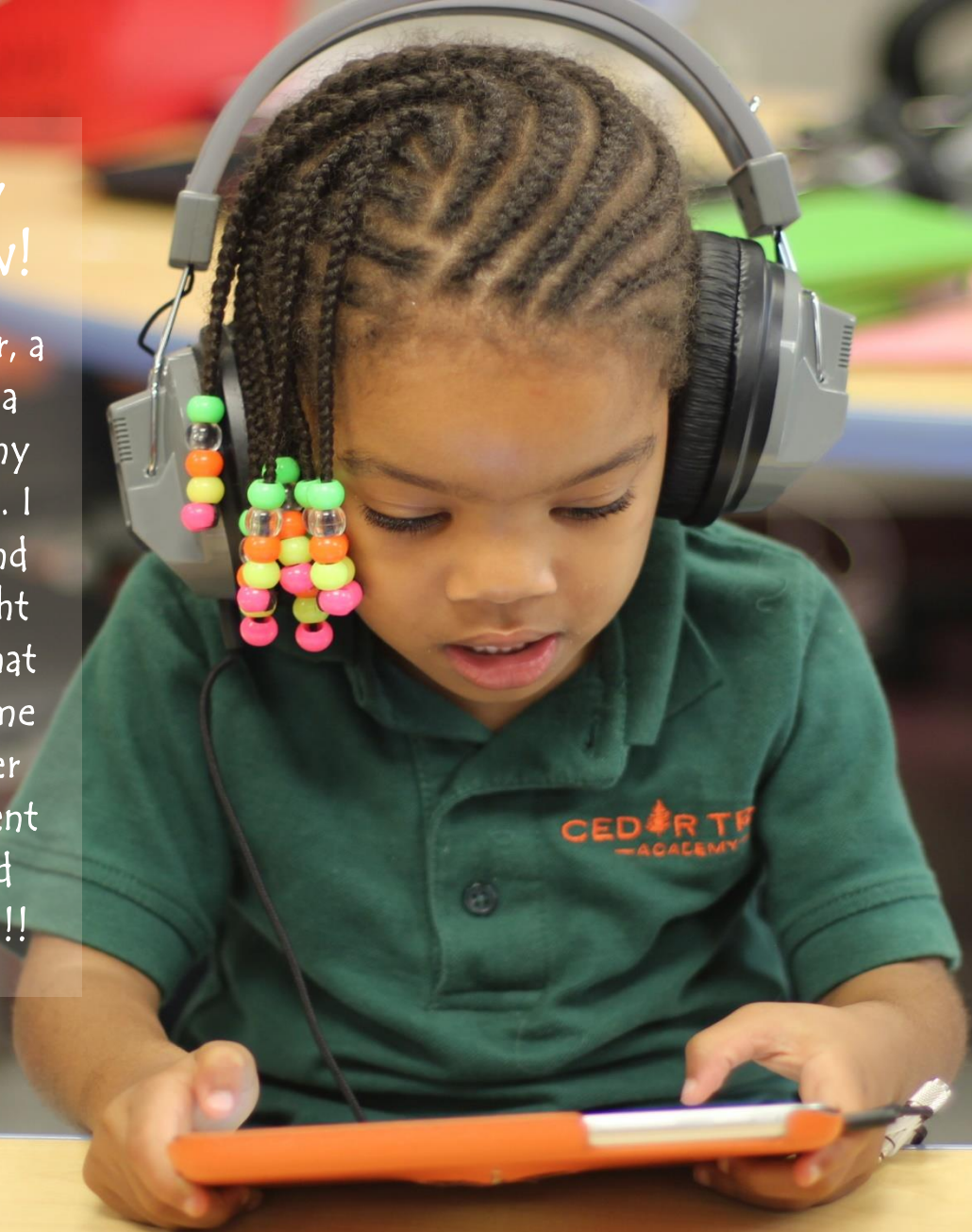


LEARN Today, LEAD Tomorrow!

Today, I choose to be a scholar, a creator, a critical thinker and a problem solver. I will honor my teachers, and respect my peers. I believe my body is healthy and strong, and my future is bright and full of promise. I know that my gifts and talents will take me to a place where my character will keep me. For I am a student at Cedar Tree Academy and I AM READY TO LEARN!!!



PARENT & STUDENT HANDBOOK

2016-2017 SCHOOL YEAR



Cedar Tree Academy Public Charter School

PARENT & STUDENT HANDBOOK

Learn Today, Lead Tomorrow!

Dr. LaTonya Henderson, Executive Director • 2016-2017 School Year

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Notice of Non-Discrimination

In accordance with the DC Human Rights Act of 1977, as amended, DC Official Code Section 2-1401.01 et seq., Cedar Tree Academy Public Charter School does not discriminate on the basis of actual or perceived: race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, genetic information, matriculation, political affiliation, disability, source of income, or place of residence or business. Sexual harassment is a form of sex discrimination which is prohibited by the Act. In addition, harassment based on any of the above protected categories is prohibited by the act. Discrimination in violation of the Act will not be tolerated. Violators will be subjected to disciplinary action.

2016-2017 SCHOOL CALENDAR

August 2016 (Student Days: 8, Teacher Days: 18)

August 8-19—Professional Development for Staff
August 18—Open House for Families
August 22—First Day of School for Kindergarten Students
August 23—First Day of School for Pre-Kindergarten 4 Students
August 24—First Day of School for Pre-Kindergarten 3 Students

September 2016 (Student Days: 19, Teacher Days: 21)

September 1—Joyful Food Market
September 5—Labor Day (No School)
September 8—Chuckie Cheese Fundraiser (4-8PM)
September 22—CTA Board Meeting (Open to the Public)
September 23—Parent/Teacher Conferences (No School for Students)
September 29—Parent Café (6-8PM)
September 30—Professional Development for Staff (No School for Students)

October 2016 (Student Days: 20, Teacher Days: 20)

October 6—Joyful Food Market
October 10—Columbus Day (No School)
October 17—Boss's Day
October 20—Harvest Festival
October 21—End of Advisory Period
October 27—Parent Café (6-8PM)
October 31—Report Cards Issued

November 2016 (Student Days: 18, Teacher Days: 19)

November 1-3—Student Picture Days
November 3—Joyful Food Market
November 4—Professional Development for Staff (No School for Students)
November 11—Veterans Day (No School)
November 18—Progress Reports Issued
November 23—Noon Dismissal (After Care dismissed at 4PM)
November 24-25—Thanksgiving Break (No School)

December 2016 (Student Days: 14, Teacher Days: 15)

