



School Handbook

Revised August 2016

<http://www.credohighschool.org>

Non-Discrimination Policy

Credo High School admits students of any race, color, religion, gender, sexual orientation, national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. The School does not discriminate on the basis of race, color, religion, gender, sexual orientation, or national or ethnic origin in the administration of its educational policies, employment policies, and athletic or other school administered programs.

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Credo High School Handbook

Mission Statement

Our mission is to complete the K-8 education of North Bay public Waldorf students by offering an exemplary, holistic, college preparatory public high school that is inspired by Waldorf education and committed to teaching and modeling agricultural, environmental, economic, social and personal sustainability.

Vision Statement

Credo High School seeks to support the full unfolding of each student's capacity to think, to feel and to act, and will support students to become holistically educated, culturally competent and environmentally responsible lifelong learners, capable of making compassionate, creative and effective contributions to the health and sustainability of the community and the world.

HEAD

Abstract Thinking:

As students move through adolescence, they are ready for intellectual challenges that are academically rigorous and satisfy the deep human need for real work. In all areas of their education, our students will be encouraged to strive for mastery of abstract and complex concepts.

HEART

Ethical Judgment:

We will encourage students to build a sense of competence, responsibility, and purpose. Our program is designed to foster an understanding of ethical principles, and to widen students' respect for the environment and deepen their respect and empathy for the communities to which they belong.

HANDS

Creative Imagination and Practical Empowerment:

We will motivate students to develop their imagination through artistic expression across the curriculum. The development of the imagination promotes increased problem solving ability and flexible thinking. In addition, the practice of artistic expression leads to a sense of confidence and self-efficacy, so that students feel empowered to bring their ideals into the world.

The overarching strategy to address all of these concerns is to create an exemplary school so that we will gain the support of educators, environmentalists, biodynamic farmers, green building leaders and philanthropic foundations committed to improving public education. Our intention is to become a model school that:

- completes the existing, high-quality public Waldorf education of the North Bay's K-8 charter schools' students;
- has at its core the identity of being a transformative learning community—for teachers, staff and parents as well as students;
- addresses the students holistically in a highly academic, arts-integrated way using Waldorf curriculum and main lesson block rotations;
- offers a rigorously academic college preparatory curriculum aligned with University of California admissions standards;
- holds a deep commitment to teaching and modeling environmental and agricultural sustainability;
- values conscious community building through trainings, common language and process agreements;
- eventually offers a full range of athletics for boys and girls;
- collaborates with regional higher education institutions, including Sonoma State University;
- offers a full range of visual, practical and performing arts;
- cultivates deep community involvement;
- offers students a rich social life with clubs and organizations;
- eventually offers a “Fifth Year” that invites students to do a year of post-graduate, pre-college service work in the developing world through partnerships with nonprofits already successful in this field.

Goals of the High School

Credo High School is committed to fostering academic excellence and guiding students toward meaningful lives. By integrating ethical values and creative exploration into a rigorous college preparatory curriculum, we lead students on their paths to becoming intelligent, self-confident, and socially responsible individuals. Our program encourages students to think imaginatively while instilling in them the confidence and skills to effect positive change in the world.

The goal of the high school is to support developing adolescents in achieving their full humanity intellectually, artistically, emotionally, and socially. A phenomenological approach encourages careful observation and independent thinking in course work. We want our students to know what they think, not what they are supposed to think.

Using a broad, art-imbued curriculum, we strive to inspire our students to become responsible, compassionate, self-confident adults with a sense of global community who will be able to act out of freedom, work with respect for others, and use resources with social consciousness in their lives.

As an alternative public school, Credo offers a rigorous college-prep curriculum fully integrated with art and a developing complement of specialty subjects. In addition to college-prep academics, the fully developed course offerings will

include painting, drawing, sculpture, ceramics, blacksmithing, theater, instrumental music, choral singing, movement and physical education, and biodynamic gardening and farming. We envision a working farm campus with a significant sustainable agriculture component where students learn science, respect for the earth and practical skills particularly relevant in agricultural Sonoma County.

Teacher's Guiding Verse

Imbue thyself with the power of imagination. Have courage for the truth.
Sharpen thy feeling for responsibility of soul. -Rudolf Steiner

Welcome

Credo High School is a tuition-free public Waldorf charter school, chartered by the Cotati Rohnert Park Unified School District, serving students in ninth through twelfth grades.

The policies procedures, and rules contained in this handbook serve as a guide for students and parents concerning expectations for conduct, academic work, responsibility, and communication. Expectations for self-direction are high.

Read the handbook carefully!

The handbook represents the basic agreements and expectations that guide our community. As part of the enrollment process, each family will sign a Participation Agreement as a way of formally agreeing to abide by school policies.

We look forward to creating a thriving and inspiring educational community together.

Welcome to the Credo High School community!

Section 1: GOVERNANCE & GUIDANCE

GOVERNANCE

The Board of Directors, the administration comprised of the Executive Director, Education Director and administrative staff, and the Faculty are the three entities that share the responsibility of governance and operations Credo High School.

Board of Directors

The Board of Directors is responsible for the legal and financial aspects of Credo High School. Specifically, the Board focuses on long-range planning, strategic

development, and fundraising. The Board typically meets once month and meetings are open to the public. Board members are listed in the School Directory. The Board President is Credo parent Maria Martinez; the Vice President is Credo parent Patty Yardley.

Administration

Executive Director

The Executive Director serves as the head of school, providing leadership and support to all aspects of the school community. The Executive Director is ultimately responsible for the success of the school and as such has the duties and powers to oversee and supervise all operations in accordance with school policy, applicable California Education Code, other state and federal legislation, and the Credo charter. Lead Credo developer and founding director Chip Romer continues to serve as Executive Director in the 2016-17 school year.

Education Director

The Education Director provides educational leadership, oversees pedagogy, and ensures that the educational experiences of students at the school are in alignment with the mission, vision, and charter as a Waldorf methods public school. He is responsible for the success of the programmatic aspects of the school, including its continued success academically and in the wider public Waldorf education community. Ultimately, the Education Director is responsible for the qualitative success of the school. Thom Schaefer continues to serve as Education Director in the 2016-17 school year.

