks by which to gauge academic growth and respond to needs for further instruction or “reteaching” key subject matter.

Formal assessments in place at Creative Minds include:

- **Teaching Strategies GOLD:** Given to our preschool and prekindergarten students to assess students’ growth in literacy and math standards three times over the course of the school year.
- **Developmental Reading Assessment (DRA):** Given to all students from kindergarten through 2nd grade to assess their instructional level in reading. The DRA is given three times over the course of the school year.
- **The Northwest Evaluation Association’s Measures of Academic Progress (NWEA-MAP):** We use the NWEA-MAP assessment to measure our kindergarten through 8th-grade students’ performance on grade-level standards in math. Our 3rd- through 8th-graders take the NWEA-MAP assessment for English-language arts (ELA), as well. These assessments are given three times over the course of the school year.

- **Partnership for Assessment of Readiness for College and Career (PARCC):** PARCC is the District of Columbia’s annual standardized assessment, given to all students from 3rd through 12th grades to measure performance in ELA and math.

Extended Creative Day

****[See the COVID Addendum for information about Extended Creative Day during remote learning.](#)****

Our auxiliary program, Extended Creative Day (ECD), includes Before School, After School, Creative Clubs, and individual music lessons. The goal of the ECD program is to provide Creative Minds students with a safe, healthy environment in which they can continue to learn, grow, and experience enrichment activities aligned with their interests.

See [Appendix 2](#) for details on the ECD program.

Hours

Before School	7:30 a.m. to 8:15 a.m.
After School (LS)	3:30 p.m. to 6:00 p.m.
After School (MS)	4:00 p.m. to 6:00 p.m.

Birthdays & Other Celebrations

****[See the COVID Addendum for information about birthdays and other celebrations during remote learning.](#)****

We know the joy children feel when celebrating their birthdays, and we want all our children to feel special. In an effort to limit class disruption, a teacher may host a birthday celebration once a month for all students who have birthdays that month. If you would like to celebrate a child’s birthday in school, please adhere to the following:

- Parents and guardians must make arrangements with classroom teachers for birthday celebrations at least a month before a child’s birthday.

- Parents and guardians are encouraged to provide healthful snacks and natural fruit juices or water, and to limit sweets. Please don't bring chips, candy, soda, sugary snacks, goody bags, or piñatas to school.

Calendar

Creative Minds' calendar is built around the 180 required instructional days and is divided into two semesters of approximately 90 days each. We are aligned with District of Columbia public schools on the first days of school for the next three years:

School Year 2020–21: August 31, 2020

School Year 2021–22: August 30, 2021

School Year 2022–23: August 29, 2022

See [Appendix 3](#) for the current year's full calendar.

Closings

We follow District of Columbia Public Schools (DCPS) for school closings and delayed openings. We notify families via phone, text message, and email. Please keep the school registrar updated with your current contact information; you may contact the registrar at frontdesk@creativemindspcs.org. DCPS information will be available on the organization's website, at www.dcps.dc.gov, and the following local radio and television stations:

Radio Stations

WAMU (88.5 FM), WHUR (96.3 FM), WMAL (630 AM), WTOP (1500 AM, 107.7 FM), WETA Radio (90.9)

Television Channels

4, 5, 7, 8, and 9, DCPS cable channel 99

We also post announcements about school closings and delays to our [Facebook](#), [Twitter](#), and [Instagram](#) accounts; search for @CMIPCS on these platforms.

Contacting Students During School Hours

Creative Minds students are not allowed to use cell phones during the school day, including our before- and after-school programs. If you need to contact your child during the school day, please call the front desk at (202) 588-0370 and request that your child be told to call you. In these circumstances, students will be allowed to use school phones. They may also use school phones in emergency situations.

Creative Families Association

The Creative Families Association (CFA) promotes and fosters the education and culture of the students of Creative Minds International Public Charter School. The CFA provides school-wide and classroom-specific support (financial and otherwise) and outreach and communication to parents and guardians. The organization hosts special programming and events throughout the year. The CFA Board of Directors works with Creative Minds to set goals, strategies, and activities for achieving the CFA's overall mission and annual targets.

See [Appendix 4](#) for additional information about the CFA.

Dress Code

While there is no formal dress code at Creative Minds, students are expected to wear appropriate attire. This includes safe footwear, clothing depicting appropriate language, and clothing that provides adequate covering of the body. Students should wear comfortable closed-toed shoes appropriate for playground use and PE.

Please check the weather and send your child to school with appropriate clothing. Students go outside to play each day, weather permitting, and should dress accordingly (e.g., coats in the winter months).

Early Dismissals & Appointments

See [COVID Addendum for information about early dismissals and appointments during remote learning.](#)

If a child has a medical or dental appointment requiring an early dismissal, please notify the registrar at frontdesk@creativemindspcs.org ahead of time and provide supporting documentation. All early dismissals are made from the front desk, not from the classroom, and parents are required to sign out students.

Elevators

Students are not permitted to use the elevator unless accompanied by an adult. Family members are welcome to use the elevator, as needed.

Emergencies

In the event that Creative Minds International Public Charter School closes early or is evacuated because of an emergency, school personnel and family volunteers will notify parents and guardians via the automated phone-call system.

Throughout the year we conduct monthly fire drills and emergency-evacuation drills. We conduct these drills to prepare students, faculty, and staff for a real emergency, such as a fire, shelter-in-place order, or an earthquake or other natural disaster, should one occur. Our gathering place in the event of a building evacuation is the grassy area beyond Stanley Chapel; if we need to shelter indoors during an evacuation, we will proceed across the street to the Stanley Chapel basement.

Family Conferences

****[See COVID Addendum for information about family conferences during remote learning.](#)****

We value regular communication between families and teachers about academic and social-emotional progress, and we facilitate formal conferences during the school year. Please see the [academic calendar](#) for family-teacher conference dates.

Conferences are a time for teachers to share with parents and guardians the learning that has been happening in class. This is also an opportunity for families to ask any questions they may have about a child’s development. If you need to meet with your child’s teacher at other times, please contact him or her to set up an appointment. Due to the demands of the teaching schedule and the importance of being present for and supervising students, teachers cannot meet families for unscheduled meetings. Please contact teachers ahead of time to schedule a meeting.

Family Vacations

Family vacations are not automatically recorded as excused absences. Please contact our registrar at frontdesk@creativemindspcs.org about a family vacation. The registrar will direct you to the Leadership Team member with whom you can discuss your plans.

Field Trips

****[See COVID Addendum for information about field trips during remote learning.](#)****

Field trips are scheduled throughout the school year to provide Creative Minds students with learning opportunities outside the traditional classroom environment. Participating students are required to submit a completed field-trip permission form. These forms will be sent home by your child’s teacher and provide specific information about the purpose of the trip, destination, date and time, and mode of transportation (e.g., school bus, Metro, walking). A student will not be permitted to attend a field trip without a permission slip and payment of any fees associated with the trip.

Grievance Procedure

Any person who believes that Creative Minds International Public Charter School has discriminated on the basis of race, color, national origin, sex, disability, age, religion, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, political affiliation, source of income, or otherwise may submit a written complaint to the Creative Minds chief operating officer (COO).

The grievance procedures outlined below establish how Creative Minds will investigate and resolve complaints. These grievance procedures are intended to provide for a prompt and equitable resolution of complaints. These grievance procedures are for use by employees, students, parents, families, or third parties. These grievance procedures do not bar individuals from filing claims in other forums to the extent permitted by state or federal law.

Creative Minds encourages individuals to discuss their concerns with appropriate school officials before resorting to a formal complaint. However, individuals are not required to do so before filing a formal complaint.

Creative Minds will not retaliate against any person who files a complaint or participates in an investigation in accordance with these procedures. A formal complaint may be filed by following the steps outlined below:

Step 1

Within ninety (90) days of the alleged discrimination or harassment, file a written notice of the complaint with the COO. If the complaint is against the COO, submit the complaint to the CMI executive director. The written notice must include the nature of the complaint, the date(s) of the occurrence(s), and the desired result. The signature of the person making the complaint and date the complaint is made are also required.

Upon receipt of the written complaint, the designated individual to whom the complaint was submitted will initiate an adequate, reliable, and impartial investigation of the complaint. Each investigation will include, as necessary, interviewing witnesses, obtaining and reviewing applicable documents, and allowing parties to present evidence. All documentation related to the investigation will remain confidential.

Within thirty (30) business days of receiving the complaint, the individual investigating the complaint will respond in writing to the complainant. The response will summarize

the course and outcome of the investigation and identify an appropriate resolution. If it is determined that discrimination or harassment have occurred, CMI will take the appropriate corrective and remedial action.

Step 2

If the complainant wishes to appeal the decision from Step 1, the complainant may submit a signed statement of appeal to the CMI executive director within ten (10) business days of receiving the response.

The executive director will review all relevant information and meet with the parties involved, as necessary. Within twenty-one (21) business days of receiving the statement of appeal, the executive director, will respond in writing to the complainant summarizing the outcome of the appeal and any corrective or remedial action to be taken.

If the appeal relates to a complaint made against the CMI executive director, the complainant may appeal to the CMI Board of Trustees by providing a signed statement of appeal to the COO who will deliver the statement to the Board of Trustees. Additional email correspondence on the matter can be directed to the Board of Trustees via email using board@creativemindspcs.org.

Step 3

If the complainant is not satisfied with the decision of the executive director, the complainant may appeal through a signed written statement to the CMI's Board of Trustees within ten (10) business days of the receipt of the executive director's response. Submit a statement of appeal to the Board of Trustees to the executive director who will provide the statement to the Board. In trying to resolve the grievance, the Board of Trustees shall review all relevant information and meet with the concerned parties and their representatives within thirty (30) days of receiving such an appeal.

The Board of Trustees will send a copy of the disposition of the appeal to each concerned party within fifteen (15) business days of this meeting.

Grievances may also be filed with the U.S. Department of Education, Office for Civil Rights by: (1) mailing the complaint to Director, District of Columbia Office, Office for Civil Rights (OCR), U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-1475; (2) faxing it to (202) 453-6021; or (3) filing it electronically at: www.ed.gov/ocr/complaintprocess.html. For more information, you

can contact OCR at (202) 453-6020 (voice), (800) 877-8339 (TTY; US DOE Customer Service), or ocr.dc@ed.gov.

Health

****[See COVID Addendum for additional health information.](#)****

By [law](#), all students enrolled in District of Columbia public charter schools must have a current and complete vaccination record on file at the school. This record must include verification of inoculation against measles, poliomyelitis, tetanus, and diphtheria, and a tuberculin skin test. It is vital to the health of all children that everyone complies with these vaccination requirements. Students will have twenty (20) days from the beginning of the school year to have their vaccination records brought up to date. Students with incomplete health records will be barred from the school until records are complete.