December 1—CTA Board Meeting (Open to the Public)
December 1—Joyful Food Market
December 2—Professional Development for Staff (No School for Students)
December 5-9—Scholastic Book Fair
December 13-15—Winter Extravaganza
December 21—End of Advisory Period (Noon Dismissal; After Care dismissed at 4PM)
December 22-30—Winter Break (No School)

January 2017 (Student Days: 19, Teacher Days: 19)

January 1—New Year's Day
January 2—Winter Break Continues (No School)
January 3—School Resumes After Winter Break
January 5—Joyful Food Market
January 12—Report Cards Issued

January 16—Martin Luther King Jr. Day (No School)
January 20—Inauguration Day (No School)
January 26—Parent Café (6-8PM)

February 2017 (Student Days: 18, Teacher Days: 19)

February 2—Progress Reports Issued
February 2—Joyful Food Market
February 6-10—National School Counselors Week
February 17—Professional Development for Staff (No School for Students)
February 20—Presidents Day (No School)
February 21-24—Black History Week
February 27-28—Dr. Seuss: Read Across America Week

March 2017 (Student Days: 22, Teacher Days: 23)

March 1-3—Dr. Seuss: Read Across America Week
March 2—CTA Board Meeting (Open to the Public)
March 2—Joyful Food Market
March 3—Professional Development for Staff (No School for Students)
March 6-8—Student Picture Days
March 9—End of Advisory Period
March 16—Report Cards Issued
March 23—Parent Café (6-8PM)

April 2017 (Student Days: 14, Teacher Days: 14)

April 6—Joyful Food Market
April 13—Progress Reports Issued
April 14-21—Spring Break (No School)
April 24—School Resumes After Spring Break
April 24-28—Week of the Young Child
April 26—Administrative Professionals Day/Career Day

May 2017 (Student Days: 20, Teacher Days: 21)

May 1-6—Teacher Appreciation Week
May 4—Joyful Food Market
May 5—Nurses Appreciation Day
May 15-18—Multicultural Week
May 18—Parent Café (6-8PM)
May 19—Professional Development for Staff (No School for Students)
May 29—Memorial Day (No School)
May 31—End of Advisory Period

June 2017 (Student Days: 12, Teacher Days: 16)

June 1-CTA Board Meeting (Open to the Public)
June 2—Field Day
June 14—Kindergarten Graduation
June 16—Last Day of School for Students/Report Cards Issued (Noon Dismissal; After Care dismissed at 4PM)
June 19-22—Make-up Days for Inclement Weather
June 22—Last Day of School for Teachers
Joyful Food Market--TBA

2016-2017 School Supply List

Pre-Kindergarten (3)

2 – Packs of jumbo pencils
 1 – Pack of pencil grippers
 4 – Glue sticks
 2 – Pocket folders
 1 – Box of 8 jumbo crayons
 4 – Boxes of Kleenex
 1 – Container of Clorox wipes
 2 – Containers of Baby wipes
 1 – Large bottle of hand sanitizer
 1 – 4 Count Pack of paper towels
 2 – Gallon size Ziploc bags
 1 – Quart size Ziploc bags
 1 – Pack of jumbo (fat) markers
 2 – Hard cover composition books
 1 – Blanket (for naps)

Pre-Kindergarten (4)

2 – Packs of #2 pencils
 4 – Glue sticks
 1 – Pocket folder
 1 – Box of 24 crayons
 1 – Pair of Fiskar's blunt-edge scissors
 4 – Boxes of class-size Kleenex
 1 – Container of Clorox wipes
 2 – Boxes of Baby wipes
 1 – Large bottle of hand sanitizer
 1 – 4 Count Pack of paper towels
 2 – Gallon size Ziploc bags
 1 – Quart size Ziploc bags
 1 – Pack of jumbo (fat) markers
 1 – Apron or Old T-shirt (oversized), for painting
 2 – Hard Cover composition books

Kindergarten

3 – Packs of erasers
 4 – Packs of #2 pencils (NO jumbo pencils)
 4 – Glue sticks
 1 – Box of 24 crayons
 1 – Pair of Fiskar's blunt-edge scissors
 2 – Boxes of Kleenex
 1 – Container of Clorox wipes
 3 – Boxes of Baby wipes
 1 – Large bottle of hand sanitizer
 1 – 4 Count Pack of paper towels
 1 – Gallon size Ziploc bags
 1 – Quart size Ziploc bags
 1 – Pack of Jumbo (fat) marker

All Students

Book Bag -clearly labeled with your child's first and last name (no rolling bags; must be big enough for a folder to easily fit inside).

Extra Clothing- (for emergencies) in a Ziploc bag labeled with your child's first and last name; please send a shirt, pants (no shorts), underwear and socks (2-3 sets of clothing for Pre-Kindergarten 3 students).

All consumable supplies will be used by all students in the classroom and therefore will be considered classroom property.

SCHOOL MISSION

Cedar Tree Academy is committed to academic excellence for all students. We will build the foundation for all students in a safe learning environment designed to enhance social and emotional growth, cognitive and creative development while preparing students to become active independent learners. – No exception, No excuses!

SCHOOL SUPPORT STAFF/LEADERSHIP

Dr. LaTonya Henderson, Executive Director/Principal
lhenderson@cedartree-dc.org

Celenease Edison, Director of Curriculum and Instruction
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Jessica C. Lewis, Director of Operations and Marketing
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Dr. Robinette Lewis, Director of Curriculum and Instruction
rlewis@cedartree-dc.org

Sadiqa Long, Director of Counseling and Student Support
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Regina Ray, Director of Special Education
rray@cedartree-dc.org

Usha Jayanthi, Director of Finance
ujayanthi@cedartree-dc.org

HOURS OF OPERATION

Hours of operations are 8:00 a.m.-3:30 p.m. Instruction will begin promptly at 8:30 a.m. and end at 3:30p.m., Monday through Friday. **No student will be admitted into the school building before 8:00a.m, unless they are participants of The Learning Experience Before/Aftercare Program.** Students are considered tardy, if they arrive after 8:30am.

EMERGENCY SCHOOL OPENINGS AND CLOSINGS

If it is necessary to open late or close early, the announcement will be made on/through:

- Channels 4,5 & 7
- www.cedartree-dc.org
- Call 202-610-4193 and press 6
- School Messenger (via voicemail and/or email)

If the school is closing early or opening late, due to inclement weather, you will receive a call from School Messenger or school personnel. For this reason and in case of emergencies, it is important that **all** contact numbers and email addresses are updated, during the school year.

ENROLLMENT/TRANSFERS/WITHDRAWALS

New Enrollment

Cedar Tree Academy is open to all children that live in Washington, DC, on a space-available basis within each grade. The School does not discriminate on the basis of intellectual or athletic ability, measures of achievement or aptitude, disability, proficiency in English, or any other basis prohibited by law.