Assistant Director

The Assistant Director supports the Executive Director and the Education Director in executing the day-to-day responsibilities of the school. Andrea Akmenkalns serves as Assistant Director in the 2016-17 school year.

Office Staff

Office staff oversees the practical implementation of administrative affairs. If you have questions that you couldn't find the answers to in this book or need further information, the office staff will help direct you to the appropriate person or find the information requested.

Faculty

The Faculty oversees the pedagogical life of our public Waldorf high school. The faculty, with guidance from the Education Director, is charged with the oversight and development of the pedagogy of the school as it pertains to the students, faculty, and administrative affairs.

GUIDANCE

It is the intention of Credo High School to support each student in his/her education by providing a number of teachers and other adults who are available to them.

Cohort Guides

Each cohort of students will have two cohort guides, who are faculty members and whose function is similar to an academic counselor, and whose responsibility is to support the overall well-being of students under their care. The cohort guides will be available to answer questions, direct students to appropriate resources, and process academic and personal issues with students, as individuals and as a group. Together, each set of guides will teach their cohort a weekly class called Social Sustainability.

Mentors

A single caring adult can make all the difference in the life of a youth. It is our intention that eventually all Credo students have access to a mentor to care for them and support them throughout their high school careers. Mentors may offer academic support and nurture career or artistic interests in their students, or they may be a caring grandparent figure who offers stability and emotional support. Ideally, students will be paired with mentors with careers in a student's area of interest, so that there is modeling of meaningful livelihood for the student. School parents will be strongly encouraged to participate in the life of the school by serving as mentors.

Section 2: SCHOOL PROTOCOL

Communications and Issue Resolution

There is a golden rule of healthy communication: talk to the person directly! Credo High School values open, honest, and respectful communication between all community members, faculty, staff, students, and parents.

If students or parents have an issue or concern that they are not able to resolve with the person most directly involved, or if they do not feel safe doing so, they should bring the matter to the attention of the Education Director.

If students or parents have an issue or concern about a matter involving coursework from a particular teacher, they should first try to resolve this concern with the teacher. All faculty members are available to speak about their classes, expectations, student progress, etc. with students and parents. If you are looking for information about your student's classes, you can visit your student's Engrade account, which gives current classroom assignments and other important

information. You may email your questions or concerns to the faculty directly through the Engrade account.

Hours:

8:40 – 3:50 pm M, T, W, F

8:40 – 2:10 pm Thursdays

After School Hours: 3:50 – 5:00pm

Students who wish to remain on campus may use on-campus facilities, such as the basketball hoops. All students remaining on campus are expected to uphold the behavioral expectations as outlined in this handbook, whether or not they are under direct supervision.

After-school Activities

At the conclusion of extracurricular activities, such as sports practice or drama rehearsal, students should leave the campus or the event location promptly. Students should make arrangements to be picked up or to travel via carpool or mass transit immediately after rehearsal or practice is concluded.

Tardiness

At Credo, the rhythm of the day necessitates that all students are in attendance when class starts in the morning. Therefore, the school defines tardiness as arriving at the classroom door after the initial bell. Parents and students should realize that this means that being even one minute late is considered tardy. We strongly encourage all families to arrive early and make sure to build grace time into their morning routine.

It is our goal at Credo to communicate clearly with parents regarding our policy and the importance of being to school on time. We do this in a number of ways:

- Parent meetings and verbal or written communications with families
- Administration educates new families at intake meetings when they first join the school
- Personal administrative meetings with families to discuss the importance of being on time
- Information and clearly stated policy in the handbook as to how tardy and attendance problems affect the student, the class, and the school as a whole
- Periodic articles in the school newsletter which explain the importance of being on time

By signing the Participation Agreement, parents and students are agreeing to be on time!

Remember, tardiness is defined as arriving at the classroom door after the bell. Copies of attendance records and all correspondence and written communication about attendance-related problems will be placed in a student's academic records. Repeated tardies can affect the student's grade in a course. If tardiness occurs, the following set of progressive steps may be taken by the school:

- Verbal reminders to the family from teacher or other school staff, as appropriate
- First letter home from administration as a warning after the third overall tardy for the year
- Second letter home after fifth total tardy, requiring parent(s) and students to meet with Education Director
- Other steps may be recommended at the time of the meeting with the Education Director, such as student and/or parents donating time to school to compensate for lost class and administrative time. An agreement will be signed by the family that acknowledges their commitment to solving the tardiness problem.
- Families make an appointment and meet with the Executive Director about the attendance problem within two weeks of notice or the case is referred to the school's Board of Directors.
- Third letter home after eighth tardy; at this time the process becomes more formal and the case is referred to the Board of Directors of the school. The board will meet to determine appropriate next steps, which could include, but is not limited to, referral to the local Student Attendance Review Board (SARB), which could ultimately jeopardize enrollment at Credo.

Absences

Absences impede learning (and reduce school funding.) The negative impact of absences is especially noticeable for main lessons, which are organized into concentrated blocks, and missing even one day deprives the student of a valuable experience. Teachers have the discretion to determine how many absences a student is permitted before the student must receive an Incomplete for their course. No matter what the reason for a student's absence, the student is responsible to find out, through another student or the teacher, what material was covered during the absence; the student is responsible for mastery of this material and any related assignments.

Independent Study

It is *essential* for both the education of the student and the financial well being of the school that an Independent Study is undertaken if the student will be absent for more than a day or two. As soon as you know you will be absent, contact the Office Manager to execute an Independent Study contract or download the Independent Study Request From the "Forms" section under the "About" button on our website.

Reporting an Absence

Please inform the office of an absence by 8:30 in the morning. This is to ensure the student's safety and well being, as well as to simplify record keeping. Excused absences must be accompanied by a written note from the student's parent.

Excused and Unexcused Absences

Absences will be *excused* if:

- the student is ill
- there is a family or medical emergency.

All other reasons will be marked *unexcused* in the student's permanent record *unless prior permission is obtained* by following the planned absence procedure (see below), which must be *completed* at least three days prior to the absence. If an absence is unexcused, it will be at the discretion of the student's instructors whether or not making up missed work will be allowed.