Additionally, each child entering Creative Minds International must have a current medical and dental examination. This examination must include a screening for lead content in the blood.

We discourage the administration of any medication in the school setting. If required, however, a trained member of the school staff may dispense prescription medication to students. In order for prescription medicine to be dispensed, appropriate forms must be completed by a family doctor. This form is available upon request. All prescription medication must be stored in the nurse's office. Under no circumstances may any nonprescription medication, including aspirin and cough drops, be in the possession of students at school.

In compliance with the Student Access to Treatment Act of 2007, students may carry asthma inhalers or auto-injectable epinephrine at school, provided the proper conditions are in place.

In cases of head lice or nits found on a child, the student's parents or guardians will be notified by the school nurse with a phone call. **The student will be allowed to stay in school for the remainder of the day.** The following day, the parent or guardian must provide documentation that the student has been treated, with the name of the product used (if treated at home), or a letter from the doctor or nurse who treated the student (if taken to a lice service). The students will be checked for lice or nits at school that day, and the parents or guardians will be notified again if the student continues to have lice

or nits. The students in a class where lice or nits have been found will be notified with a letter from the nurse.

If your child has a medical condition, please be sure to notify the school nurse and inform us of required care in case of emergencies.

Hours of Operation

****[See COVID Addendum for hours of operation during remote learning.](#)****

Preschool–4th	8:45 a.m. to 3:30 p.m.
5th–8th	8:45 a.m. to 4:00 p.m.

Lost & Found

Make sure you label all of your child’s clothes and belongings, especially outdoor jackets and coats. The school is not responsible for lost items. Misplaced or lost items will be placed in the lost-and-found bins. Just before winter break and summer recess, unclaimed items are donated to local charities.

Meals

****[See COVID Addendum for information about meals during remote learning.](#)****

Breakfast

Breakfast is available to all Creative Minds students free of charge. Breakfast is served from 8:15 a.m. until 8:35 a.m. Students arriving after 8:35 a.m. may still grab breakfast “to go” until 9:00 a.m.

Lunch: School Provided

School lunch is available for purchase for those families that do not qualify for free and reduced-price meals but wish to participate in our lunch program. To ensure that we are able to accommodate all students for our lunch program, we ask that you enroll promptly and adhere to our payment policy, which requires payment in advance. For

further information about payment for school lunch and monthly rates, please refer to our [website](#).

In order to meet our obligations to our meals vendor and maintain proper financial management, we have a strict policy on withdrawals from the lunch program. You must provide written notice at least two weeks before the end of the month to cancel meals for the upcoming month. No refunds are available. Should you decide to enroll in the lunch program at a later date, the same two-week notice will apply.

Lunch: Brought from Home

We cannot refrigerate, cook, or heat up lunches that students bring from home. Please make sure that lunch from home is ready to eat and that it is packed to remain fresh and safe for consumption.

Programs & Available Assistance

Creative Minds participates in the National School Lunch Program (NSLP) and Healthy Schools Act (HSA) provided by the Office of the State Superintendent of Education (OSSE). All qualifying families are invited to apply for free and reduced-priced lunches and are encouraged to do so. If you have not yet filled out an application, you may pick one up from our registrar or email frontdesk@creativemindspcs.org.

Nut-free School Policy

To ensure a safe learning environment for all students, Creative Minds International Public Charter School allows no food containing nuts at school; ours is a nut-free campus. Disallowed food includes nuts; peanut and other nut butters; and products made with nuts, including granola bars and cookies. Please adhere to this policy, by checking the ingredient lists on wrappers, when sending snacks or lunch items to the school. Even though your child may not be affected by food allergies, others in the school or classroom could be adversely affected if nut items are present.

Outdoors & Recess Policy

To ensure a safe and enjoyable outdoor and recess experience for all students, Creative Minds follows these guidelines for outdoor activities:

- Students go outside for recess as long as the following conditions are met:
 - It is not actively raining
 - Lightning activity has not occurred in the previous 30 minutes
 - The “feels like” temperature is above 32 degrees
 - There are no active severe-weather warnings
- If the “feels like” temperature is below 32 degrees teachers may use their discretion to request permission from their program director to take students outside for a shortened time of no longer than 15 minutes.

Parking & Drop-off Procedures

****[See COVID Addendum for information about visiting school during remote learning.](#)****

Families may drop off students between 8:15 a.m. and 8:45 a.m. Please note that if you need to drop off your child before 8:15 a.m., you must enroll in [Before School](#).

Driving families may park only in [Lot 5](#), at the bottom of the hill adjacent to Harewood Gate, and walk their children into school, or they may use the drop-off loop. Staff will assist students as they exit cars in the drop-off loop and enter the school building. The drop-off loop is available from 8:15 a.m. to 8:45 a.m. If you arrive after 8:45 a.m., you must park in Lot 5 (only) and walk your child inside.

During the first week of school, staff will be posted outside to direct families in using the drop-off loop or in locating the correct parking lot.

Please note the following:

- Creative Minds families are not authorized to park at any time in the lot adjacent to the playground, which is for Lincoln’s Cottage use only; in the numbered school-staff parking spaces painted with red lines adjacent to the school; or in any other Armed Forces Retirement Home (AFRH) parking lot.
- If your vehicle has handicapped tags, please use the drop-off lane each day. If you need to come into the school, drive to the end of the drop off-lane, where there are three handicapped-parking spaces. If these are full, you may park at the end of the drop off lane for five to ten minutes, providing you are not blocking traffic, and inform the front desk of where you parked and your tag number.
- You **may not** park in the drop-off lane and walk your child into the building.
- For the safety of our students, please observe the speed limit of 15 mph and all posted stop signs. Reckless or inattentive driving will not be tolerated.

- The AFRH cites drivers and vehicles not adhering to parking and driving rules and is authorized to revoke campus driving and parking privileges; Creative Minds has no authority to alter AFRH decisions. Families whose privileges have been revoked must park in the neighborhood and walk to campus. Examples of behavior that may result in a citation or revocation of driving and parking privileges include the following:
 - Speeding
 - Not following directions of AFRH security personnel
 - Abusive language to other drivers, Creative Minds staff members, or AFRH personnel
 - When using a mobile device, failure to use a hands-free device while driving on campus
 - Leaving a vehicle unattended in the drop-off lane
 - Use of any gate other than Harewood, at times when this gate is open for Creative Minds families

Personal Items, Toys & Electronic Devices

[See COVID Addendum for current information.**](#)**

Elementary and early childhood students have either cubbies or lockers in which to store jackets and other belongings. Middle school students will be issued lockers for storing their belongings during the school day. Middle school families should provide a new, unopened lock at the beginning of the school year. Nothing of value should be left in jacket pockets. Students must store backpacks and other personal belongings in their assigned lockers during the school day. Students should not bring athletic gear, basketballs, footballs, or other similar items to school.

While we aim to provide a secure school, Creative Minds is not responsible for loss or theft of student property. The school's policy is that, in cases of accidents that happen in the normal course of the school day, we do not pay and do not try to facilitate parents and guardians paying for other students' materials. For example, if during a basketball game, a student's glasses are accidentally knocked off and broken, the school will not take responsibility for the loss.

Toys must be left at home unless the teacher has made a special request that children bring them to school. Students who do not follow this rule may have the toy taken away until the end of the school day. Toys include balls, bats, games, electronic toys, sports cards, game cards, cars, and dolls. Please note that Creative Minds will not allow any toy weapons on campus at any time.

Creative Minds students are not allowed to use cell phones, wireless earbuds, hand-held gaming devices, or similar personal electronic devices during the school day, inclusive of the afterschool program. If a child brings a cell phone to school, it should remain off and stored in the child's backpack or locker during the school day and after-school programs. Violation of this policy will result in confiscation, and the device will be held by the director of lower school or the director of middle school until a parent or guardian can retrieve it. If multiple confiscations occur, additional ramifications will be in effect. [See the official policy here.](#)

Pickup Procedures

Families are required to pick up students not staying for after-school activities promptly at dismissal time. We ask families to wait outside until 3:30 p.m., weather permitting. On inclement-weather days, families may enter the building before 3:30 p.m. but must remain in the lobby area on the ground floor or in the Main Hall.

- **Preschool through kindergarten** students should be picked up directly from their classrooms between 3:30 p.m and 3:45 p.m.
- **Students in 1st through 4th grades** should be picked up outside, on the big lawn across from the side door, between 3:30 p.m and 3:45 p.m. If weather does not permit, then students should be picked up from their classrooms.
- **Students in 5th through 8th grades** will be dismissed through the side door at 4:00 pm.

Publications

We communicate with families through email; the Creative Minds website; and Twitter, Facebook, Instagram, and YouTube.

School-wide email is sent to all families, at the email address provided during enrollment. These messages provide practical details about upcoming events, news, announcements, and other timely information.

Our website, at www.creativemindspcs.org, provides general information about the school and resources of interest to the public as well as to the Creative Minds community. We can be found on Twitter, Facebook, and Instagram by searching for @CMIPCS.

It is important to us that all families be able to access these materials. Any family experiencing barriers to access is encouraged to speak with us so that we can suggest solutions or provide alternatives. Likewise, a parent or guardian who does not want to receive this information may opt out. Any questions about publications or digital access can be directed to the manager of marketing and communications.

Report Cards

Creative Minds report cards are aligned to Common Core State Standards for literacy and math. They also indicate each student’s development with regard to the IEYC, IPC, and IMYC Learning Goals. Our report cards use the language of the international curricula’s rubrics to measure a student’s level of mastery in each subject-area goal: Beginning, Developing, Approaching Mastering, or Mastering. Creative Minds sends home report cards at the end of each semester. Families also receive a progress note halfway through each semester.

Safety & Security

All District of Columbia public charter schools are designated as closed campuses. For this reason, all visitors to the school must report to the front lobby on the ground floor and must sign in to the visitor’s log. No child is allowed to leave school unless accompanied by an identified parent or guardian. Every student leaving school early must be signed out in the early-dismissal log.

Tardiness

All students who enter the building after 8:45 a.m. are marked tardy by the classroom teaching staff. If you have an excuse for your child's tardiness, you must submit a written note to the registrar or by email to frontdesk@creativemindspcs.org. If a student has a note from a parent or guardian, the note will be added to his or her file.

The attendance committee will review each student's attendance on a monthly basis and will contact parents to discuss regular absences or instances of being tardy. Parents or guardians will receive a letter when a student reaches five unexcused absences and will be invited to the school for a meeting.

Visits & Observations

****[See COVID Addendum for current information.](#)****

There will be many opportunities for families to visit the school. Opportunities may include reading a book to the class, sharing knowledge about a topic the class is studying, chaperoning a field trip, participating in an Entry or Exit Point, sharing your family's culture during a community meeting, and celebrating holidays.