Enrollment for new students begins in March. Enrollment for students with siblings that already attend Cedar Tree begins in February. When enrolling a student, the following documents are needed: New Student enrollment form, Original Birth Certificate, Last report card, Physical/Shots records, dental form for school and final report card that states if student has passed or failed. In addition, parents must also provide proof of DC Residency, media consent form, PowerSchool access form, language form, release of records form, and McKinley-Vento survey form. A lunch form must be completed prior to the start of school, and a form stating that the student handbook was received and viewed also must be submitted. In addition to the documentation necessary to enroll a student, a responsible adult over the age of 18 must attend an initial orientation to help families get acquainted with the school, its climate and procedures.

Re-Enrollment

To secure your child's place at Cedar Tree Academy for the next School year, you must officially re-enroll him or her. In mid-January, re-enrollment packets will be sent home along with the spring deadline for re-enrollment. Students whose re-enrollment packets are received after the deadline will be added to the waitlist and admitted on a space-available basis. In addition to completing the re-enrollment packet, health records must be updated each year and all balances must be zeroed out. Each year, parents will also need to provide proof of DC Residency, media consent form, PowerSchool access form, language form, release of records form, and McKinley-Vento survey form. Lunch forms must be filled out and returned before school starts and parents will need to sign the receipt of handbook form. A responsible adult over the age of 18 must attend orientation in order for students to begin school.

Withdrawals

Parents wishing to withdraw students from Cedar Tree Academy must fill out a withdrawal form to officially withdraw student before any records can be released. A release of records form from the transferring school with parent's signature must be submitted before any records are released. In addition, all balances must be zeroed out before records can be released.

BREAKFAST AND LUNCH

Cedar Tree Academy is committed to offering a superior education that extends to the meals we provide for students. We offer the highest possible quality in our breakfast and lunch program, as we are dedicated to meeting high standards of nutrition, taste, attractiveness and accurate delivery.

Breakfast will promptly be served from 8:00-8:30am. No students will be allowed to eat breakfast after 8:30am. Lunch will be served according to student's grade level. Students will not be allowed to share food with other students to minimize the spread of viruses and the risk of allergic reaction.

Note: Frozen or microwavable lunches will not be allowed.

STUDENT UNIFORMS

Student behavior and the school environment are strongly influenced by the dress and appearance of students. To help create an environment conducive to learning, students at Cedar Tree Academy are required to wear uniforms. This policy is designed to allow students to focus on academics and character development. The school uniform consists of the following:

Bottoms

Boys may wear khaki brown pants or shorts, and girls may wear khaki brown pants, knee-length skirts, skorts, shorts or jumpers. Skirts, shorts, skorts, and jumpers must be able to pass the finger length test. Standing with your hands at your side, the item must be longer than your fingertips. These items may be purchased at most department stores or clothing outlets. Floor-length skirts, baggy or wide-legged pants, or allowing pants to sag are not permitted. Denim is not allowed.

Tops

Both girls and boys must wear green **polo** shirts with the Cedar Tree Academy school logo. Shirts must be tucked in and clean.

Socks/Belts/Shoes

Students may wear black, green, navy or white crew, ribbed, or knee-high socks without stripes. Students must wear black or brown belts if their bottoms have belt loops. Belts may not have any design or color other than those listed above. Girls wearing tights must wear tights that are ALL black, green, navy, or white. In addition, students must wear tennis shoes or other closed-toe shoes. Cedar Tree students participate in outdoor and recreational activities; therefore, students are not allowed to wear sandals and other shoes that restrict movement or may cause harm. Students who do not wear proper shoes will not be allowed to participate in physical education or recreational activities.

CURRICULUM AND INSTRUCTION DESIGN

Pre-School

Mother Goose Curriculum: Mother Goose Curriculum is aligned with the Head Start Development and Early Learning Framework, along with DC Early Learning Standards. This curriculum enables children to develop confidence, creativity, and lifelong critical thinking skills.

Pre-Kindergarten

Opening The World of Learning (OWL): Opening the World of Learning is a comprehensive pre-K curriculum. OWL prepares children for Kindergarten with ongoing assessment of research-based

success predictors and playful, purposeful, and personalized instruction. The OWL curriculum is designed to develop oral language and early literacy skills for Pre-K children.

Supplemental Instruction: *Get Set for School*

This program helps students develop important skills they need to print words, sentences and paragraphs. Grip, letter and number recognition and capital and number formation is used to develop skills.

Supplemental Instruction: *Touch Math*

Touch Math, uses 3-D shapes and matching pages to develop skills in: counting & number senses, comparing & classifying and identifying, sorting and classifying 2-D and 3-D shapes and coins. The materials engage students with work mats and manipulatives to provide academic confidence.

Kindergarten

enVision Math: *enVisionMATH Common Core* was built from the ground up to meet the Common Core State Standards. Mathematical Practices are deeply rooted in the curriculum. These practices promote student success in mathematics.

Reading Street: *Reading Street Common Core* helps prioritize instruction to support higher levels of reading and writing by:

- Increasing text complexity in reading
- Providing accessible rigor
- Balancing fiction and informational texts
- Building content-area knowledge
- Emphasizing close reading
- Focusing on informative/explanatory, argumentative/opinion, and narrative writing
- Implementing performance assessments
- Integrating media and 21st century skills

Supplemental Instruction: Handwriting without Tears

This program helps students develop important skills they need to print words, sentences and paragraphs. Grip, letter and number recognition and capital and number formation is used to develop skills.

Supplemental Instruction: *Touch Math*

Touch Math aligns with Common Core State Standards and provides a mathematical instruction that is taught with repetition with representing/comparing whole numbers and comparing shapes and space. Multisensory activities are used to connect math to real-world concepts.

GRADING POLICY

Grades are used to inform parents of the progress that their children are making in school. Grades should represent the following: (1) teacher judgment based on tests, class work, projects, and class observations, (2) progress or evidence of growth in concepts and ability to work and live with others, (3) initiatives that a student shows, and (4) whether a child is working up to his/her ability. The

following designations are to be used in grading of students:

Pre-School, Pre-Kindergarten and Kindergarten

Grades:

EG= Exceeding Goal (90-100)

MG= Meets Goal (80-89)

AG= Approaching Goal (70-79)

NS = Needs Support (70 and below)

Parents will be notified of each student's progress every four to five weeks by way of home delivered progress reports. Report cards will be sent home every nine weeks.