Completing Missed Assignments

Students are responsible for determining what work was assigned during their absence and for making arrangements with their instructors to complete all assignments.

Doctor and Dental Appointments

Medical appointments should not be scheduled during school hours. Please indicate the name of the physician, contact telephone number, time of appointment, and time student is required to leave campus.

Vacation Scheduling

We ask that parents make every effort to plan their vacations during scheduled school breaks.

No Participation in After-school Activities After School Day Unexcused Absence

Students may not participate in after-school activities after an unexcused absence that day.

Accidents

An accident that requires medical or first aid attention should be reported immediately to the office. First aid supplies for minor accidents are available in the office. Parents will be notified, and paramedics will be called if needed.

Illness at School

Students who are ill should notify their teacher, and then report to the Office Manager, who will make arrangements for the student to be picked up by parent or other designated emergency contact. Sick students may not leave the campus without approval from the office staff.

Dress Code

Classroom Dress

The high school's simple dress code is designed to reflect and support the academic environment of the high school with moderation as the general guide. Although we understand that students express themselves through the clothing they wear, it is important that clothing isn't distracting, and that it doesn't interfere with participation in educational activities. *At teacher or staff discretion*, students will be asked to remove or cover up clothing that is not acceptable and may be sent home from school if their clothing is inappropriate and cannot be removed, covered or immediately made suitable for the school environment.

Common-Sense Dress Code Guidelines

Please avoid:

- Clothing and jewelry with symbols pertaining to alcohol, drugs, sex, or violence
- Overly revealing clothing
- High-heeled shoes (more than 2")

Concert Dress

Girls:

- Black dress skirts (below the knee) or black dress pants White blouse
- Black low-heeled dress shoes or flats
- Jewelry must be inconspicuous

Boys:

- Black dress slacks with belt
- Black suit jacket (optional) Long-sleeved white button-down shirt
- Dark dress shoes and dark socks

PE and Movement Dress

In order to be able to move freely, students need to wear clothing for their physical education classes that is conducive to movement, i.e., loose pants, shirts that allow ease of movement, and athletic shoes (no flip flops). PE/movement clothing should be brought to school, and changed into for those classes.

Driving and Parking

Student Drivers

Our impact on the planet is a primary concern of ours, and so in keeping with our underlying core value of modeling and teaching sustainable practices, we make every effort to reduce the number of vehicles driven to our campus. All students are strongly encouraged to take public transportation, carpool, walk, or bike to school. Parking spaces for students are limited. Only seniors, then juniors (as space

permits) who commute from out-of-town will be allowed to drive to school and park in our lot.

Students wishing to drive to school must petition the school with a letter from their parent(s) to the Education Director requesting permission to drive to school and to park in the school lot. Parents should explain why their student may need to drive and why other transportation options are inadequate. Due to school liability issues, students are not permitted to use their vehicles during school hours, nor may they drive themselves to school-sponsored events in which they are participating, even if these occur after normal school hours. A parking fee may be instituted for student drivers.

Student Carpools

Students who travel from outside the city are often part of a student-driven carpool. Parents should be aware that California law states that new drivers under the age of 18 are prohibited from carrying passengers in their vehicle for twelve months from the date of receiving their license if they are unaccompanied by an adult driver. Credo assumes no liability for student transportation to and from school or school events.

Off-Campus Privileges

Credo has off-campus lunch privileges for seniors only and on designated days only, and those seniors must have parents' signed permission. Other students are not permitted to leave the campus at any point during the school day.

Student Visitor Policy

Friends and relatives of our students may visit high school classes only if permission is granted and arrangements are made in advance with school administration. Please talk to office staff well in advance of the intended visit, and they will let you know how to proceed.

Section 3: ACADEMIC RESPONSIBILITIES

At Credo, students are expected to take full responsibility for their education and in particular, their academic work. The discussions in this section give a clear picture of the expectations concerning academic responsibility. A student having academic difficulties or falling behind for any reason should contact a member of the faculty or his/her cohort guide as soon as possible. Parents are also encouraged to contact their student's teachers via their Engrade account in the event their student is having difficulties in any course.

Class Work

Students are expected to participate fully in all classroom activities, discussions, and field trips. A significant part of the final evaluation for each class will be based on classroom participation. If a student fails to submit a homework assignment on the due date, the teacher may require the student to attend academic suspension, which normally occurs during lunch or after school.

Homework

Students are responsible for completing all assignments on time and for understanding what is expected. Questions about any assignment should be taken to the teacher and resolved well before the assignment is due. All teachers are available via Engrade.

Morning Lesson Books

Morning lesson books should represent, through quality and completeness, the student's understanding of the subject matter. Morning lesson books often constitute a significant portion of the student's final evaluation for the class. Work must be submitted on time unless the student has requested and been granted an extension by their teacher.

Study Halls

When a study hall is provided, it is expected that everyone's right to a quiet time for study will be respected. The same rules of good conduct are observed in the study hall as in the classroom. Students should arrive on time to the designated study hall room and either work or read. Please refrain from talking and disturbing those who wish to study.

Academic Testing

Teachers may elect to test their students at their discretion anytime during their block or track class. During their block or track classes, students should be prepared for any testing if they have kept up with their homework assignments and participated fully in class work. Teachers may elect to give a final exam for any block or track class.

Standardized Testing

Credo participates in all state-mandated standardized testing. Advance notice of such testing will be provided to parent and students.

Music Program and Lessons

Music is an integral part of the Waldorf curriculum, and all Credo student study music for four years. For some classes, auditions are required, and music teachers make the final decisions concerning the qualifications of their students. Students who elect to participate in Orchestra or American Music classes may be suggested to take private lessons for their instrument. This gives the ensembles and their

teachers the best possible musical experience and encourages those students who enjoy their instruments and who wish to advance their skills to participate in these ensembles.

Athletics and Extracurricular Activities

When a student participates in after-school activities, such as sports or drama club, he or she is responsible for maintaining good academic standing and completing all assigned work. If a student has a GPA lower than 2.0, is currently failing a course or if a student had failed a class in the trimester ending prior to the commencement of a sport, he or she will be disqualified from participating in that sport. Students should consult with their cohort guide or the Assistant Director if they find themselves in this situation, and hopefully arrangements can be made to help them improve their academic work in order to participate in the activities that they enjoy. Students should never hesitate to seek help in such a situation.