Families may request to observe their child's class. We ask that you wait until after the first two weeks of school to make this request. These first weeks are an essential time for building classroom and school communities. Routines and expectations are set, as we emphasize how the members of a class will work together as a community. During this period, the presence of family members and other visitors can hinder group development.

Parent and guardian observations can be requested by submitting the request form in the [Classroom Observation Request Packet](#); email the form to frontdesk@creativemindspcs.org or drop it off at the front desk to the attention of the director of lower school or the director of middle school, depending on your child's grade.

The request must be received at least one week before the date on which you'd like to visit and be approved by the teacher or program director. You will submit three

proposed dates and times, and the teacher will select from these. The observer must sign a confidentiality agreement before coming to the school for the observation. All visitors must sign in at the front desk. Please see the [Classroom Observation Request Packet](#) for more information.

Volunteerism

Creative Minds welcomes individuals, community groups, civic organizations, and businesses to volunteer throughout the year. There are opportunities to contribute in a variety of ways, including reading or presenting to students in the classroom (with an appointment), participating in learning activities, chaperoning, organizing beautification days, or translating. Contact Margaret Ward, director of grants and development, at margaret.ward@creativemindspcs.org for details about the volunteer program.

If you wish to make a sustaining commitment, we encourage you to contact the [Creative Families Association](#) about opportunities to contribute to our school community.

Safety & Discipline

Core Beliefs about Student Behavior

Creative Minds staff members share a set of core beliefs about student behaviors. These beliefs inform the actions that staff members take to improve and respond to student behaviors. Our policies and procedures for ensuring a safe environment are also guided by our Core Beliefs. The Core Beliefs are as follows:

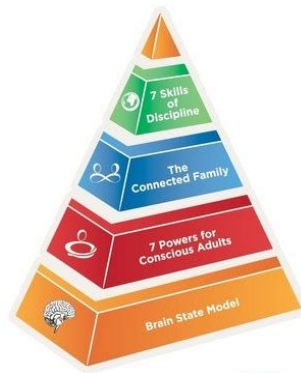
- We believe that every attempt should be made to maintain the dignity of both the adult and the student.
- We believe that there should be a logical connection between misbehavior and resulting responses.
- We believe that misbehavior should be viewed as an opportunity for individual problem solving and preparation for the real world, as opposed to a personal attack on the school or staff.
- We believe that students should have the opportunity to tell their side of the story (i.e., be offered a due-process hearing) when consequences appear to be unfair.
- We believe that it is best if a student does most of the thinking.

Conscious Discipline

Creative Minds' education program incorporates Conscious Discipline, a research-based approach to social-emotional development designed by Dr. Becky Bailey. Fundamental to this developmentally appropriate approach is the concept that "discipline is not something we do to children but something we develop within them." Conscious Discipline can teach families and children to

- set and achieve goals together . . . despite obstacles;
- manage emotions, instead of acting out;
- set personal boundaries that encourage mutual respect; and
- resolve conflict in a way that creates closer relationships.

Conscious Discipline was created to support educators, parents, and other caregivers. It can be pictured as a pyramid with four stages:



The Brain State Model resides at the base of the pyramid. It's a framework for understanding the internal brain-body states that are most likely to produce certain behaviors in children and in ourselves.

Seven Powers for Conscious Adults is the second layer of the pyramid. Once adults have an understanding of the brain states, they need to become familiar with and wholeheartedly believe in the seven powers, along with their mission statements.

The School Family is the next layer of the pyramid. With an understanding and acceptance of the previous two layers, teachers can easily begin to implement the Conscious Discipline classroom structures along with connection tools and rituals.

Seven Skills of Discipline is the fourth, and final layer, of the pyramid. After mastering the previous three layers, teachers master the seven skills, which give them the tools to successfully guide students in disciplining themselves from within, rather than being disciplined by a teacher.

A Restorative Response to Misbehavior

We have created a research-based behavior system tailored to our school's unique mission and philosophy. The system provides a structured and safe learning environment, while teaching students skills that will benefit them as they engage within the world beyond school.

Our approach is dedicated to building positive relationships between adults and children, while viewing each child as a unique individual. Whenever possible, staff deliver restorative responses geared toward providing a student with the opportunity to right the wrong he or she committed. Student accountability is balanced with support from an adult, to prevent misbehavior in the future.

Restorative consequences are related to the function of the misbehavior, respectfully delivered, and reasonable in duration and severity, depending on the student’s developmental level. These consequences are not arbitrary punishments but rather meaningful opportunities for students to make restitution and comprehend the real weight of cause and effect when it comes to their decision-making.

If expectations are continually unmet and interfere with other students’ safety, security, and ability to learn—and we are unable to address a student’s negative behavior through positive interventions and classroom redirection—families will be contacted and administrative disciplinary action will be taken. Because the Creative Minds philosophy views each individual and behavioral situation as unique, we do not utilize a one-size-fits-all approach to addressing student behavior; we tackle each situation by thoughtfully prioritizing the physical and emotional safety of all students.

We know that families play an important role in supporting positive behaviors at school and encourage families to be a part of addressing difficult behaviors as they arise. Our staff will document students’ social, emotional, and behavioral challenges and communicate with families as needed.

Disciplinary Procedures for Students with Disabilities

Creative Minds abides by the Individuals with Disabilities Education Act (IDEA) and DCMR Chapter 25 and Chapter 30 when suspending or expelling special education students. When a student with an IEP demonstrates significant behavioral challenges at Creative Minds, the following procedures will apply:

1. If the student’s IEP includes specific disciplinary guidelines, the student will be disciplined in accordance with those guidelines. If the disciplinary guidelines appear to be ineffective when followed with respect to a specific infraction, or if there is concern for the health and safety of the student or others, the matter will be immediately referred to the special education coordinator for action;
2. Students for whom the IEP does not include specific disciplinary action may be disciplined in accordance with standard school policy related to DCMR Chapter 25 relating to each infraction. If the program director decides to suspend the student, the special education coordinators will arrange for appropriate alternative instruction;

3. If a student identified as having a disability is suspended during the course of the school year for a total of ten days, the student must be immediately referred to the Special Education Discipline Committee (“SEDC”) for a manifestation meeting. The SEDC is made up of the executive director, the director of inclusion, the special education coordinator, and the student’s teacher. The SEDC will explore whether the infraction is a result of the disability. Special education services are not to be interrupted during the manifestation process or long-term suspension. If it is determined that the behavior was a manifestation of the student’s disability and the student is suspended beyond 10 days, educational services, including access to the general curriculum, must continue.

Parental Rights & Responsibilities

Parents and guardians play an integral role in helping Creative Minds create a safe and supportive school environment. Parents and guardians have the right to

- be a partner in a supportive and safe school environment that fosters quality relationships, mutual respect, and effective communication;
- see their children experiencing success through meaningful and relevant curricula;
- feel safe; and
- be treated with care, cooperation, courtesy, and respect.

Parents and guardians have a responsibility to

- actively support and contribute to the development of a safe and supportive school environment;
- support and encourage their children to participate to the best of their abilities in all aspects of the curriculum;
- behave and communicate in a way that respects and supports the safety and well-being of self and others; and
- treat others with care, cooperation, courtesy, and respect.

Parents and guardians are encouraged to

- inform the school of any situation or information that is relevant and concerns their children’s behavior;
- encourage their children to follow the school expectations and Personal Goals;

- support their children in taking responsibility for their behavior by using problem-solving strategies;
- attend any meetings arranged by the school to discuss their children’s behavior; and
- work in partnership with Creative Minds to develop a safe and supportive school environment.

Suspension & Expulsion

Suspension and expulsion are the school’s most serious disciplinary actions and will only be considered when serious or repeated conduct violates the rights of others to feel safe and engaged in learning. Creative Minds works hard to be a low-suspension and no-expulsion school by implementing consequences that give students an opportunity to restore their relationships—fixing the problem they have caused, rather than being excluded from a learning environment.

In keeping with our Core Beliefs, our goal is to keep students in class and learning, and we believe that punishing students does not alter behaviors, but that interventions do.

Suspension is defined as the denial of the right of a student to attend CMI, including all classes and school activities, for a defined period of time, not exceeding ten school days. Expulsion is the denial of a student’s right to attend CMI, including all classes and school activities, for at least one school year or longer.

The executive director and appropriate members of CMI’s staff will determine the number of days for a suspension on the basis of the severity of the infraction, the developmental stage of the student, and any previous infractions.

In the event that a student is suspended or expelled, the student’s parents or legal guardians will be contacted and informed of the suspension and will need to pick up the student from school. If a parent or legal guardian is unable to pick up the student that day, the suspension will begin on the next school day. A copy of the suspension letter will be sent home with the student and another will be retained in his or her permanent school file. Parents or guardians wishing to appeal a suspension must do so by making an appointment with the appropriate leadership staff.

Long-term Suspensions & Expulsions

Any student involved in a very serious discipline incident (i.e., Tiers 4 or 5, defined in [Appendix 5](#)) may be a candidate for long-term suspension or expulsion. According to the Student Fair Access to School Amendment Act of 2018, no student may be subject to an out-of-school suspension for longer than five consecutive days for grades kindergarten–5 and ten consecutive days for grades 6–12. IDEA discipline provisions are observed in cases regarding students with disabilities. Only the executive director will make the decision regarding long-term suspensions or expulsions. Expulsion is an action taken as a last resort. It is a consequence used for repeated offenses by a student who shows an inability to correct his or her behavior after repeated measures and options have been exhausted. If a student is under consideration for expulsion, the executive director will contact the parents or legal guardians to arrange a meeting to review the conduct that led to the consideration for expulsion. The student will be considered suspended until the expulsion is final. The executive director will then convene the school’s Disciplinary Committee to make a final decision regarding expulsion and notify the parent or guardian by telephone and in writing.

Appeals Process

Families may appeal the decision to expel a student through a formal appeals process that includes a hearing before an Appeals Committee, consisting of the chair of the Creative Minds Board of Trustees (or his/her designee) and two other board members. The appeal must be made in writing within 48 hours of notification of expulsion and delivered by email or regular mail to the executive director. The Appeals Committee will consider the testimony of all participants and render a decision within 48 hours of the hearing.

Bullying Prevention & Intervention Policy

Objectives & Purpose

Creative Minds expects all students and staff to behave in a way that promotes an understanding of the Personal Goals outlined in the social-emotional curriculum and derived from the IEYC, IPC, and IMYC. These Personal Goals allow us to maintain a safe and inclusive environment for all students, staff, and other community members. Creative Minds expects students and staff to treat one another with respect and does

not tolerate acts of harassment, intimidation, or bullying. Similar to violent or highly disruptive behaviors, this type of conduct violates the rights and abilities of students to engage in learning and makes it difficult for Creative Minds staff to adequately educate students in a safe environment.