HOMEWORK POLICY

Homework for practice or preparation for instruction is assigned to build skills and understanding at CTA. This type of homework does not evaluate learning. It is not intended to penalize students who either fail to understand the material, make careless errors, or are confused by the assignment and don't know how to complete it. The intent of CTA homework is to help students learn and prepare them for subsequent tasks that are graded.

ATTENDANCE POLICY

Research studies in education show that school attendance is a major factor affecting student achievement, as chronic absenteeism is a proven, early warning sign of academic risk and school dropout, according to Attendance Works and Child & Family Policy Center. Parents, guardians, and students must adhere to the attendance policy and procedures below and should refer to the school calendar, when scheduling appointments and vacations.

Students enrolled are considered lawfully absent (**Excused Absence/Excused Tardy**) from school, including absence for any portion of the day, unless under the following conditions:

- a) Illness or injury of the child or the child's family member which requires hospitalization or bed rest.
- b) Physician or dental appointment.
- c) Infectious disease or parasitic infestation.
- d) Funeral service, memorial service, or bereavement upon the death of the child's family member.
- e) Life-threatening illness or injury of the child's family member.
- f) Compliance with a court order (e.g. visitation, subpoena).
- g) Special educator or related services as defined in 10 U.S.C. 1401 (2004) for the child's disability.

- h) Observance of a religious holiday or service, because the child's or parent's religion forbids secular activity on the instructional day.
- i) Extraordinary circumstances beyond the control of the child's parent.

A note that explains the reason for the child's absence must be sent following each absence (-no later than 5 days after the absence, see attached attendance letter/Appendix B). Parents and/or guardians will receive daily messages when students are absent and tardy via School Messenger. Teachers and Student Support Staff will also contact families when students are experiencing excessive tardies, early dismissals and unexcused absences. If a student arrives after 8:30am, they are considered unexcused tardy.

UNEXCUSED ABSENCES

- Three (3) or more unexcused absences and/or unexcused tardies will result with a phone call and letter home.
- Three (3) *consecutive* unexcused absences will result with a phone call to parent, guardian and/or emergency contact. If parent, guardian and/or emergency contact cannot be reached, Cedar Tree Academy will contact Metropolitan Police Department to have them complete a safety/wellness check to ensure student's safety.
- Five (5) unexcused absences and/or unexcused tardies will result with a phone call, letter and **mandatory** attendance conference with the attendance monitor.
- Seven (7) unexcused absences and/or unexcused tardies will result with a phone call and additional letter. Executive director will be notified of absences.
- Ten (10) unexcused absences will result with a letter, **mandatory** attendance conference and Educational Neglect Report submitted to the District of Columbia's Child & Family Service Agency (after the second day of the 10th unexcused absence).
- Twenty (20) consecutive unexcused absences will result in dismissal from Cedar Tree Academy.

Note: Trips and vacations will be coded as unexcused absences.

ATTENDANCE APPEAL PROCESS

A written appeal may be filed by a parent on behalf of any student receiving a reduced or a failing grade(s) due to unexcused absences. An appeal shall be submitted to the principal of the school within ten (10) business days after receipt of the failing grade(s).

Upon receipt of an appeal, the principal shall appoint an Appeals Panel and shall forward all

written appeal requests to the panel chairperson within three (3) business days.

I. The Appeals Panel referenced above shall consist of not less than three (3) members to be selected from the following:

(a) The principal's designee, who shall be the panel chairperson;

(b) A school counselor;

(c) A department chairperson;

(d) A teacher, other than the one involved;

(e) An attendance staff person;

(f) A parent organization representative.

II. Appropriate substitutions in the Appeals Panel described above may be made, when necessary.

III. The Appeals Panel shall hold a hearing within ten (10) calendar days after its appointment by the principal.

IV. The parent, guardian or duly authorized representative shall appear at the hearing. One of these individuals shall be given the opportunity to present the student's case and upon request, to question the involved teacher and to be duly informed of the panel's recommendations.

V. Each appeals panelist, including the chair, shall have an equal vote.

VI. In the case of a tie vote, the Appeals Panel shall recommend that the initial grade be upheld.

VII. The Appeals Panel's recommendation shall be forwarded immediately to the principal who shall issue the Panel's decision within ten (10) calendar days after the hearing.

VIII. When an appeal is filed, the Cedar Tree Board of Directors shall convene a hearing and shall issue the final administrative decision in the matter.

IX. The following procedural guidelines shall apply to hearings convened as described above:

a) The burden to show why the grade(s) in question should be changed shall be on the student's parent or guardian;

b) Strict rules of evidence shall not apply;

c) Testimony or evidence shall be heard from both parties; and

d) A written determination shall be issued within five (5) business days of the hearing.

Cedar Tree Academy
Attendance Policy Acknowledgement Form

I, _____(Parent/Guardian Name) of _____
(Child's Name)

I have read the Cedar Tree Academy's Early Childhood Attendance Policy and agree to the terms described therein. I acknowledge that 20 consecutive unexcused absences without written documentation may be cause for dis-enrollment from the program as determined solely by the principal or designee. I agree to send in a note each time my child is absent from the program, no later than five days upon my child's return.

Parent/Guardian Signature

Date

Promotion and Retention

No students shall be promoted to the next successive grade level based on age or other social reason unrelated to academic performance. To be promoted, students must meet or exceed 80% of all standards set by their grade level. This must be reflected throughout the overall report card for each quarter.

Students who are retained may be required to participate in some or all of the following interventions:

- After School Tutorial
- Summer School
- Supplemental Coursework
- Other interventions as determined by school leadership (i.e. referral to Response to Intervention-RTI)

Progress Reports/Report Cards

Progress reports will be sent to parents halfway through each quarter to provide specific information about student progress in each subject. The progress report will also indicate the grade the student is presently receiving in that course. At the end of each quarter, parents will receive report cards with cumulative data of their children's performance and progress. These report cards indicate an assessment of the student's progress in class. Every student will receive a Progress Report from his/her homeroom teacher. The nature of the report is constructive and may include suggestions for improvement or positive reinforcement.

Parent-Teacher Conferences

Formal parent/teacher conferences are scheduled three times a year to facilitate open communication between parents and teachers regarding students' progress. Refer to the School calendar for specific dates. Cedar Tree Academy maintains an open door policy, and parents are encouraged to visit their children's classrooms upon making an appointment with teacher. Informal conferences or conversations may also be scheduled with teachers or School leaders at any time throughout the year.

Parent Involvement and Communications

Volunteering

Parents are encouraged to participate in School-related activities, including those pertaining to curriculum and instruction, such as tutoring and storytelling. Volunteers may also be involved in monitoring the playground, student drop-off and pick-up, crosswalk, and assisting with School events. In addition, parents are encouraged to contribute their time and talent to organizing extracurricular activities and community outreach projects. A log of volunteer hours is kept in the school office. A recognition night for volunteers is held at the end of the year.