Academic Honesty

It is expected that students will be responsible and honest about completing their own work, achieving their own test results, writing their own papers, and generally taking responsibility for their education. Cheating and plagiarism are unacceptable in a community based on respect, trust, and honesty and can result in no credit and possible dismissal from the school. Cheating and plagiarism are taken very seriously: incidents will be reported to parents and will become part of the student's permanent academic record. When a student cheats by giving or receiving homework or test answers, he/she is violating the trust and honor established between him/her and all the other students and the faculty. When a student plagiarizes another person's words or ideas without acknowledging the source, it is also a violation of trust. Students should clearly give credit to any work that is not their own. It is perfectly legitimate to use the words and thoughts of others, but proper acknowledgment must be given.

Teachers will guide students in accepted standards of citing the work of others.

Graduation Requirements

The following course work must be completed:

English	4 years
History/Social Science	4 years
Mathematics	4 years
Science	4 years
Foreign Languages	4 years
Visual and Performing Arts	4 years
Physical Education/Movement	4 years

Our goal is to set the bar high, with graduation minimums that meet or exceed University of California A-G requirements. In order to meet these requirements, students must achieve a grade of “C” or better in the A-G courses. Consequently, Credo does not give “D” grades.

Senior Graduation Checklist

Each student will receive a Graduation Checklist in March of his or her senior year. This list is designed to help seniors track any final responsibilities to which they need to attend prior to graduation, and will indicate the date when the work must be completed in order to receive a diploma at graduation. The checklist includes reminders about such tasks as returning textbooks and paying library fines, returning (or paying for lost) athletic uniforms, returning art and music equipment, fulfilling academic requirements, and completing community service hours. If any items remain outstanding, the student will not receive his/her diploma at graduation. In this case, the diploma will be retained in the high school office until the student has fulfilled his/her responsibilities during the summer.

Accreditation and Transfer of Credit

Credo is fully accredited by the Western Association of Schools and Colleges (WASC). Coursework completed at Credo is transferable to other high schools.

Section 4: EVALUATIONS AND GRADES

Commitment of Faculty

The faculty and staff of CHS are committed to ensuring that every student is given the best opportunity to succeed academically. The faculty will gladly initiate and give extra help in any class and provide information about extra tutoring. Students are also responsible for their own academic progress, particularly for communicating with teachers when they are experiencing difficulties. If students have difficulty keeping up with the requirements of a course, they should speak with their teacher(s), their cohort guide, or the Education Director about arranging the help needed to get back on track. This may include arranging academic mentoring, tutorial help or extra help in class.

Evaluations

Credo is committed to providing personal development as well as academic achievement evaluations. Student reports are sent by email to parents and students at the end of each trimester and include reports for morning lessons and track classes that concluded during the trimester. Contact the teacher of the class with any questions about evaluations.

Grades

Records of grades and evaluations will be kept for all students so that transcripts can be issued upon graduation or transfer. An unofficial transcript, including a cumulative GPA, is sent to parents and students upon request.

Teacher Concern

Teacher concern will be expressed to parents if a teacher has identified a significant problem with a student's academic performance or behavior. The Education Director and the cohort guides are notified. Examples of concern might include: a student doing poorly on a major test, failing to turn in assignments, seriously misbehaving, or cutting class. A Student Success Team (SST) meeting may be called.

Incompletes

When a student is unable to complete all of the work for a class or has too many absences in a particular class, the teacher may elect to issue an Incomplete. Students may be given the opportunity to receive a grade in the course by completing the specific work needed by the date required. If the work is not completed by this date, the Incomplete becomes either an "F" or the appropriate grade as determined by the teacher based on the completed work.

Unsatisfactory Work

The Credo faculty believes that all courses in the curriculum contribute in a significant way to the overall formation of our graduates. Although we recognize that our students all possess a variety of learning strengths and challenges, we sincerely believe that every student admitted to the school benefits from giving their best effort in any class, and in so doing that every student is capable of passing every course in the curriculum.

If a student fails a course (anything lower than a 70%), he or she must make it up by either:

- completing the required work independently and taking the final exam (working with the appropriate teacher), or
- by taking a summer course or online class that has been approved by the Education Director.

Make-up coursework is done at the family's expense. The coursework that is being made up must be successfully completed by the commencement of school in August or the student will not be readmitted unless prior arrangements are made with the administration. A student cannot fail more than two (2) classes or get more than two (2) incompletes by the end of the academic school year. If this happens, the student may not return to school the following year. If a senior fails any course during their senior year, they will have to make up the class over the summer in order to receive a diploma.

If a student has an identified learning disability that prohibits the student from passing a course, the Education Director in conjunction with the IEP team may grant a waiver to the student for that course. The student must have an educational assessment on file in order to be considered for a waiver. If a waiver is granted, it will be noted on the student's transcript.

Academic Probation

A student may be placed on academic probation when he or she has not demonstrated the expected responsibility required in his or her academic work, most particularly when he/she fails one or more classes during a trimester. Dismissal will result unless the student takes the responsibility required. During academic probation, the student may be expected to make up work or to demonstrate a changed positive attitude concerning the work that is expected. Students may also be required to participate in an after-school study or tutorial session (which parents may be required to fund). The privilege to participate in extracurricular activities such as athletics and social events may be withdrawn during Academic Probation.

Transcripts

Unofficial transcripts are sent to parents and students upon request. For official transcripts required by other institutions, follow their instructions. The office staff will be able to help you.

Section 5: CONDUCT

Cooperation and respect for everyone in our community are two of the core values of Credo High. Students, faculty and staff work together in a relationship of respect, trust, and honesty. All student work and activities should reflect this commitment to cooperation and respect for everyone in our community. For example, foul language is considered disrespectful and unacceptable. Respect extends to all school facilities and property as well as the property of fellow students. When an infraction of good conduct occurs, the faculty will assess the seriousness of the behavior and determine the appropriate consequence or disciplinary action.