Creative Minds has created a bullying prevention and intervention policy in order to protect our school culture and the safety and well-being of all members of our school community. Creative Minds staff will use this policy to immediately investigate reports of bullying, harassment, and intimidation and determine appropriate next steps for all involved in an incident.

Definition of Bullying

CMI defines bullying as any severe, pervasive, or persistent act or conduct, whether physical, electronic (cyber), or verbal that:

- 1) May be based on a youth's actual or perceived race, color, ethnicity, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, intellectual ability, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, place of residence or business, or any other distinguishing characteristic, or on a youth's association with a person, or group with any person, with one or more of the actual or perceived foregoing characteristics; and
- 2) Shall be reasonably predicted to:
 - a) Place the youth in reasonable fear of physical harm to his or her person or property;
 - b) Cause a substantial detrimental effect on the youth's physical or mental health;
 - c) Substantially interfere with the youth's academic performance or attendance; or
 - d) Substantially interfere with the youth's ability to participate in or benefit from the services, activities, or privileges provided by an agency, educational institution, or grantee.

Prohibition against Bullying

Acts of bullying, including cyber bullying, whether by youth, volunteers, or staff, are prohibited:

- 1) On CMI grounds and at CMI sponsored or related events on and off the CMI grounds, on any vehicle used for CMI business, at any transit stop at which youth wait to be transported to CMI business, or through the use of any electronic devices owned by CMI, leased by CMI or used for CMI business;

AND

- 2) At a location or function unrelated to CMI, through the use of any electronic devices, including those not owned or leased by CMI, if the acts of bullying or cyberbullying create a hostile environment at CMI for the victim or witnesses, infringe on their rights at CMI or materially and substantially disrupt the orderly operation of CMI.

Retaliation against a youth, volunteer, or staff member who reports bullying, provides information about an act of bullying, or witnesses an act of bullying is also prohibited.

Reporting Bullying Concerns

The Bullying Prevention & Intervention Policy, and age appropriate versions thereof, will be distributed to Creative Minds students and parents annually through the *Student & Family Handbook* as well as the Code of Conduct. All Creative Minds staff will be trained on the bullying policy and reporting procedures annually. Our School Wellness Team is responsible for coordinating Creative Minds' bullying-prevention efforts. All questions, comments, and concerns about the bullying policy and Creative Minds' prevention efforts can be directed to our school social worker or school counselor by calling (202) 588-0370 or emailing SWT@creativemindspcs.org.

Reporting Incidents of Bullying or Retaliation

Creative Minds expects all staff members to report incidents of bullying or retaliation they witness or are made aware of. Staff members should immediately report all such incidents to the school social worker or school counselor. Students, parents, and guardians are encouraged by Creative Minds to report any incidents of bullying that they witness or become aware of. Reports of bullying may be made to the Student Wellness Team by completing an [online reporting form](#) or a paper form, or by calling (202) 588-0370.

Reports of bullying by students, parents, and guardians may be made anonymously, but disciplinary action cannot be taken by Creative Minds solely on the basis of an anonymous report, though such a report may trigger an investigation that will provide

actionable information. All reports received as part of this process will be transcribed onto a Creative Minds Bullying Incident Report Form.

Investigating Incidents of Bullying

An investigation of an incident will be initiated no more than one day after the Student Wellness Team (SWT) receives a report of bullying and will conclude no later than 30 days after the receipt of such a report. As part of the investigation the SWT will interview any involved or relevant parties. Prior to the investigation of an incident, the SWT will take steps to ensure the safety of the alleged victim referenced in a reported bullying incident. These steps will be designed to restore a sense of safety to the victim and to protect him or her from further incidents if necessary. Examples of such actions may be to establish a staff “safe” mentor, create preferential seating, or to change the alleged bully’s/bullies’ school schedule when necessary. Once an investigation is concluded, further steps will be taken as needed to assure the continued safety of the victim from additional incidents of bullying or retaliation.

Once a report of bullying has been received by CMI, the following groups will be notified as needed by the School Wellness Team:

Parents and guardians: CMI will notify the parents or guardians of victims, bullies, and, if appropriate, witnesses to an incident of bullying behavior about the nature of the incident and the procedures and steps in place for responding to it.

Law enforcement agencies: If Creative Minds International PCS determines that the reported incident may involve criminal activity or the basis for criminal charges, information about the incident must be conveyed to the appropriate law enforcement authorities after approval of the executive director or chief academic officer. As part of making this determination the School Wellness Team may wish to consult with either a law enforcement officer or legal counsel with the respective program director’s guidance.

Notification will be undertaken to ensure that services are provided to victims and bullies and to protect victims from further or sustained victimization. CMI will make every effort to protect the confidentiality of those who report bullying incidents.

The Student Wellness Team is charged with making determinations as to whether a reported incident constitutes a case of bullying. These determinations will be made in consideration of the totality of the facts and the circumstances surrounding the incident. If the SWT determines that an incident of bullying has occurred, appropriate

disciplinary steps will be taken in conjunction with the school administration to prevent the recurrence of an incident and restore the safety of a victim.

Consequences of Bullying & Retaliation

CMI recognizes that for sanctions to be an effective component of a bullying-prevention plan, they must be applied consistently, fairly, and equitably. To this end, CMI shall ensure that staff follows these guidelines as closely as possible, while allowing for flexibility to adapt sanctions to individual contexts. Furthermore, to ensure equitability in applying sanctions, measures will be applied on a graduated basis determined by the nature of the offense and the disciplinary history and age and developmental status of the student engaging in bullying behavior. Consequences should be designed specifically to: (1) appropriately correct the bullying behavior; (2) prevent another occurrence of bullying or retaliation; and (3) protect the target of the bullying. Potential consequences of bullying include, but are not limited to:

1. Change in proximity
2. Loss of privileges
3. In- or out-of-school suspension

To ensure that single incidents of bullying do not become recurring problems, CMI's response to an active incident of bullying will always include the referral of both victim(s) and bully/bullies to the Student Wellness Team for remedial mental health services. CMI does not endorse the use of punitive strategies associated with "zero tolerance" policies when applying sanctions to an incident of bullying. CMI shall communicate to students these consequences that students can expect for participating in bullying behavior.

Appeals

Parties dissatisfied by the outcome of a bullying investigation may appeal the determination of the School Wellness Team at Creative Minds International PCS. This appeal should be submitted in writing to the Program Director no later than 30 days after the initial determination. Upon receipt of an appeal, the Program Directors in consultation with the chief academic officer and/or executive director will conduct a secondary investigation within 30 days. This 30-day period may be extended by up to an additional 15 days if the Creative Minds International PCS indicates why more time is needed to conduct an investigation. Any decision to extend the appeals timeframe by

15 days must be documented in writing. Any party submitting an appeal shall be informed of his/her right to seek further redress under the Human Rights Act.

School Policies

Attendance

****[See COVID Addendum for information about attendance during remote learning.](#)****

Our goal is for students to attend school on time, on a daily basis. To meet the instructional needs of all our students, we emphasize the importance of students' forming good habits of punctual arrival and infrequent absences. The District of Columbia Public Schools mandatory school attendance laws (D.C. Law 8-247) apply to students five years of age and older; as a public charter school, Creative Minds International PCS strictly enforces D.C. Law 8-247. Parents are held accountable for students' regular attendance to school. The attendance committee at Creative Minds International Public Charter School developed the following guidelines in an effort to document tardiness and absences. Students who have ten or more unexcused absences are considered to be chronically truant under the law and must be reported for truancy and investigation to Child and Family Services Agency (CFSA) at 202-671-7233.

Child Family Services Agency Reporting

All Creative Minds International PCS, school personnel are mandated by law to report child abuse and neglect. If a staff member believes he/she has reasonable and probable grounds that a child requires protective services, they are obligated by law to report the suspected abuse or neglect to The Child Protective Services Division of the Child Family Services Agency (CFSA), via the CFSA 24-hour Child Abuse and Neglect Hotline (202-671-SAFE (7233)). CFSA is required by law not to disclose the name of the reporters to the family. It is the responsibility of the mandated reporters to support families and ensure that children are safe in their homes and community. At times, it may be challenging to apply the legal definitions and standards of abuse and neglect to a specific circumstance. For more information, please visit www.cfsa.dc.gov. For any questions or concerns, please contact the school.

Children & Youth in Transition (Homelessness Policy)

Creative Minds acknowledges that homelessness exists in our community. The term “homeless” refers to an individual (including migratory and undocumented children and youth) who lacks a fixed, regular, and adequate nighttime residence, including children and youth who are: (a) sharing housing due to loss of housing or economic hardship; (b) living in emergency or transitional housing (including being abandoned in hospitals or living in parked cars, parks, public spaces, substandard housing and/or bus/train stations); (c) living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate housing; and (d) students who have a primary nighttime residence that is a public or private place, not designed or ordinarily for regular sleeping quarters.

Creative Minds International Public Charter School will ensure that all children and youth receive a free and appropriate public education and are given meaningful opportunities to succeed in our school. We will also follow the requirements of the McKinney-Vento Homeless Assistance Act, including, but not limited to: (a) provide immediate enrollment of homeless children; (b) provide school stability for homeless students (i.e. allow students to remain in the school of origin and provide transportation upon request; (c) ensure that homeless students are provided services in such a way that they are not isolated or stigmatized; and (d) promote school success and completion).

Under federal law, children and youth in transition must have access to appropriate public education, including preschool, and be given a full opportunity to meet state and local academic achievement standards. They must be included in state- and district-wide assessments and accountability systems. CMI will ensure that children and youth in transition are free from discrimination, segregation, and harassment; More information regarding our full policy can be found on our [website](#) and will be distributed to all students upon enrollment and twice during the school year, provided to students who seek to withdraw from school, and posted in the school. Our school’s liaison and point of contact for more information is our school social worker, Miriam Kahn, who may be contacted at Miriam.Kahn@creativemindspcs.org.

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) affords parents certain rights with respect to their children’s education records. These rights are:

- The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) 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.
- The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate. Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write to the School principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it is inaccurate. 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 advise them 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.
- The right to consent to disclosures of personally identifiable information contained in 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); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or 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.

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

Family Policy Compliance Office
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

FERPA requires that CMI obtain your written consent prior to the disclosure of personally identifiable information from your child’s education records. However, CMI may disclose appropriately designated “directory information” without written consent, unless you have advised CMI to the contrary in accordance with CMI’s procedures. If you want to limit the disclosure of directory information about your child, please advise the school by August 20.

Nondiscrimination & Antiharassment Policy

Creative Minds is committed to providing an environment in which all individuals are treated with respect and dignity. Each student has the right to learn in an atmosphere that promotes equal opportunities and prohibits discriminatory practices.