All volunteers must complete an Application for Employment and a Character Questionnaire, and each must be fingerprinted (for federal and state clearance). Volunteers receive structured training, and must follow all policies and procedures defined by the School. If activity occurs that is not in

keeping with the School policies, the Executive Director reserves the right to relieve the volunteer of his or her responsibilities.

Parent Teacher Organization

Cedar Tree Academy's Parent Teacher Organization (PTO) is designed for parents dedicated to supporting student learning and the overall success of the School. The PTO provides School leaders with ongoing input on the operation of the School and serves as a vital link between the School and you—its customers. All parents are encouraged to join the PTO. For more information, contact the Director of Parent Involvement.

Dropping Items Off at School

The school years are often marked by a pattern of developmental "forgetfulness." Parents often find themselves coming to drop off homework, books, lunch, lunch money, etc. at the school several times a week or even several times a day. Although this is normal for this age group, students also need to be encouraged to take responsibility for remembering their own things. Since we have so many parents dropping things off, we have developed a procedure to facilitate the process. If you have something for your child, please stop at the front desk. The secretary will call the student down to the office to retrieve the forgotten item(s). ***Parents should never try to find students on their own.***

Electronic Devices

Our goal is to provide an academic environment free of distractions. Use of any electronic devices such as cell phones, Nintendo DS, MP3 players, I Pads/I Pods and CD players during any time of the school day is in direct conflict with our goal. If any of these devices are brought to school, **including cell phones, they must be turned off and put away at all times.** Any student using their phone or any electronic device other than before or after school will have them confiscated. The student's parents will be responsible for coming to the school and picking them up.

Money and Other Valuable Property

Students are encouraged to leave all money and other valuable property at home. **The school assumes no responsibility for the loss or theft of such articles.**

Candy, Gum, and Toys

Students may not bring candy, gum, toys or other non-school related items to school, unless approved by the school administration and/or the teacher. The student assumes responsibility for any items brought from home. Toy weapons are strictly prohibited; Students are not permitted to chew gum at any point during the school day.

Field Trips

Field trips may be planned throughout the year for various academic enrichment purposes. Parents will receive advance notice of all such trips. A permission slip must be signed by a student's parent in order for the student to participate in a field trip. Students without signed permission slips will

remain at the school in another class. Participating students should bring a bag lunch unless otherwise noted.

Occasionally, parents may be needed to serve as chaperones on class field trips. No parent should feel obligated to serve in this capacity, but parents are encouraged to volunteer if possible. The primary responsibility of a chaperone is to ensure appropriate supervision for students. Parental chaperones are asked to take this responsibility seriously and to remain vigilant and attentive to the students' needs throughout the trip. **Children who are not enrolled in the class may not accompany the chaperones.**

The Learning Experience-Before/After Care Program

Mission: To provide children with a positive and safe environment before and after school while helping children to become well-rounded individuals socially, mentally, physically using games, activities and arts crafts, and positive reinforcement.

Goals: The program continues to teach children the same educational goals that they learn in the classroom while having fun. It is our goal to help with motor skills, rhyming, and handwriting, learn of shapes and color, letters and numbers but using a fun technique. Our staff is highly trained and gifted to work with preschool and school age children. We are an extension of what goes on in the classroom to help your child to succeed and reach their goals during the school year.

Homework: Our highly trained staff will assist students with homework as needed to ensure they are learning all they can while in our program.

Goal Points:

1. Colors
2. Numbers
3. Shapes
4. Handwriting
5. Team work
6. Behavior
7. Rhyming
8. Art and Crafts
9. Physical Fitness
10. Spelling
11. Building

Students NOT enrolled in Learning Experience

Children who are not enrolled in the Cedar Tree Academy's after-School program or an organized extracurricular activity are not permitted on School grounds after 4:00pm. If a child is left at or returned to the School after-hours, the parent or emergency contact will be called to arrange pick-up. The School will fine the parent \$10 per child, for every 30 minutes he/she is under School supervision. The fee must be paid when parents pick up their child. If student hasn't been picked up

by 6:00pm, Child & Family Services Agency will be contacted.

Guidance (Discipline) Policy

General Guidelines and guidance/discipline policies for Working with Children

We use positive discipline techniques at Cedar Tree Academy. These techniques are based on the premise that even problem behaviors are spurred by a positive impulse—all behaviors are attempts, if occasionally misguided, to solve what children see as problems.

Positive Discipline Principles

The positive discipline method used at Cedar Tree Academy PCS encourages children to become increasingly self-regulated. We believe in creating dialogue with children and teaching them how to become problem solvers. Children should be encouraged to come up with their own positive solutions, rather than to rely on adults to solve their problems for them. For example, if two children are fighting over a toy, the adult should ask them how they would like to resolve the conflict, rather than simply giving the toy to one party. Of course, if children begin to act destructive, their destructive behaviors must be stopped so that all children feel safe.

In situations requiring discipline, we distinguish between behaviors and the children themselves. For example, if a child is climbing the fence, we say “Fences are not for climbing,” or “It is not acceptable to climb the fence.”

We avoid blaming a child for an action. Rather, limits are set in a neutral fashion. In general, children feel more comfortable when limits are clear (some children will contest limits to get attention; we attempt to redirect such behavior rather than engaging in a power struggle). It is also important to remember that feelings are valid to the individual having them. We encourage children to express their feelings in words, listen to them, and acknowledge their feelings. All children’s behaviors, however misdirected, are an attempt to solve a problem in the children’s eyes.

Do not be surprised if children try out new behaviors at school that they have never before displayed at home. Children can be intimidated by a group setting or become excited about mimicking behaviors they see in peers. It is important that we create a positive atmosphere in the classroom and on the playground at all times, encouraging helpful and cooperative behavior and discouraging destructive or competitive behavior. Adults need to model positive attitudes for the kids, to obey school rules and state regulations, and to act in a manner that they’d like the children to copy. Helpful behaviors that the children display should be praised. Negative behaviors should be ignored if they are not destructive, so that they are not seen as ways to get attention; if the negative behaviors are destructive, children should be redirected to other behaviors or activities.

Our goal is to create a caring community, both for the children and among the teachers and parents who work with them. Discipline is not only the desire to regulate child behavior, but also to help shepherd children into an ability to live with others peacefully and productively. Learning to behave for the good of the group is hard for young children. It needs to be taught like any other skill, and to be modeled by adults at all times.