Classroom Conduct

- Be on time by being aware of time
- No eating or drinking in class
- Exhibit respectful behavior to all: arguing a position is OK; personal attacks are not
- Do not mark, carve, write or put gum or stickers on the furniture, lockers, or walls

- Cell phones, laptops, iPods, MP3 players and other electronic devices remain turned off and in backpacks during class and school events or meetings.

Break Time Conduct

Be considerate of others during break. Do not leave school grounds; be respectful of our neighbors. Cell phones may not be used during school hours; students needing to call home may use the office phone.

Care of Our Campus

Students, faculty, and staff participate in keeping our campus clean and orderly. Respect for school property and care of our facility and grounds are important student responsibilities. Recycling and composting are important practices.

- Clean up desks and leave classrooms in an orderly fashion before proceeding to the next class or break.
- Clean up and help store materials at the end of each day.
- Recycle all paper products, cans, bottles, glass, and plastic containers in the appropriate receptacles, and avoid the use of polystyrene products and other disposable containers that cannot be recycled.
- Put food scraps and compostable containers/utensils in the compost bins.
- Help eliminate the use of plastic bottles (which pose environmental concerns) on campus by using stainless steel thermoses or canteens.

Public Displays of Affection

Intimate displays of affection are not permitted and should be reserved for personal time away from the high school campus. Students should consider the high school campus as being similar to a workplace environment and temper their behavior accordingly.

Conduct at Athletic Events

Good sportsmanship from our students and parents is essential at all sports events. Your enthusiasm and support should be directed toward positive encouragement of our team and our opponents. If a student, parent, or guest engages in negative behavior, including comments directed toward officials or opponents, they will be required to leave the premises. Repeated offenses may result in a ban from all future events.

Conduct in Car Pools and on Public Buses

Students are expected to exemplify good behavior at all times, particularly in car pools and on public buses to and from school and in the surrounding neighborhood. In these situations, students should give special attention to safety, language, courtesy and helpfulness.

Conduct at School Dances

- Guests must be pre-registered, and only students on the guest list will be admitted.
- The number of allowed guests per student is stipulated for each event.
- Bags and backpacks will be checked at the door.
- No smoking, drinking, or use of any drugs prior to, during, or after the dance will be tolerated. Students will not be admitted if drug or alcohol use is suspected, and they will be subject to serious disciplinary action.
- All school rules apply, including the dress code. Observe the best standards of decorum.

Conduct Concerning Personal Items

Students should keep personal items with them as they move from place to place on campus or place them in their lockers. Musical instruments should be stored in the music room before morning lesson begins. Classrooms and hallways are not storage areas. Credo is not liable for the loss or theft of a student's personal property. Students are discouraged from leaving property in lockers overnight.

Conduct Concerning Electronic Devices, Skateboards, Bicycles

- Headphones and iPods or MP3 players will be confiscated if seen on campus during the school day. Parents must meet with the Education Director to retrieve a confiscated item.
- Skateboards, roller blades, and bicycles may be used for transportation to and from school only and may not be used during school hours.
- Bicycles must be kept in the outdoor bike rack and should always be chained or locked when in the rack.

Vandalism

If a student participates in vandalism on the school grounds, disciplinary action will include detention, cleaning or replacement of furniture, fixtures, or any other damaged school property at the student's expense. Offenses can trigger suspension and lead to dismissal and legal action.

Section 6: DISCIPLINARY PROCEDURES

If a disciplinary problem arises in the class, the student and teacher should first attempt to work the problem out after class. If this effort is not successful, the Education Director should be contacted and every effort made to resolve the problem at this level. Parents may contact the teacher or cohort guide to help resolve or express concern about any disciplinary problem. Parents may be

informed of behavioral problems through an email, or through a phone call. Certain disciplinary cases may be referred to the faculty as a whole and to the administration. The faculty carries awareness of students' individual behavioral issues and progress.

Detention

Violations of school rules or policies may result in after-school detention. Detention may be assigned any day after school between 3:50 and 5:00 pm. Detention must be served on the day it is received or on the following day as designated by the teacher requesting the detention or at the discretion of the detention monitor. Further detention will result if this requirement is not fulfilled.

Disciplinary Probation

In the case of a student's repeated behavioral problems, he/she may be given a specific period of time to improve, during which time he or she will be placed on Disciplinary Probation. During this time, the student may be asked to agree to perform specific remedial tasks that are relevant to the situation. If the student does not fulfill his/her agreement to remediate the situation, he/she may be dismissed from the school. The privilege to participate in extracurricular activities and social events may be withdrawn during Disciplinary Probation.

Suspension and Dismissal

Credo High School follows the policies and regulations of California Education Codes 48900- 48927 related to student discipline, suspension and expulsion. Some examples of behaviors that cannot be tolerated are hitting, spitting, kicking, inappropriate use of language, harassment or intimidation, sexually-oriented behaviors, stealing, bringing a weapon or controlled substance to school, etc. A student may be suspended from school for the remainder of the day or longer if s/he displays such poor behaviors or is defiant and disobedient despite efforts by adults to guide and rectify the situation. Where health and safety issues are involved, such as biting, kicking, hitting, threats or other forms of abuse, swift action will be taken.

Parents are urged to consult California Education Code 48900 for further details about suspension and expulsion in the charter school realm. Copies of the code may be found online, or can be obtained in the school office.

Section 7: STUDENT SERVICES

Mentoring

Credo aspires to develop a mentoring program. A single caring adult can make all the difference in the life of a youth. It is our intention that one day all Credo

students have a mentor to care for them and support them throughout their high school career. Mentors may offer academic support and nurture career or artistic interests in their students, or they may be a caring grandparent figure who offers stability and emotional support. Ideally, students will be paired with mentors with careers in a student's area of interest, so that there is modeling of meaningful livelihood for the student. At times during the school year, students may spend days off campus in instruction with their mentor at the mentor's workplace. School parents will be strongly encouraged to participate in the life of the school by serving as mentors.

Directed Study Halls

Students may be assigned to Directed Study Halls to support weaknesses or struggles. Teachers or the Education Director may assign a student to directed study halls, which take place concurrent with student study halls.

Educational Support & Individualized Learning

Individualized education plans (IEP) are created for students with special learning needs. Faculty, outside tutors, parents, and educational consultants will work together to evaluate a student's needs, develop a learning plan, or recommend an educational assessment.