Harassment on the basis of any protected characteristic is strictly prohibited. Under this policy, harassment is verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of his/her race, color, national origin, sex, disability, age, religion, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, political affiliation, or source of income in its programs, and that: (i) has the purpose or effect of creating an intimidating, hostile or offensive environment; (ii) has the purpose or effect of unreasonably interfering with an individual’s performance.

Harassing conduct includes, but is not limited to: epithets, slurs or negative stereotyping; threatening, intimidating or hostile acts; denigrating jokes and display or

circulation of written or graphic material that denigrates or shows hostility or aversion toward an individual or group (including through email).

CMI does not discriminate on the basis of race, color, national origin, sex, disability, age, religion, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, political affiliation, or source of income in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

In addition, we do not allow discrimination of any kind in the workplace. We are an equal opportunity employer and also take affirmative action measures against discrimination in all aspects of employment and School business. This policy applies not only to personnel decisions, but to all aspects of the School.

We ask that everyone in the CMI community respect everyone around them—students, family members, teachers, staff, and management alike.

Any person who believes that CMI has discriminated on the basis of race, color, national origin, sex, disability, age, religion, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, political affiliation, or source of income, or otherwise may submit a complaint pursuant to CMI's Grievance Procedures contained within this document.

Students with Disabilities Nondiscrimination Policy

Notice: Programs for students with disabilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prohibits discrimination against persons with a disability in any program receiving federal financial assistance. Section 504/ADA defines a person with a disability as anyone who has a mental or physical impairment which substantially limits one or more major life activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. The school has the responsibility to provide adjustments, modifications and provide necessary services to eligible individuals with disabilities. Creative Minds International Public Charter School acknowledges its responsibility under Section 504/ADA to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against

any person with a disability shall knowingly be permitted in any program or practice in the school.

CMI does not discriminate on the basis of race, religion, color, national origin, sex or disability in providing education or providing access to benefits of education services, activities, and programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; and Title II of the Americans with Disabilities Act.

Providing False Information: Penalties

Any person, including any District of Columbia public school or public charter school official, who knowingly supplies false information to a public official shall be subject to the payment of a fine of not more than \$500, or imprisonment for not more than 90 days, or any combination thereof. The case of any such person may be referred to the Office of the Attorney General for consideration for prosecution.

Family Involvement & Communication

We believe that effective home-school communication is essential to building and maintaining a strong school community. There are many ways in which families can receive Creative Minds news: (1) class newsletters; (2) notices sent home with students; (3) school-wide newsletters; (4) the school's website and social-media platforms; (5) periodic informative emails; (6) the front-lobby television display; and (7) the occasional emergency alert sent by email, text, or automated phone call.

While some of this news may be delivered in hard copy (via backpacks or postal mail) or be made verbally (in person or by phone), the majority of these updates are sent or posted electronically. Families are encouraged to make use of these resources and to inform us if there are any obstacles to access. Another way that families can help to maintain strong home-school communication is to alert us to any changes in contact information including mailing address, phone number, and email address. We ask that you promptly provide this information to administrative staff at the front desk.

It is important that families maintain open channels of communication with the school. Parents and guardians are encouraged to email students' teachers directly with any questions or concerns. During the school week, school staff will reply to emails within 24 hours, and generally not in the evening. Our staff, including our Leadership and Administrative teams, are available to meet with parents to address any concerns. These appointments must be scheduled in advance. We ask that you please your child's classroom teacher first, if appointments are for issues related to the classroom. If the issue cannot be resolved with the teacher, it should be brought to the director of the program. Contact information for our Leadership and Administrative teams is included in [Appendix 6](#).

Appendices

APPENDIX 1: Curriculum

Early Childhood Program

International Early Years Curriculum

The International Early Years Curriculum (IEYC) emphasizes interactive, hands-on projects that spark curiosity, engage students, encourage teamwork, and make connections to children’s lives. The IEYC taps into students’ interests and strengths, developing their innate love of learning.

The IEYC units focus on the following targets (called the Learning Strands): Independence and Interdependence, Communicating, Inquiry, and Healthy Living. Early childhood (preschool and prekindergarten) classrooms at Creative Minds have the following characteristics:

- **Play-based learning** rooted in the IEYC themes, Learning Strands, and Learning Goals. Our teachers put research and understanding of best practices of play in early childhood to work. Following the student’s lead, teachers engage with students around the themes they are exploring, with the goal of strengthening their social-emotional regulation and deepening their content knowledge. In play, students practice the Personal Goals, with special focus on adaptability, communication, and cooperation.
- **Extensive use of small-group instruction**, which provides differentiated learning opportunities and supports students in practicing respect, communication, and cooperation. In small-group work, students explore and express the knowledge and skills they are developing through the work in their classrooms with teachers and peers.
- **Project-based work** gives teachers flexibility to follow children's interests, while following the IEYC unit sequence and themes.
- **Arts integration** provides both motivational and cognitive benefits for student learning. The thematic units of the IEYC provide extensive opportunities for

students to deepen their understanding and express their learning through multiple forms of art. In addition to arts integration within academic subjects, students receive a well-rounded curriculum of standalone arts classes through our Enrichment subjects (physical education, global languages, music, and visual arts).

Elementary Program

The International Primary Curriculum

The International Primary Curriculum (IPC) provides a rigorous, thematic teaching structure designed to engage children of all abilities to be creative thinkers and problem-solvers in a globalized world. Instructional units bring together the social sciences and arts, enabling children to make links between the subjects in exciting and stimulating ways.

Our elementary (kindergarten–4th grade) program features the following characteristics:

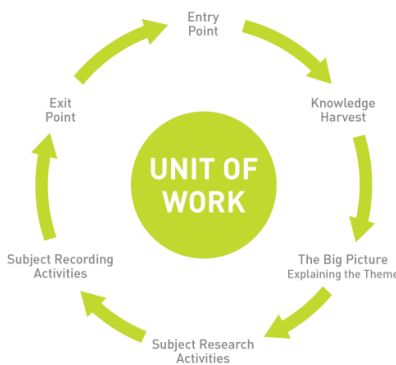
- **The workshop approach to developing readers and writers.** In workshop, students are introduced to a new skill or strategy as a group, then provided with supported opportunities to practice the skill at their level individually and in small groups. The workshop model provides frequent opportunities for students to articulate their thinking, which reinforces the Personal Goals of communication and thoughtfulness.
- **Discourse-driven math instruction** that focuses on conceptual understanding and problem solving, beyond carrying out math procedures. Exploring multiple pathways of problem solving builds adaptability and resilience. Student debrief questions and exit tickets help both students and teachers to monitor understanding and provide next steps.
- **Extensive use of small-group work**, which provides for differentiation and supports students in practicing respect, communication, and cooperation.
- **Inquiry-based learning**, which includes project-based and thematic learning and a focus on research. As they practice inquiry, students engage in thoughtful learning processes, with teachers as facilitators. This approach helps students learn how to frame questions and plan approaches to solving problems. In

navigating the uncertainty of less-structured questions, students practice adaptability and resilience.

- **Arts integration** provides both motivational and cognitive benefits to student learning. The thematic units of the IPC provide extensive opportunities for students to deepen their understanding and express their learning through multiple forms of art. In addition to arts integration with academic subjects, students receive a well-rounded curriculum of standalone arts classes through our Enrichment subjects (physical education, global languages, music, and visual arts).

IEYC and IPC Units of Work

Each unit is distinct in the subject it studies but follows the same path in learning. Each unit begins with an Entry Point, which is an activity to introduce the subject to students and get them excited about the topic. The teachers and the children then enter into a Knowledge Harvest to find out what the children know and want to learn about the topic. Then the classroom enters into a series of research activities. This allows the teacher to identify topics of interest specific to each student. After researching and learning, the classroom enters into recording activities. After five to seven weeks, there is an Exit Point. An Exit Point is an activity or concluding event in which children share their work with their classmates, teachers, and families. Again, the teacher and students are able to use a variety of activities to assess and reflect upon what they have learned through the Exit Point. The Exit Point also allows the children to share their learning with their families and the school community.



Middle School Program

The features of the middle school program (5th–8th grades) include the workshop approach to developing readers and writers, discourse-driven math instruction, extensive small group work, inquiry-based learning, and arts integration.

The International Middle Years Curriculum

The International Middle Years Curriculum (IMYC) is the extension of the IPC and mirrors its core values: to engage children of all abilities to be creative thinkers and problem-solvers in a globalized world. The IMYC continues the educational journey of IPC learners with higher order thinking skills. The curriculum design takes into account the unique developmental needs of students aged 11 to 14 and their growing ability to engage with material on a deeper level.

Each unit of the IMYC provides opportunities for students to work with and learn from peers, lead their own learning and take risks, tackle a wide range of self-directed investigation, experience security and familiarity through a consistent learning process, reflect upon their learning, and connect their learning to the world around them.

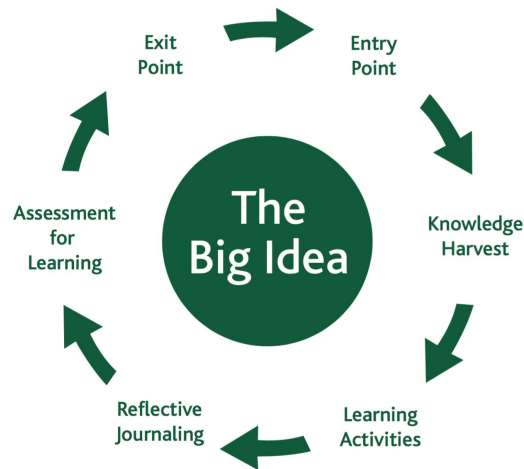
IMYC Units of Work

Learning with the IMYC follows six-week units based on a conceptual idea, called the Big Idea. Students link the learning in their different subjects through the Big Idea, considering what they're learning from personal, interpersonal, and global perspectives.

Students reflect regularly by responding to structured questions. This process is called reflective journaling and is designed to help formulate personal and conceptual understanding of the subject knowledge and skills that they're learning about, linked to the big idea.

At the end of each six-week unit, students work individually or in small groups to create and present a media project that reflects their understanding of the ways their subject learning links to the Big Idea. This gives students the opportunity to express their own ideas through modern, creative media.

The IMYC Process of Learning creates opportunities to connect learning and develop a personal perspective; work with peers; take risks in a safe environment; and become confident, independent, and engaged learners.



IEYC, IPC & IMYC Goals

The framework of the IEYC, IPC, and IMYC focuses teaching on three different types of learning: knowledge, skills, and understanding.