Corporal punishment is never used at Cedar Tree Academy. Staff members using corporal

punishment will face immediately disciplinary action. Parents using corporal punishment at school will be reported to Child and Family Services Agency and may be forced to withdraw from the school. Yelling, humiliation, and intimidation of children are also never appropriate at Cedar Tree Academy PCS.

Green, Yellow and Red Light Behaviors

Cedar Tree identifies behaviors using the concept of green, yellow and red light behaviors. With very young children, choosing battles is vital and can sometimes be even more important than consistency (having the same rules all the time). Consistency becomes more important as children enter the elementary years and become interested in rules as a principle (this is one reason why preschool and elementary discipline often looks different).

Green light behaviors do not cause harm to the child or others. An example of a green light behavior might be a child taking off his/her shoes. If the weather is warm and you are not about to go to the park, it's probably okay.

Yellow light behaviors alert adults that something might go wrong, but are not yet dangerous or violating rules. If a child approaches another child who has a toy, the adult might watch to see what happens, rather than intervene too quickly. It is important to let children solve problems on their own if they can. On the other hand, it is important to be alert to situations that may become problematic, since many such situations can be prevented if intercepted early.

Red light behaviors are dangerous or violate firm rules. An adult needs to step in immediately. If a child is about to hit another with a shovel, the adult must intervene and grab the shovel. Then, when the danger has passed, the adult can speak with the children about why this behavior was occurring. In the older grades at Cedar Tree Academy, scheduled time-outs can result from red light behaviors. This is developmentally appropriate, as children become increasingly rule-governed over time.

It is essential that in disciplinary situations, that all parties focus on the goal of helping every child to succeed and get along with others. Children try out a variety of behaviors as they grow and change, and they are by nature experimental and egocentric. Our job is to help them learn to explore their worlds within reasonable limits, and without hurting others, while maintaining a positive sense of self-worth. This is no easy task—it is assumed that all children will have ups and downs, and that our community will be here to help all children succeed.

Children cannot become self-disciplined unless adults teach them right from wrong. At Cedar Tree Academy, children will be taught the expectations for correct behavior and encouraged to live and act accordingly. When children know something is wrong, and choose to do it anyway, consequences will follow to communicate that the behavior is not acceptable and will not be tolerated in our school. The following chart will be used as a guide to help children self-regulate.

Behavior/Consequence Chart

Behavior	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense
Fighting	Time Out	Counselor student/family meeting	Principal, Counselor/student	Referral for an RTI meeting
Bullying	Time Out	Counselor student/family meeting	Principal, Counselor/student	Referral for an RTI meeting
Physical Contact (harmful)	Time Out/Parent Phone call	Counselor student/family meeting	Principal, Counselor/student family meeting	Referral for an RTI meeting
Vandalism/ Property Damage	Time Out/Parent	Counselor student/family meeting	Principal, Counselor/student	Referral for an RTI meeting
Inappropriate Language	Time out	Counselor student/family meeting	Principal, Counselor/student	Referral for an RTI meeting
Stealing/Theft	Time Out	Counselor student/family meeting	Principal, Counselor/student	Referral for an RTI meeting
Classroom Disruption	Time Out	Counselor student/family meeting	Principal, Counselor/student	Referral for an RTI meeting
Disrespecting Staff	Time Out	Counselor student/family meeting	Principal, Counselor/student	Referral for an RTI meeting
Lying	Time Out	Counselor student/family meeting	Principal, Counselor/student	Referral for an RTI meeting
Teasing/Taunting	Time Out	Counselor student/family meeting	Principal, Counselor/student	Referral for an RTI meeting

After a student has exceeded the number of infractions listed in the chart above, the school will explore other options, including suspension and/or expulsion, while staying in compliance with all state and federal regulations regarding suspension/expulsion. This will only be used after all other options have been exhausted.

Each infraction is explained for your reference below

Fighting- the exchange of punches between 2 or more people. All students that participate in a fight, both the aggressor and defender will receive a consequence.

Bullying- a form of aggressive behavior manifested by the use of force or coercion to affect others, particularly when the behavior is habitual and involves an imbalance of power. It can include verbal harassment, physical assault or coercion and may be directed repeatedly towards particular victims, perhaps on grounds of race, religion, gender, sexuality, or ability. Physical, emotional, and verbal bullying will yield the same consequences.

Physical contact - includes horseplay, wrestling, and pushing. Physical contact is the use of hands or feet in contact with another student or adult. Physical contact with malicious intent includes slapping, punching, kicking, pushing, or use of objects to hurt or harm someone.

Vandalism/property damage- writing on school items or property belonging to someone else or intentional destruction or attempt to destroy school property; including bulletin boards, walls, desks, chairs, books, lockers, bathroom stalls, etc.

Inappropriate language- any words, phrases or gestures that are deemed obscene or profane.

Stealing- Intentional taking of objects/property of value that belongs to someone else (value will be determined at administrator's discretion).

Classroom disruption- significant and repeated interruption of classroom instruction that prevents teacher from teaching and other students from learning.

Disrespecting staff- repeated and significant defiance or language used against staff member.

Lying- repeated non-truth told to an adult in an attempt to avoid a task or prevent consequences.

1. **Teasing/Taunting**- to irritate or provoke with persistent petty distractions, trifling raillery, or other annoyance, insulting or jeering.

Bullying Policy

Refer to the Appendix B.

Special Education Discipline Procedures

Authority of School Personnel. Cedar Tree Academy personnel consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the discipline procedures of the Individuals with Disabilities Education Act, is appropriate for a child with a disability who violates a code of school conduct.

School personnel are authorized to remove a child with a disability who violates a code of student conduct from the child's current placement to an appropriate interim alternative educational setting (IEAS), another setting, or suspension for not more than ten consecutive school days (to the extent those alternatives are applied to children without disabilities) consistent with state requirements relating to the suspension of pupils.

A child with a disability may not be suspended for more than ten consecutive school days and a total of 15 school days in one school year.

School personnel are authorized to remove a child with a disability for additional removals of

not more than ten consecutive school days in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement).

If a child with a disability has been removed from his or her placement for 10 school days or less, Cedar Tree Academy provides services to the child if Cedar Tree Academy also provides services to children without disabilities who have been similarly removed.

For purposes of removals of a child with a disability from the child's current educational placement, a change of placement occurs if the removal is for more than ten consecutive school days or the child is subjected to a series of removals that constitute a pattern because,

- the series of removals total more than ten school days in a school year;
- the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and
- such additional factors as the length of each removal, the total amount of time the child is removed and the proximity of the removals to one another.

Cedar Tree Academy determines on a case-by-case basis whether a pattern of removals constitutes a change of placement.