Section 8: ATHLETICS

Commitment

Athletes must be disciplined, committed and responsible students. Students who participate on any sports team understand that it takes a substantial commitment to be a student athlete. Student athletes make a commitment to attend all practices and games, support teammates, become team players, follow the directions of the coach, and set an example of good sportsmanship for the entire student body. This commitment also extends to academic work. In addition to the GPA and other requirements noted below, our students must strike a balance between their athletic involvement and their ability to complete all academic work. Athletes must be passing all current courses, maintain a 2.0 GPA and must have passed all classes in the trimester prior to the commencement of their sport to continue participation in athletics.

Physicals

California State Law requires each student who participates in a CIF-sponsored sport to undergo a complete physical and submit documentation, signed by the physician, to the office.

Transfer Students

After ninth grade, students who transfer into Credo and who have participated in sports at their previous school are allowed only limited eligibility for one year, unless the reason for their transfer is because both of their parents have moved from another area, and this is the primary reason for their transfer. If a transfer student is interested in playing a sport, they must notify the Athletic Coordinator, who will complete the appropriate forms to determine their eligibility. If a student athlete transfers for any reason other than the move of an entire household, their eligibility will be limited to non-varsity participation for one year from the date of their transfer, as stipulated by the CIF and the North Coast Section.

Drug Abstinence Contract

Student athletes are required to sign the Drug Abstinence Contract for Credo Athletes. The contract stipulates: "As a participant in the Credo Sports Program and as a declaration of my own positive life-style choices, I agree to avoid the use of drugs according to the guidelines and policies [stated in the contract]."

Signing Up

Contact the coach if you wish to participate on one of our sports teams. Signup sheets are usually posted prior to each season for new participants. If you have been a varsity or junior varsity player in a previous season and do not intend to participate, please notify the Athletic Director.

Driving to Practices and Games

Liability issues prevent the school from permitting student athletes to drive themselves and others to games or practices. Although we understand the inconvenience caused in some instances, this rule must be strictly enforced.

Section 9: STUDENT PROGRAMS

Partnerships

Credo intends to be an active participant and resource to its broader North Bay community. We intend to form partnerships with existing organizations, sometimes in conjunction with student programs listed below, for mutual benefit. Partnerships with higher educational institutions such as Sonoma State and Santa Rosa Junior College may allow for motivated twelfth grade Credo students to take college-level courses for dual high school and college credit. Partnerships with organic and biodynamic farmers will benefit the student and the farm. Partnerships with county nonprofits such as One Planet Living and Daily Acts will support the Credo value of sustainability. Partnerships with Sonoma State will provide benefits to Credo and provide graduate students with research studies. Partnerships with Rudolf Steiner College, Sonoma State and Dominican University will provide Credo with student

teachers and inspire more teachers to pursue training in Waldorf education. Partnerships with innovative and far-sighted organizations will benefit students and connect them to the wider world.

Healthy Media

Credo is committed to working with students and families to navigate the healthy and unhealthy uses of media. It is important that students experience themselves as participating in the current culture, and that they understand that media can be both creative and destructive. The Credo curriculum includes courses in Media Arts. We hope to instill in our students an understanding of the qualitative differences between face-to-face and digital interactions, so that they are able to make decisions that support healthy communication.

Sustainable Agriculture and Biodynamic Farming

Care for the planet and our impact on it are a primary concern for our youth. A focused study of environmental and agricultural sustainability will meet student passion, prepare students to be effective stewards of the Earth and address science curriculum in a hands-on way. A sustainable agriculture program concentrates on organic and biodynamic farming. Located in the agriculturally based Sonoma County, it is a natural match that the school will include a study of sustainable practices.

Adventure Learning

As an intentional learning community, Credo offers students experiences that meet their developmental needs and their curiosity for the larger world. Spending time outside of the classroom with a diverse group of people—in nature, in our community, in other communities—will build capacities and interests beyond the rich on-campus curriculum. Beginning with ninth grade orientation, students will experience projects, travel, challenge courses and overnight field trips that enrich the curriculum and build a respectful, knowledgeable and empathetic student body. The fifth week of each school year, in mid-September, is Adventure Learning Week. Ninth graders go on a 4-day, 3-night backpacking trip; tenth graders go on a 4-day, 3-night water trip (kayaking or canoeing); eleventh graders camp away from city light for night sky study in preparation for their upcoming Astronomy block; twelfth graders are led by professional on a series of well-supervised and supported solo sits, culminating in a 24-hour solo.

International Exchanges

In tenth grade, students may begin to consider participating in possible off-campus opportunities in other countries. Exchange student and summer-abroad programs build language skills and insight into other cultures. Service learning trips to Central or South America or other destinations, building a garden or a school or a hospital, teaching or sharing knowledge of sustainable agriculture will help give our students an early sense of their place in the world.

Planned Fifth Year Program

Credo intends to develop an optional Fifth Year (gap year) program of service-learning opportunities in developing countries that will help our graduates align their interests and abilities with the needs of the greater world. Credo will partner with existing organizations to design the Fifth Year program; while graduates will no longer be enrolled in Credo during their Fifth Year term, the school will continue to hold a keen interest in them. Long-term relationships between Credo and specific regions in the developing world will strengthen students' identities as world citizens and provide ongoing help to developing communities.

Section 10: STUDENT LIFE

Email

All official communications concerning high school events, activities, and issues for parents' attention are sent via email. This includes trimester report cards. In an effort to reduce use of paper, we are endeavoring to eliminate paper mailings via U.S. mail whenever possible. Parents and students are required to maintain an active email account and to keep the school informed of changes in email addresses. If this poses a financial hardship, speak to office staff about the exception process. Please see the section on Email Use Policies in Section 11.

Announcements

The school distributes regular emails, providing important information about upcoming high school events and activities.

Online Resources

Credo's website www.credohighschool.org is a source of much information, including access to Engrade where teachers have pages with current assignments.

Organizations and Clubs

Students may participate in ongoing organizations, like Student Council and Club Credo, and clubs that may come and go based on student interest, like Debate Club or Film Club. To initiate a new club, a leading student should identify other student interest, secure a faculty sponsor, and bring a proposal to the Education Director for approval.