Knowledge	Skills	Understanding
<p>Facts that are important to know.</p> <p>This is information that we know is true, and the way we answer a knowledge question will be either right or wrong.</p>	<p>Finding out how to do things. Skills are practical and can be described as “being able to do something.” Skills take time to develop. We learn skills in small, progressive steps.</p>	<p>Developing a sense of the meaning behind why we know and do things. Understanding involves a combination of accumulated knowledge, practiced skills, and reflection over time.</p>
<p>“Tell me.”</p>	<p>“Show me.”</p>	<p>“Talk to me about that.”</p>

Knowledge, skills, and understanding are interconnected, building on one another in a continual cycle that promotes meaningful learning for students.

Subject Goals

Subject Goals cover knowledge, skills and understanding. There are subject Learning Goals for the following: language arts, mathematics, science, information technology, design technology, history, geography, music, physical education, art, and society.

International Goals

This pedagogical framework prepares students for success in a global society by developing their sense of international mindedness. Our child-friendly definition of international mindedness at Creative Minds encapsulates our international goals: “I am becoming a thoughtful global citizen through learning deeply about myself and others.”

Personal Goals & Dispositions

For our students to be ready to participate in a global society, they will require more than academic skills. They will need strong social and emotional intelligence in order to navigate an increasingly diverse, global society. We teach and explore the Personal Goals and Dispositions emphasized in the IEYC, IPC and IMYC. We thoughtfully create developmentally appropriate opportunities for our students to practice these traits throughout the school day and year. This is how we define the Personal Goals at Creative Minds:

- **Adaptable:** We are okay with change. We are able to change our actions or attitude to fit new situations.
- **Communicator:** We share and let others share their ideas. We can express ourselves in a variety of ways, with different types of people.
- **Collaborator:** We work together and support each other to achieve a goal. We understand that everyone can contribute something different when working together.
- **Empathetic:** We are aware of, perceive, and are sensitive to the feelings, thoughts, and experiences of others.

- **Integrity:** We are honest and we help others. We have strong moral principles, and we act on them to improve the lives of others.
- **Resilient:** We try again, even when it is hard. We handle disappointments with maturity and continue to work toward our goals despite setbacks.
- **Respectful:** We treat others the way we want to be treated. We learn about and accept one another's differences with kindness.
- **Thinker:** We think about what we have learned and how it affects ourselves and others. We reflect on our strengths and weaknesses to identify ways to better ourselves.

The Personal Goals and Dispositions guide staff and students in a school-wide, proactive personal-goals development program during morning circles and middle school advisory.

Each month our entire community explores, in depth, what it means to show one of the following traits: Adaptable, Communicator, Collaborator, Empathetic, Integrity, Resilient, Respectful, and Thinker. These Personal Goals help our students and staff to achieve our mission of international mindedness by helping them grow from a self-centered view of the world to a more interconnected and globally aware mindset. While increasing their own sense of self, students also develop their respect and appreciation for the viewpoints of others.

Teachers embed these Personal Goals and Dispositions within academic instruction, and acknowledge examples of community members displaying Personal Goals. Our teachers take care to use various community and relationship-building techniques that involve students in decision-making. These proactive approaches decrease behaviors that detract from an engaging learning environment while promoting positive social-emotional dispositions.

Common Core English-Language Arts and Math

Our literacy and math goals are based on the National Common Core Standards. Strong literacy skills are imperative to academic success, and our program focuses on all students' developing strong reading and writing skills. Our mathematics curriculum and instructional materials foster deep conceptual understanding required for successful future learning in upper grades.

In addition to offering students a small class size for all subjects, we further individualize literacy and mathematics instruction by implementing even smaller group sizes on the basis of ongoing assessments administered throughout the school year. Students are grouped on the basis of their strengths and areas of growth. They receive targeted instruction that maximizes their learning opportunities. Knowing that students will rely for years to come on their foundational skills in literacy and math, we support students in making progress toward individual academic goals, while meeting or exceeding national standards.

Arts Education & Integration

Research shows that arts education and integration into the curriculum can lead to cognitive and motivational enhancements in learning. In addition, this approach offers inclusive learning opportunities for different types of learners.

Students' success in the arts is related to the nature of the instruction, which relies on a combination of both verbal and nonverbal teaching. Arts integration taps into students' visual, kinesthetic, and auditory strengths, engaging them more deeply in learning. Research confirms that students are more motivated to learn through arts-integrated projects that include music, movement, visual art, and drama.

The IEYC, IPC, and IMYC include arts-integrated, thematic curriculum units. In addition to arts-integrated learning in our academic subjects, we promote a well-rounded education that includes the arts as an autonomous part of the curriculum. We provide our students with music and visual arts classes during the school day and in our extended day programs.

Global Languages

To prepare students with the skills required to engage successfully in a globalized world, we offer students arts-integrated global language classes. Students receive instruction in Spanish and Mandarin from preschool through 4th grade. From 5th through eighth grades, students specialize in one language in order to achieve higher levels of proficiency.

APPENDIX 2: Extended Creative Day

****[See COVID Addendum for information on Extended Creative Day during remote learning.](#)****

Our auxiliary program, Extended Creative Day (ECD), includes Before School, After School, Creative Clubs, and individual music lessons. The goal of our ECD program is to provide Creative Minds students with a safe, healthy environment in which they can continue to learn, grow, and experience enrichment activities aligned with their interests.

Before School

Preschool through 8th Grade

Our Before School program offers families the convenience of early drop-off in the morning. Before School takes place between 7:30 a.m. and 8:15 a.m. Students attending Before School play games, read, and have breakfast before school begins.

Enrollment

You may enroll your child in Before School for a fixed monthly rate of \$150, or \$75 a month for families qualifying for free and reduced-price school meals. Please note that the first payment for August/September Before School is due on August 25. Payment for October and all subsequent months will be due on the first of each month. The monthly price has been calculated by taking into account that some months have more school days than others, and represents an average over the ten months of the school year.

Enrollment for Before School takes place in late July / early August through an online process. If you need to enroll in Before School after the start of the school year, please use the online enrollment form available on the [Creative Minds website](#).

Before School begins on the first day of school. Please note that we do not offer a per-diem rate for Before School. If you need to drop off your student prior to 8:15 a.m., you must enroll in a monthly Before School plan.

Withdrawal

If you wish to withdraw your student from Before School, you must provide written notice two weeks prior to the end of the month to cancel your enrollment for the upcoming month.

After School

Preschool through 4th Grade

Our After School program runs from 3:30 p.m. until 6:00 p.m. and provides students with homework supervision, and a nutritious snack, as well as indoor and outdoor (weather permitting) free play. Students participate in informal activities such as music, dancing, and art projects, while enjoying social interactions with their friends and academic reinforcement from our talented staff members. Our After School staff consists of CMI teachers, student support staff, childcare professionals, and local university graduate and undergraduate students.

Enrollment

You may enroll your child in After School for a fixed monthly rate of \$350, or \$125 if you qualify for free or reduced-price school meals. All students enrolled in After School may stay until 6:00 p.m. All students must be picked up promptly at 6:00 p.m. As with all after-school programs, students must be signed out by parents or guardians or, if applicable (for older students), by themselves.

After School begins on the first day of school for students in pre-K through 4th grade. Preschool students have a modified schedule during the first week of school and therefore begin After School during the second week. The first payment for After School is due no later than five days of invoice issue, which typically occurs on the last business day of the preceding month. Payment for October and all subsequent months will be due on the first of each month. The monthly price has been calculated by taking into account that some months have more school days than others, and represents an average over the ten months of the school year.

Enrollment for After School takes place in late July / early August through an online process. If you need to enroll in Before School after the start of the school year, please use the enrollment links on the [Creative Minds website](#).

Childcare on Parent-Teacher Conference Days

Students enrolled in part-time or full-time After School or in three or more Creative Clubs qualify for childcare at no additional cost on the days of parent-teacher conferences. Families participating in After School for the entire school year must register each semester.

Withdrawal

If you wish to withdraw your child from After School, you must provide written notice two weeks prior to the end of the month to cancel your enrollment for the upcoming month.

Creative Clubs

1st through 4th Grades

Our Creative Clubs offer targeted enrichment activities that are designed to complement the child-centered and academically rigorous instruction of our school day. Creative Clubs instructors are Creative Minds teachers, student support staff, and staff from local organizations that offer unique enrichment opportunities. For the most up-to-date club offerings, please see our school's website.

Enrollment

Our Creative Clubs offerings are posted on our website in late July / early August each year for fall clubs, and in December for spring clubs. All enrollment for Creative Clubs occurs online. Find links on the [Creative Minds website](#). Please check the weekly newsletter for updates.

In rare cases that a Creative Club has more students signed up than it can accommodate, we will make every effort to accommodate all students who have registered. If we cannot accommodate all students, CMI will conduct a random lottery approximately one week before the start of school to determine the final roster. Clubs that do not reach a minimum enrollment target by two weeks prior to the start of the school year may be cancelled.

Payment

Payment for Creative Clubs is due at the time of enrollment. Most clubs have 12–14 sessions in the fall and 13–15 sessions in the spring. Depending on holidays, however, some clubs may have more or fewer. Rates for clubs are fixed at \$255 per club and

include participation in After School both before and after the Creative Club. The rate for families who qualify for free or reduced-price school meals are \$125 per Creative Club and includes participation in After School both before and after the Creative Club.

Creative Clubs Policies & Procedures

Creative Clubs instructors pick up students from a designated after-school meeting point at 3:45 p.m. and take them to the location of the Creative Club. At 5:00 p.m., Creative Clubs instructors return students to their designated After School classroom. Families may pick up students from the After School classrooms after 5:00 p.m.

Withdrawal

In order to ensure appropriate staffing for the Creative Clubs and to maintain our financial obligations, we have a strict policy on withdrawals from clubs.

Reimbursements for withdrawals are as follows:

- Fifty-percent refund through the second week of class.
- No refund will be provided after the second week of class.

If you wish to withdraw your child from the program, please provide written notice two weeks prior to the end of the month in order to cancel enrollment for the upcoming month.

Cancellations

In the event an instructor cancels two or more sessions we will offer a credit to your account for the missed classes. The credit will be communicated to parents via email.

5th through 8th Grades

The Creative Clubs program for middle school has been designed to allow our oldest students the opportunity to make choices and exercise leadership and self-direction. Our goal is to provide a safe, healthy environment for continued learning, exploring interests, and developing skills.

Students will have a menu of options each day, which will include intramural sports, athletics, coding, performing arts, and homework help and tutoring. This list will change each fall and spring.

Enrollment

Enrollment will take place in late July / early August for the fall session through an online process. Once your child is enrolled in the program, he or she will be able to choose activities to participate in. The menu of options will be published on our website.