After a child with a disability has been removed from the current placement for ten school days in the same school year during any subsequent days of removal Cedar Tree Academy provides services so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

If the current removal is for not more than 10 consecutive school days and is not a change of placement, school personnel, in consultation with at least one of the child's teachers, determine the appropriate services.

Cedar Tree Academy applies the relevant disciplinary procedures for children without disabilities to a child with a disability only if, as a result of the manifestation determination review, Cedar Tree Academy determines the behavior of the child was not a manifestation of the child's disability. Cedar Tree Academy applies the relevant disciplinary procedures in the same manner in which they would be applied to children without disabilities.

A child with a disability whose behavior is determined not to be a manifestation of the child's disability continues to be provided education services so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

Placement in Interim Alternative Educational Settings. School personnel are authorized to remove a child with a disability to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability if:

- the child carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of the state or a local educational agency;

- the child knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the state or a local educational agency; or
- the child has inflicted serious bodily injury upon another person while at school, on school premises, or at an Academy function under the jurisdiction of the state or a local educational agency.

The IEP team determines the interim alternative educational setting and the appropriate services to be provided. A child placed in an interim alternative educational setting:

- continues to receive educational services to enable the child to continue to participate in the general curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and
- if the behavior is not a manifestation of the child's disability, receives, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur;
- if the behavior is a manifestation of the child's disability, the child receives either:
 - a functional behavior assessment, unless Cedar Tree Academy had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implemented a behavioral intervention plan, or
 - if a behavioral intervention plan already has been developed, reviews the behavioral intervention plan, and modifies it, as necessary, to address the behavior.

On the date on which the decision is made to place the child in an interim alternative educational setting or to make a removal that constitutes a change of placement for violating a code of conduct, Cedar Tree Academy notifies the parents of that decision and provides the parents a procedural safeguards notice.

When Cedar Tree Academy determines that maintaining the current placement of a child with a disability is substantially likely to result in injury to the child or others, the agency may request an expedited due process hearing to change the child's placement to an appropriate interim alternative educational setting for not more than 45 school days. The request for a due process hearing may be repeated if Cedar Tree Academy believes that returning the child to the original placement is substantially likely to result in injury to the child or others.

Manifestation Determination Reviews

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Cedar Tree Academy, the parent, and relevant members of the child's IEP team (as determined by the parent and Cedar Tree Academy):

- review all relevant information in the student's file, including the child's IEP;
- any teacher observations; and
- any relevant information provided by the parents.

The conduct is determined to be a manifestation of the child's disability if Cedar Tree Academy, the parent, and relevant members of the child's IEP team determine that either:

- the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- the conduct in question was the direct result of Cedar Tree Academy's failure to implement the IEP.

If Cedar Tree Academy, the parent, and relevant members of the child's IEP team determine the conduct in question was the direct result of Cedar Tree Academy's failure to implement the IEP, Cedar Tree Academy takes immediate steps to remedy those deficiencies.

If the conduct was a manifestation of the child's disability, the IEP team returns the child to the placement from which the child was removed, unless the child has been placed in an interim alternative educational setting, or the parent and Cedar Tree Academy agree to a change of placement as part of the modification of the behavioral intervention plan, and either:

- conducts a functional behavioral assessment, unless Cedar Tree Academy had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implements a behavioral intervention plan for the child; or
- if a behavioral intervention plan already has been developed, the IEP team reviews the behavioral intervention plan, and modifies it, as necessary, to address the behavior.

If the conduct was not a manifestation of the child's disability, the child receives, as appropriate:

- a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur; and
- educational services so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

Discipline Appeals Process

A written appeal may be filed by a parent or student or legal representative on behalf of any student receiving a suspension or expulsion for any reason. An appeal shall be submitted to the principal of the school within ten (10) business days after receipt of the suspension or expulsion.

Upon receipt of an appeal, the principal shall appoint an Appeals Panel and shall forward all written appeal requests to the panel chairperson within three (3) business days.

I. The Appeals Panel referenced above shall consist of not less than three (3) members to be selected from the following:

- (a) The principal's designee, who shall be the panel chairperson;
- (b) A school counselor;

- (c) A department chairperson;
 - (d) A teacher, other than the one involved;
 - (e) An attendance staff person;
 - (f) A student body representative; or
 - (g) A parent organization representative.
- II. Appropriate substitutions in the Appeals Panel described above may be made, when necessary; provided that a student body representative shall be on each Appeal Panel.
 - III. The Appeals Panel shall hold a hearing within ten (10) calendar days after its appointment by the principal.
 - IV. The student, parent, guardian or duly authorized representative shall appear at the hearing. One of these individuals shall be given the opportunity to present the student's case and upon request, to question the involved teacher and to be duly informed of the panel's recommendations.
 - V. Each appeals panelist, including the chair, shall have an equal vote.
 - VI. In the case of a tie vote, the Appeals Panel shall recommend that the initial grade be upheld.
 - VII. The Appeals Panel's recommendation shall be forwarded immediately to the principal who shall issue the Panel's decision within ten (10) calendar days after the hearing.
 - VIII. When an appeal is filed, the Student Hearing Office shall convene a hearing before an independent hearing officer who shall issue the final administrative decision in the matter.
 - IX. The following procedural guidelines shall apply to hearings convened as described above:
 - a) The burden to show why the grade(s) in question should be changed shall be on the student or his or her parent or guardian;
 - b) Strict rules of evidence shall not apply;
 - c) Testimony or evidence shall be heard from both parties; and
 - d) A written determination shall be issued within five (5) business days of the hearing.

Placement During Appeals

The parent of a child with a disability who disagrees with any decision regarding a disciplinary change in placement or a manifestation determination, or Cedar Tree Academy believes that maintaining the current placement is substantially likely to result in injury to the child or others may appeal the decision by requesting a hearing. During such appeal, the child will remain in the placement to which the child was removed pending the decision of the hearing officer or until the expiration of the disciplinary placement, whichever occurs first. The parent and Cedar Tree Academy may agree to a different placement during the appeal.

Unless Cedar Tree Academy and the parents agree in writing to waive the resolution meeting or agree to use the mediation process, Cedar Tree Academy conducts a resolution meeting within seven days of receiving notice of the parent's due process complaint.

Guidance (Discipline) Policy

During the early childhood years, children are learning to be responsible for their own behavior. We believe in establishing consistent, easy-to-understand limits and in having teachers who respond to inappropriate behavior with insight, sensitivity, and skill. When clear, consistent and age-appropriate limits are present; children increasingly become responsible for themselves. When out-of-bounds behaviors do occur, we believe it is important for children to understand why the behavior is inappropriate and how to modify it.