Section 11: SPECIAL POLICIES

Technology Use Policy

Technology resources are provided by the high school for use as educational and creative tools. Technology includes, but is not limited to, computers, tablets,

radios, CD players, digital cameras, video cameras, digital projectors and screens, recording and video editing equipment, public address equipment, speakers, microphones, and amplifiers. Students are liable for damages to or loss of any equipment they use due to carelessness or misuse. Students should be certain they understand proper use of equipment provided to them.

Guidelines and Policies for Computer Use

Student use of school computers is a privilege and comes with guidelines and restrictions. Students may use school computers in the following circumstances:

- During classes in which computers are typically used (e.g. Media Arts, research and science classes), study halls, break, lunchtime, or after school if supervised by an instructor who is present in the room of use.
- For purposes supporting student course work, including word processing, Internet research, and use of other software associated with specific classes. Such use may NOT include: game playing, social media, chatting, instant messaging, illegal file sharing, and accessing objectionable Internet sites. Students doing course work always have priority for computer use. Misuse of computer technology may include restriction of the student's network account, loss of computer technology access, disciplinary action, or criminal prosecution for violation of state or federal laws.

Students using computers should be aware of the following policies pertaining to computer technology use:

- Students are responsible for all material content in their network account. Pseudonyms and anonymous messages are unacceptable.
- Private files should be stored on removable media such as USB drives.
- Students are expected to respect the security, integrity, and configuration of the school networks as well as individual computers. Permission from the network administrator is required to download any software, shareware, or freeware. Because computers are shared by many individuals, making changes in desktop and screensaver backgrounds is prohibited.
- Information stored on the school network should pertain to the educational mission of the school. Illegal and/or objectionable material may not be stored on the school network. The school reserves the right to permanently remove any such files.
- No eating or drinking around the equipment.
- Do not disconnect or alter the configuration of any workstation or peripheral.
- Avoid touching the screens or using the computers with dirty hands.
- Appropriate use of the Internet is each student's responsibility. The school employs filtration systems but cannot be held liable for unacceptable use. Certain material on the Internet is highly objectionable and/or inappropriate for an academic environment. Content that may be filtered or blocked includes: illegal acts, violence, pornography, social networking, online

- video games, and online video sites. Attempting to circumvent Internet filtration systems is strictly forbidden.
- The school reserves the right to monitor any information stored or transmitted over its networks and to monitor the activities of computer users, including, but not limited to, any websites or other internet services accessed by the students.

School Email Policies

Email functions most effectively to convey objective information. Using email to criticize or to promote a subjective agenda is not appropriate communication. Communication to the email list of Credo families is reserved for use by the school. No bulk or group mailings should be sent to the Credo community by individuals. All students and one parent per family must maintain an email and should check this account regularly to receive communications from the administration and from teachers. Families will be kept abreast of school activities, school assignments, and other important information via email.

Acceptable email activities are those that conform to the purpose, goals, and mission of Credo High School and to each student's duties and responsibilities. Students shall have a limited right to privacy while using the Credo Internet or email system. Copies of all information created, sent or retrieved are stored on the computer network's back-up files, and may be viewed if the school has reasonable cause to do so (as determined by school officials).

Unacceptable use are activities using Credo High School hardware, software, or networks at any time that do not conform to the purpose, goals, and mission of Credo and to each student's duties and responsibilities. The following list, although not exclusive, provides some examples of unacceptable email uses:

- Opening unknown email attachments or clicking on links from unsolicited emails can introduce worms or viruses into any computer you are using; always delete unsolicited emails. Users are prohibited from performing any activity that will or may cause the loss or corruption of data or the abnormal use of computing resources (degradation of system performance).
- Transmitting threatening, offensive harassing information (messages or images) containing defamatory, abusive, obscene, pornographic, sexually oriented, racially offensive, or otherwise biased, discriminatory, or illegal material.
- Attempting to subvert network security, impair functionality of the network, or bypass restrictions set by the network administrators. Assisting others in violating these rules by sharing information or passwords.
- Distributing "junk" mail, such as chain letters, advertisements, or unauthorized solicitations.

- Revealing, publicizing, using, or reproducing confidential or proprietary information regarding Credo High School including, but not limited to, financial information, databases and/or the information contained therein, computer network access codes, staff or student information and business relationships.

Students should let the computer lab staff know if they experience any problems with opening documents, believe they may have a computer virus, or encounter questionable material or potential threats to the Credo High School's internet or email system.

Students may be subject to limitations on their use of email as determined by the faculty and administration. Credo High School reserves the right to examine any/all email or Internet correspondence for security and/or network management purposes.

Printing

Student should carry a flash drive to transport documents and do their printing at home. On the rare occasion when a student needs to print at school there will be a charge of 25 cents per page. Please follow these guidelines to help minimize waste:

- Look over your document to ensure it meets your approval before you print (use print preview!)
- Avoid printing anything unnecessary but if you do get unwanted pages recycle them.
- Cancel mistaken print jobs as soon as possible.

Drugs and Alcohol Policy

One very important goal of Waldorf education in the high school is to help students understand the value to physical, mental, and emotional health of remaining drug free during adolescence. We expect our students to avoid the use of alcohol, tobacco and other illegal drugs, including steroids and other performance enhancing substances. Drug use has an impact on brain chemistry and development, general physical health and sleep patterns, and affects motivation, organizational abilities, and social interactions. We expect our students to be at the top of these abilities in the classroom, at all school events, and in the evenings and on weekends as they pursue their homework assignments and extracurricular activities.

Students who use drugs, whether outside of school or during the school day, are:

- putting their physical health at risk
- placing unintentional pressure on their peers to participate in drug use
- violating the law
- creating negative consequences to those around them, including parents and their fellow students.

Drugs and alcohol are not permitted on the school grounds, at any school-sponsored function, or at any event at any other school. This includes transit to and from our school events and those at other schools. Possession or use includes being under the influence of alcohol or drugs, even if the actual consumption of the alcohol or drug took place elsewhere. A student making the very bad decision to sell or distribute drugs or alcohol will be expelled from the school.