Payment

Payment for Creative Clubs is due at the time of enrollment. Most clubs have 12–14 sessions in the fall and 13–15 sessions in the spring. Depending on holidays, however, some clubs may have more or fewer. Rates for middle school Creative Clubs are fixed at \$200 per month and include participation in After School both before and after the Creative Club. The rate for families who qualify for free or reduced-price school meals are \$100 per Creative Club and includes participation in After School both before and after the Creative Club.

If an activity does not reach minimum enrollment (enough students to play on a soccer team, for example), we may adjust the activity accordingly. Families will be notified and will have the opportunity to withdraw from the program with a full refund, if desired.

Withdrawal

In order to ensure appropriate staffing for the Creative Clubs and maintain our financial obligations, we have a strict policy on withdrawals from clubs.

Reimbursements for withdrawals are as follows:

- Fifty-percent refund through the second week of class.
- No refund will be provided after the second week of class.

If you wish to withdraw your child from the program, please provide written notice two weeks prior to the end of the month in order to cancel enrollment for the upcoming month.

Cancellations

In the event an instructor cancels two or more sessions we will offer to credit your account for the missed classes. The credit will be communicated to parents via email.

Individual Music Lessons

Students Ages 4+

Through our ECD program, we offer music lessons to students seeking one-on-one instruction in piano, voice, violin, guitar, percussion, and other instruments, through [B&B Music Lessons](#). We are continuing our successful partnership with B&B, which provides professional, experienced music teachers to the Creative Minds ECD program, to complement school-day music lessons, or to enhance or engage new individual abilities.

Enrollment

Creative Minds uses an online form for signing up for music lessons in the After School program. The form for signing up for all music lessons will be available on the Creative Minds website.

Subscription Pricing & Payment

Registered families are automatically charged on or after the 1st of each month directly by B&B. The subscription rate for lessons is \$125/month. Additionally, a site-service fee of \$20 per month, per student, will be assessed by the ECD program. If you cancel a lesson during the month you will not receive a refund. However, if the teacher cancels you will receive a credit for the missed lesson on next month's payment.

Suspending or Cancelling Lessons

In the event that you can no longer continue music lessons, please send an email to info@BnBMusicLessons.com. Be sure to notify B&B before the first of the month to avoid being charged for that month.

Important Notes on Music Lessons

Spaces for individual lessons have traditionally been limited on the basis of space constraints and instructor availability. Having more flexibility regarding the day of the week and time of the lesson will make it more likely that your child will be able to sign up for lessons.

Please note that individual music lessons and After School are separate programs. In order to participate in music lessons—unless your student is being picked up from

school at 3:30 and returned for his or her music lesson—the After School fee (\$10 per lesson day) must be paid in full by the first of the month.

Typically, two annual student showcases, or recitals, are held at the school. Attendance is free and strongly encouraged, but not mandatory.

Music lessons are available for students ages 4 and up.

ECD Payment, Policies & Procedures

Payment

Invoices for ECD services may be paid online or in person with a check, credit card, money order, or cash. There is a \$25 fee for returned checks.

Invoices are typically issued on the last business day of the month. Families have five (5) days to pay the invoice. If after five (5) days an invoice remains unpaid a reminder is sent indicating payment must be made within ten (10) days of the invoice issue date. If no payment is received within ten (10) days of the invoice issue date families will receive a letter indicating a student's ability to participate in the program has been terminated and participation in the program will be withheld until payment in full is received. Late fees may also be assessed.

If you are experiencing financial hardship and need to discuss payment options, please contact ECD manager Shannon Smith at Shannon.Smith@creativemindspcs.org.

Policies & Procedures

At school dismissal, all students who are enrolled in After School, Creative Clubs, and music lessons are brought to a designated meeting place. At 3:45 p.m., students who are not enrolled in After School but who have not been picked up will be sent to wait for pickup near the front desk.

Students in After School receive a nutritious snack provided by our meal vendor. For more information about snacks, please see the school menus on the [Nutrition & Wellness](#) page of our website.

After School ends at 6:00 p.m. Please call the school immediately if you know you are going to be late; we are obligated to call the police if we are unable to reach parents, guardians, or emergency contacts and it is past the end of After School.

Late pick up, after 6:00 p.m., also requires that the person who picks up the child pay a fine directly to the ECD manager upon arrival. This fine is \$1.00 per minute (\$5.00 minimum), per family.

The following procedures will be followed regarding late pickup:

- **First instance:** The ECD coordinator will remind parents or others authorized to pick up the child of the program's hours and collect the associated fine.
- **Second instance:** The ECD coordinator will follow procedures from the first instance, as well as inform the Creative Minds chief operating officer (COO), who will contact the parents to discuss the situation.
- **Third instance:** The ECD coordinator may, at their discretion, contact DC Child Protective Services and terminate your ECD contract. In addition, the ECD coordinator will notify Creative Minds' COO and executive director, who will follow up with you.

Scholarships

We strive to make our after-school programs available to all students. Creative Minds provides as many scholarships as possible to students who qualify for the free and reduced-price meals to attend Creative Clubs and receive individual music lessons. The Creative Families Association, our partners, and other individual donors provide additional scholarships to expand access to activities.

Students are nominated by their teachers for enrichment opportunities and selected by school leadership on the basis of financial, academic, and social needs. If you would like your child to be considered for a scholarship, please contact the ECD coordinator. Scholarships are distributed anonymously in order to protect the privacy of students and families.

Questions & Concerns

Please send any questions or concerns, including billing inquiries, to Shannon Smith, Extended Creative Day coordinator, at Shannon.Smith@creativemindspcs.org.

APPENDIX 3: School Calendar

[Download a printable version of the calendar.](#)



Academic Calendar: 2020–21

Creative Minds International Public Charter School

■ First & Last Days of School
 ■ No School for Students
 ■ Other Dates of Note

While students are learning remotely, each Wednesday of classes will be a half day of professional development for staff. Students will have a half day of live, online classes and a half day of asynchronous learning.

August 2020	September 2020	October 2020	November 2020																																																																																																																																																																															
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Total Instructional Days: 180
First Day of School: August 31
Last Day of School: June 15

Remote-Learning School Day
PS–4th: 9:00 a.m.–2:30 p.m.
5th–8th: 9:00 a.m.–3:00 p.m.

In-person School Day
PS–4th: 8:45 a.m.–3:30 p.m.
5th–8th: 8:45–4:00 p.m.

APPENDIX 4: Creative Families Association

The Organization for Families at Creative Minds

The Creative Families Association (CFA) promotes and fosters the education and culture of the students of Creative Minds International Public Charter School. The CFA provides school-wide and classroom-specific support (financial and otherwise) and outreach and communication to parents and guardians. The organization hosts special programming and events throughout the year. The CFA Board of Directors works with Creative Minds to set goals, strategies, and activities for achieving the CFA’s overall mission and annual targets.

Creative Minds’ awesome school community is a product of its enthusiastic and engaged families and staff. The CFA is an inclusive and open space for all Creative Minds families and welcomes all levels of involvement, from volunteering for leadership positions to volunteering as you can. Through the CFA, we’re supporting big goals and projects to supplement the school’s needs and strengthen our community. Everyone has a role to play: whether you’re volunteering an hour or joining the Creative Families Association Board of Directors, the CFA and the school need you.

2020–21 CFA Board of Directors

- TBD, President
- Tamar Lechter, Immediate Past-President
- Maggie Quinn, Secretary
- Tailynn Olvera, Treasurer
- Taryn Hristova, Communications
- TBD, Fundraising
- Claire Heffez, Lower School Engagement
- Meghan Palmer, Middle School Engagement
- Jenni Wallace, CMI Board Liaison

CFA Supporting Committee Positions

- Alicia Lahey, Merchandise Chair
- Toni Appellero, Teacher Appreciation Chair

- Stacey & Todd Richman, Auction Co-chairs

Connect with the CFA

There are many ways to connect with the CFA. You won't want to miss out on important information or discussions. Connect today!

Email the CFA

Ask questions, share great ideas, and find out ways to volunteer by emailing cmifamilies@gmail.com.

CFA Newsletter

All Families are automatically signed up to receive the CFA Newsletter. If you are not receiving the bi-weekly newsletter, please email cmifamilies@gmail.com today.

Join the CFA Listserv

The listserv serves as a great informal means to connect with the Creative Minds parent/guardian community. You can promote an event CMI families may want to attend, discuss topics of interest, and even ask for babysitter referrals. Join today! Send your listserv request to: cmipcsfamilies+subscribe@googlegroups.com.

Visit the Website

Visit the CFA website, www.creativefamilies.org where you'll find a [calendar](#) of future events, the latest news, announcements and much more.

CFA Google Calendar

Did you know that you can add CFA events directly to your family google calendar? Head to our [calendar](#) and click on the + (plus) sign at the bottom of the page.

Follow the CFA on Social Media

- Facebook: [@creativefamiliesassociation](#)
- Twitter: [@CFA_CMI](#)
- Instagram: [@cmifamilies](#)

Show Your Support

Show your school spirit with what you wear and where you shop. A portion of all proceeds helps the CFA support you, your kids, and the school.

Buy Creative Minds Merchandise

A shirt, a tote, a mug, a hoodie—if you're proud to be a Chameleon, then shop our Creative Minds store: <https://squareup.com/market/creative-minds-international-pcs>. While the school building is closed for remote learning, we'll make arrangements with you for delivery; items are typically delivered to your child's cubby. During the school year, the CFA also partners with external vendors to offer special online-only sales of additional merchandise.

Shop Using AmazonSmile

We know that you shop at Amazon.com! Go to [AmazonSmile](#) to have 0.5% of all of your purchases support Creative Minds!

AmazonSmile is a simple and automatic way for you to support Creative Minds every time you shop, at no cost to you. When you shop at [AmazonSmile](#), you'll find the exact same low prices, vast selection and convenient shopping experience as Amazon.com, with the added bonus that Amazon will donate a portion of the purchase price to CMI.

On your first visit to [AmazonSmile](#), you need to select a charitable organization (Creative Families Association*) to receive donations from eligible purchases before you begin shopping. Amazon will remember your selection, and then every eligible purchase you make at [AmazonSmile](#) will result in a donation.

**Returning families, please recall that since the CFA is a 501(c)(3) we have changed the charity from CMI proper to the CFA. Please update your charity in your amazon account, accordingly.*

APPENDIX 5: Discipline Chart

Creative Minds International Public Charter School Discipline Chart		
<p>Tier 1</p> <p>Tier 1 behaviors are those behaviors that are insubordinate or cause minor disruptions to the academic environment but do not involve damage to school property or harm to self or others. Tier 1 behaviors result in classroom-level disciplinary responses that may be elevated to administrative response if they are not successfully abated by the teacher.</p>		
Example Behaviors	Possible Consequences	
<ul style="list-style-type: none"> ● Off-task behaviors ● Not finishing work or homework ● Noncompliance ● Inappropriate movement around the school ● Using inappropriate language ● Chewing gum ● Littering ● Bringing inappropriate items to school ● Being late ● Being in an inappropriate area ● Inappropriate displays of affection ● Communication with staff and peers that is not polite, courteous, or respectful ● Unauthorized use of portable electronic devices during school hours (e.g., mp3 players, cell phones) ● Unsafe movement around the school or AFRH campus ● Leaving classroom without permission ● Any behavior or other conduct not specifically enumerated in any other tier in this chapter that is insubordinate or causes minor disruption to the academic environment but does not involve damage to school property or harm to self or others 	<ul style="list-style-type: none"> ● Logical and restorative consequence ● Verbal redirection ● Teacher/student conference ● Parental contact in writing or by phone ● Teacher/Parent conference ● Temporary removal of student from classroom ● Loss of privilege ● Lunch or After School reflection room ● Other school-based consequences as approved by administration 	
		Supportive Interventions
		<ul style="list-style-type: none"> ● Behavior contract ● Relationship building ● Restorative Circles ● Seat change ● Teacher proximity ● 1:1 meeting with teacher ● Floortime session

<p>Tier 2</p> <p>Tier 2 behaviors are those behaviors not specifically enumerated in any other tier in this chapter that cause disruption to the academic environment, involve damage to school property, or may cause minor harm to self or others. Tier 2 behaviors result in school-based and administrative disciplinary responses.</p>	
Example Behaviors	Possible Consequences
<ul style="list-style-type: none"> ● Using computer / office equipment without permission ● Intentional misuse of school equipment/supplies/facilities ● Noncompliance with an approved dress code ● Inappropriate use of CREATIVE MINDS PCS computer or network (restricted websites, offensive emails) ● Acts of vandalism, destruction of property, or graffiti (tagging) ● Sale or distribution of any item without authorization ● Possession or distribution of obscene or pornographic material on school premises ● Obscene, seriously offensive, or abusive language or gestures ● Causing disruption on school properties or at any Creative Minds PCS-sponsored or supervised activity ● Gambling ● Leaving school without permission ● Academic dishonesty, forgery, lying to or giving misleading information to school staff ● Unexcused absence from class ● Unauthorized presence in hallway during class time ● Unexcused absence from school ● Inappropriate or disruptive physical contact between students 	<ul style="list-style-type: none"> ● Logical and restorative consequence ● Verbal redirection/reflection ● Teacher/student conference or administrator/student conference ● Parental contact in writing or by phone ● Administrator/family conference ● Temporary removal of student from Classroom ● Other school-based consequences as approved by administration

<ul style="list-style-type: none">• Directing profanity or obscene/offensive gestures toward students or staff• Throwing objects that may cause injury or damage property• Any behavior or other conduct not specifically enumerated in any other tier in this chapter that causes disruption to the academic environment, involves damage to school property, or may cause minor harm to self or others• Acts of exceptional misconduct at other schools• Vandalism/destruction of property over \$500• Causing serious disruption or damage to school’s computer systems, electronic files, or network• Documented theft of school or personal property without force• Interfering with school authorities or participating a major disruption of the school’s operation• Tampering with, changing, or altering an official record or document of a school• Trespassing or inappropriate/unauthorized movement on AFRH campus• Possession or use of tobacco, alcohol, marijuana, controlled dangerous substances, imitation controlled substances, inhalants, other intoxicants, or drug paraphernalia• Unauthorized possession, use, or distribution of over-the-counter medication• Activating false alarm• Documented pattern of persistent Tier 1 behavior	
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Tier 3	
Tier 3 behaviors are those behaviors not specifically enumerated in any other tier in this chapter that cause harm to self or others. In addition to lesser consequences, Tier 3 behaviors may result in either on-site or off-site suspension.	
Example Behaviors	Possible Consequences
<ul style="list-style-type: none"> ● Verbal, written, or physical threat to person or property (including intimidating postures) ● Communicating slurs based on actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, or place of residence or business, including derogatory sexual language ● Engaging in sexual acts on school premises or at school-related functions ● Posting or distributing material or literature that is disrespectful, demeaning, humiliating, or damaging to students and/or staff. This includes posting material on internet or sending material via email or cell phone ● Engaging in behavior that demonstrates gang/neighborhood crew affiliation (displaying clothing or gestures associated with gangs) ● Possession of tools or instruments which school administrators deem could be used as weapons ● Hazing ● Bullying or using humiliating or intimidating language or behavior including internet bullying ● Possession of tools or instruments that school administrators deem could be used as weapons 	<ul style="list-style-type: none"> ● Logical and restorative consequence ● Verbal redirection/reprimand ● Teacher/student conference or administrator/student conference ● Parental contact (written or by phone) ● Parent conference ● Temporary removal of student from classroom (defined below) ● Behavior contract ● In-school disciplinary action (defined below) ● On-site short-term suspension (defined below) with provision of appropriate intervention services ● Off-site short-term suspension (defined below), except in response to unexcused tardiness or absence ● Off-site medium-term suspension (defined below), except in response to unexcused tardiness or absence

<ul style="list-style-type: none">● Engaging in reckless behavior that may cause harm to self or others● Extortion● Fighting where there is no injury and no weapon● Any behavior or other conduct not specifically enumerated in any other tier in this chapter that causes harm to self or others● Documented pattern of persistent Tier 2 behavior	
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Tier 4	
<p>Tier 4 behaviors are those behaviors not specifically enumerated in any other tier in this chapter that cause disruption to the school operation, destroy school property, or cause significant harm to self or others. Tier 4 behaviors may result in off-site suspension.</p>	
Example Behaviors	Possible Consequences
<ul style="list-style-type: none"> ● Persistent harassment based on actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, or place of residence or business ● Lewd or indecent public behavior or sexual misconduct ● Sexual harassment ● Retaliation for reporting harassment and sexual harassment ● Fighting which creates substantial risk of or results in minor injury ● Inciting others to violence or disruption ● Contaminating food ● Possession of a weapon (definition below) or replica or imitation of a weapon (including water guns), other than weapons subject to the requirements of the Gun- Free Schools Act ● Using an article that is not normally considered a weapon to intimidate or threaten another individual ● Any behavior or other conduct not specifically enumerated in any other tier in this chapter that causes significant harm to self or others ● Documented pattern of persistent Tier 3 behavior 	<ul style="list-style-type: none"> ● Logical and restorative consequence ● On-site short-term suspension with provision of appropriate intervention services ● Off-site short-term suspension, except in response to unexcused tardiness or absence ● Off-site medium-term suspension, except in response to unexcused tardiness or absence ● Off-site long-term suspension, except in response to unexcused tardiness or absence
	<ul style="list-style-type: none"> ● Restorative Circle / Conference ● Behavior contract ● Referral to mental health and community resources ● Floortime session(s) ● Modified schedule

<ul style="list-style-type: none">• Any behavior or other conduct not specifically enumerated in any other tier in this chapter that causes significant harm to self or others• Documented pattern of persistent Tier 3 behavior	
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Tier 5	
Tier 5 behaviors are those behaviors not specifically enumerated in any other tier in this chapter that are illegal or cause substantial harm to self or others. Tier 5 behaviors result in off-site suspension or expulsion.	
Example Behaviors	Possible Consequences
<ul style="list-style-type: none"> ● Selling or distribution of marijuana, prescription drugs, controlled dangerous substances, imitation controlled substances, inhalants, other intoxicants, controlled or drug paraphernalia ● Possession or distribution of alcohol ● Possession of drug paraphernalia or controlled substance, irrespective of the amount or type, pursuant to the criminal statutes of the District of Columbia, codified at D.C. Official Code § 48-1101 et seq. (2001) ● Possession of fireworks or explosives ● Theft or attempted theft using force, coercion, intimidation or threat of violence ● Assault / physical attack on student or staff ● Fighting that results in a serious physical injury ● Participating in planned group fight that causes major disruption to school day or results in substantial bodily injury ● Using an article that is not normally considered a weapon to injure another individual ● Use, threatened use, or transfer of any weapon ● Use, possession, or bringing to school a loaded or unloaded firearm, as defined in 18 U.S.C. § 921 (2000), including but not limited to pistols, blank pistols, starter pistols, revolvers, rifles, and shotguns. ● Any behavior that violates the Gun Free School Act 	<ul style="list-style-type: none"> ● Logical and restorative consequence ● On-site short-term suspension with provision of appropriate intervention services ● Off-site long-term suspension, except in response to unexcused tardiness or absence ● Expulsion

<ul style="list-style-type: none">• Deliberate acts that cause severe physical injury to others• Assault with a weapon• Commission or attempted commission of any act of sexual assault or sexual aggression• Arson / biohazard / bomb threat• Any other intentional use of violence, force, coercion, threats, intimidation, or other comparable conduct which causes or attempts to cause severe physical injury, substantial disruption, or obstruction of any lawful mission, process, or function of the DC public schools• Any behavior or other conduct not specifically enumerated in any other tier in this chapter that is illegal or causes substantial harm to self or others• Documented pattern of persistent Tier 4 behavior	
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APPENDIX 6: Leadership & Administration

We value hearing the feedback, questions, and concerns of Creative Minds families. See [“A Family Guide to Creative Minds”](#) for more information on whom to contact about specific needs.

Executive Leadership	
Charles (Chuck) Jackson Executive Director	Chuck.Jackson@creativemindspcs.org
Nayamka Long Chief Academic Officer	Nayamka.Long@creativemindspcs.org
Craig Bednarovsky Chief Operating Officer	Craig.Bednarovsky@creativemindspcs.org
School Administration	
Abby Sheffer Director of Lower School	Abby.Sheffer@creativemindspcs.org
Lorna Dill Director of Middle School	Lorna.Dill@creativemindspcs.org
Andy Charrier Director of IT and Instructional Technology	Andy.Charrier@creativemindspcs.org

Amita Lathigra Director of Inclusion	Amita.Lathigra@creativemindspcs.org
Vitna Bailey Instructional Coach	Vitna.Bailey@creativemindspcs.org
Kelsey Martin Instructional Coach	Kelsey.Martin@creativemindspcs.org
Operations	
Heather Hesslink Director of Operations & Compliance	Heather.Hesslink@creativemindspcs.org
Margaret Ward Director of Grants & Development	Margaret.Ward@creativemindspcs.org
Shannon Smith Extended Creative Day Coordinator	Shannon.Smith@creativemindspcs.org
Carlos Garcia Operations & Finance Manager	Carlos.Garcia@creativemindspcs.org
Jenn Andruzzi Manager of Marketing & Communications	Jenn.Andruzzi@creativemindspcs.org
Other nonacademic questions or concerns	frontdesk@creativemindspcs.org