A student who is found to be using drugs or alcohol during school is subject to dismissal from the high school, although in certain cases mandatory referral to drug counseling and treatment may be imposed instead. Although the school must and will take strong disciplinary measures against students who are found to be using drugs during school, our preferred approach is a proactive one in which students, their families, and the school work together appropriately to solve students' substance abuse problems where they exist.

Students who are using drugs, and who seek help from any teacher or administrator will not be disciplined for admitting their drug use. They will be recommended for counseling and helpful intervention to the extent that the school is able to provide it. Their involvement in counseling will not protect them from disciplinary action if they are found to be using drugs or alcohol during school. If the school has a reason to believe or suspect that a student again has been using drugs or alcohol at school, or has an ongoing drug problem that is interfering with his or her achievement at school, the school may require that student to receive a professional drugs assessment and submit to drug testing as a condition of remaining at the high school. The school may check student's possessions at anytime if possession of illegal substances is suspected.

Students concerned about another student's possible drug use should speak with their cohort guide, a teacher, or another trusted adult. The purpose of the high school's drug policy is to provide a drug-free learning environment for all students, and to assist students who have a problem with drug use. The two aspects of the policy—treatment and discipline—work together to serve this dual purpose.

Tobacco Policy

Like other drugs, tobacco is a highly addictive substance with potentially deadly consequences. Its use is inconsistent with the values of self-respect and reverence for life. Its possession by and sale to minors under the age of 18 is illegal. Students must not use tobacco products on campus, at any other school function, during travel to or from any school function with other students, or at any other school. Use of tobacco includes exhibiting tobacco products or storing them in a manner that is generally visible to others.

Weapons Policy

Any student found with a weapon at school will be automatically suspended for at least one day with further disciplinary action possible. Upon a second violation, the student could be dismissed.

Harassment Policy

Students will refrain from physical violence, taunts, threats, verbal harassment and any other forms of bullying. This rule specifically includes hazing, racial and sexual harassment, and the use of insults relating to race, religion, sex or sexual orientation.

Sexual Harassment Policy

It is the policy of Credo to provide a school environment free from all forms of harassment, including sexual harassment, and to maintain an environment in which all students and adults are treated with dignity and respect. Therefore, no student shall be subjected to sexual overtures or conduct, whether verbal, visual, or physical, which is intimidating, hostile, offensive, or unwelcome.

Violation of this policy will constitute cause for disciplinary action. Specific disciplinary action shall be related to the severity of the incident and/or the degree to which repeated incidents have occurred. Such disciplinary actions for employees may include, but are not limited to, verbal warnings, letters of reprimand, suspension with or without pay and dismissal, along with possible reporting to police if actions mandate. Such disciplinary actions for students may range from counseling to suspension or dismissal. There are due process procedures that provide a person accused of sexual harassment the opportunity to respond to allegations and to provide an appropriate defense and administrative regulations that will ensure adequate communication of this policy to all students, parents and employees and to provide appropriate complaint and resolution procedures.

Administrative Procedures for Sexual Harassment Policy

- Dissemination: ensuring that students, employees, and parents know that all forms of sexual harassment are prohibited at Credo.
- Confidentiality: every effort shall be made to protect the privacy of parties involved in any complaint. Files pertaining to complaints handled under this process are confidential and therefore will only be discussed on a need-to-know basis as a means of investigating and resolving the matter.
- No Retaliation: the school forbids retaliation against anyone who reports sexual harassment.

Examples of Conduct That May Be Considered Inappropriate

- Verbal or written conduct: making derogatory comments, including epithets, slurs, jokes, etc.; sexual propositions; graphic commentary about an

- individual's body; sexually degrading words used to describe an individual; suggestive or obscene letters, notes or invitations; spreading sexual rumors.
- Visual conduct: leering; making sexual gestures; displaying sexually suggestive objects, pictures, books, magazines, posters or cartoons.
 - Physical conduct: inappropriate touching or impeding one's movement; assault.

Procedures for Complaints and Resolutions

- Step One – Students who feel aggrieved because of conduct that may constitute sexual harassment should directly inform the person engaging in such conduct that such conduct is offensive and must stop. If students do not feel comfortable doing this or are unable to do so, they shall make their concerns known to a teacher or other staff member at the site, who will inform the person that the offensive behavior must stop.
- Step Two – If actions taken by the student or school official do not cause the offensive behavior to cease or if the behavior is of a severe nature or if the offensive behavior is from an adult to student, the school official shall immediately inform the Executive Director, who will complete an investigation. If the investigation confirms the allegations, prompt corrective actions shall be taken. The school shall consult with the Child Protective Services about the allegations and the investigation prior to taking corrective action. The student's parents/guardians shall be notified.

PLEASE PRINT AND SIGN THE FOLLOWING PARTICIPATION AGREEMENT

CREDO HIGH 2016-17 PARTICIPATION AGREEMENT

This agreement is to be signed and dated by students and parents, and returned to the school office by the designated due date. Students will not be allowed to attend school until the form is signed and returned to the school office. The school reserves the right to interpret its handbook and to make revisions when necessary. Observance of any change is expected of all students once the change has been communicated.

We agree to the following:

1. We will read and adhere to the Credo School Handbook in its entirety. We will make particular note of the need to be on time and to minimize absences.
2. We are committed to a home environment that supports the learning methods of the school. We will check Engrade frequently to be aware of expectations and progress.
3. We agree that parents and student will have email accounts that we check regularly so that we are able to receive Credo communications. (If this is a hardship, let the office staff know, and an exception can be made.)
4. We acknowledge that we are entering a college prep high school with a very rigorous academic curriculum. We understand that grades lower than "C" must be made up in an accredited program in the summer in order to proceed to the next grade level, and that the expense of such a summer program is our family's responsibility. We understand that accumulating more than two grades lower than "C" in one school year will likely result in having to leave Credo.
5. We will participate in the life of the school to the full extent that we are able, and recognize the value of the participation of all members of the school community.
6. We recognize that the delivery of the full curriculum at Credo High School depends on voluntary family pledging, although enrollment at the school does not require pledging.

Signed:

Student Name and Signature

Date

Parent Name and Signature

Date

Parent Name and Signature

Date