We work to prevent behavior problems by arranging each classroom so that children work in small groups and have a choice of activities. The range of activities will give your child the freedom and ability to experience success and become self-directed. Teachers are also trained to skillfully direct behavior along appropriate channels. Children are encouraged to verbalize their feelings to learn to positively work through strong emotions. Teachers act as role models and encourage children's appropriate behaviors. **Under no circumstances is corporal punishment permitted. Discipline will not be associated with food, rest or toileting.**

We believe that it is our responsibility to provide children with positive guidance and in our experience, most children will respond well to our approach. In the event that a child does not respond, we will notify the parents and work closely with them to develop a plan to help the child gain self-control and a positive attitude toward their peers and teachers.

When a pattern of behavior persists that endangers self, others or property, or significantly disrupts the program, we will work with the child's family to find solutions, up to and including referral for additional services or a more educationally appropriate setting.

Your signature below indicates that you have read and understand the above Child Guidance (Discipline) Policy.

Child's Name: _____

Grade: _____

Parent/Guardian's Name (Please Print): _____

Parent's Signature: _____

Date: _____

Health & Safety

Health and safety is a priority at Cedar Tree Academy. The following information describes precautions taken to protect the well-being of all students. If your child has any specific health and safety or security needs, please inform the School so that appropriate accommodations can be provided.

School Nurse/Trained School Health Aide (TSHA)

Cedar Tree Academy has the services of an on-site Trained School Health Aide to assist students who are ill or injured. Parents will be notified whenever a student has been referred to the School's Health Suite for serious injuries or illnesses.

Immunizations: Each student is required by law to have a Current Health and Physical Assessment for the school year. This is a mandate of the Department of Health and the District of Columbia. ***No child will be permitted to enter the school without the actual assessments or written documentation of a future scheduled appointment.*** *If the scheduled appointment is missed, then your child will be excluded from school until documentation is received. As a parent or guardian, you have the right to refuse immunizations for your child, but ***Cedar Tree must receive a written waiver signed by your child's physician, stating the reason for refusal.***

Medications: The Nurse/Trained School Health Aide (TSHA) and appropriate school staff should be notified of any prescription medication that your child is required to take at school. To administer prescription medication to students, Cedar Tree must receive written documentation from your child's medical provider and a permission slip from you, as the parent or guardian. All medication should be brought to the School Nurse or TSHA in its original prescription container, labeled with your child's name, name of medication, expiration date, proper dosage and route. If medications need to be administered to students when the nurse is not present, a trained staff will administer the medication. ****If your child has Asthma, please make sure that the School has their Asthma Action Plan, as well as their medication on hand at all times.***

Students are not permitted to bring non-prescription medication to School. If it is necessary for a student to receive a common, non-prescription medication (e.g. Tylenol), the School Nurse/TSHA will administer, only with parental or guardian consent. **The School must receive written parental/guardian consent to administer any non-prescription medications to any student** (no exceptions).

Any student that has a temperature of 100.4 will not be permitted to stay in school. No medication will be issued for the relief of a fever. In some cases, students will be sent home for other illness, as to be determined by the School Nurse/TSHA. Parents will be notified.

Accidents/Emergencies: School Nurse or trained staff member will administer initial treatments of minor injuries. The student's emergency contact will be notified immediately by phone, whenever medical or mental health treatment is administered to a student and an Incident Report will be kept in the students file. In such cases, it is essential that the School has working phone numbers for parents and alternate contacts. Please keep the school updated of these changes.

.....
In the case of a serious emergency and 911 must be contacted, Cedar Tree will make a decision to have your child transported to the nearest hospital to seek medical attention and notify you immediately. If for any reason a parent/guardian or emergency contact cannot be reached, a staff member will accompany the student for a limited time only. After the maximum time allowed, if we still have not been successful in reaching you or an emergency contact, we will then contact the appropriate authorities.
.....

Emergency Procedures

Fire/Disaster Drill

When the fire alarms are activated, all students, teachers and staff must quickly leave the building, in an orderly and safe manner. Teachers will report to their designated areas, on the field. School leadership will ensure that teachers have all students and match with class rosters. Staff and students will return to the building, once given the signal that all is clear.

Lockdown/Crisis Procedure

Lockdown may be implemented when a situation occurs that may be a hazard to health or is life threatening. It is intended to limit access and hazards by controlling and managing staff and students in order to increase safety and reduce possible victimization. The building will have restricted access until the "All Clear" is given or individuals are directed by emergency personnel or staff. A lockdown may be called by school leadership, law enforcement agencies or other emergency responders. A lockdown may be called for various reasons: weapons, intruders, and police activity in or around the school, contamination or hazardous materials or terrorists events. Lockdowns should be ordered in the following circumstances or when appropriately warranted by school administration: During a lockdown, staff should ensure that:

- All doors, windows and classrooms are locked
- Students and teachers remain in their classrooms
- No one will be allowed to enter or leave the building
- Parents will not be allowed to pick up children from school
- Local authorities will provide assistance, if needed

Counseling Services

Counseling Protocol for General Education

A counseling referral must be completed by the CT staff member or parent and submitted to the Counselor. It will be determined if counseling is needed. If counseling is warranted, the following steps will adhere:

- Parent will sign consent for treatment form and counseling will begin.
- Students will be allowed to complete any assignments missed during instructional time, while participating in individual and/or group sessions.

Counseling Protocol for Special Education

To refer a student for counseling who has an Individual Education Plan (IEP), consult with the Director of Special Education and/or the Counselor, to determine if counseling is necessary. If counseling is necessary, the student's IEP will be updated to include counseling.

Students will be allowed to complete any assignments missed during instructional time, while participating in individual and/or group sessions.

Emergency Based Counseling

If a student meets with Counselor on an emergency basis, a CT staff member will escort the student to the Counselor with a pass and/or notify the counselor in person, email and/or by phone of the immediate need. The Counselor will assess the need and meet with student, to determine if further action is warranted. Parent will be contacted and made aware of any emergencies.

Confidentiality

All counseling sessions are confidential and information will only be breached, according to The American Counseling Association (ACA) Code of Ethics/Section B: Confidentiality, Privileged Communication and Privacy and the American School Counseling Association (ASCA).

External Related Service Providers

-If your child receives services from a Core Service Agency or Community Based Agency, Cedar Tree must have parental consent (on file) in order for services to be provided to your child, during the school day. These providers include: social workers, case managers, CBI workers, therapists, lawyers, guardian ad litem, etc.

Note: If a member of Child & Family Services Agency (CFSA) request to speak with your child, Cedar Tree is not obligated to contact parents and/or guardians. Parental consent is ***not needed*** in these cases.

McKinney Vento

It is the policy of *Cedar Tree Academy* to comply with federal regulations outlined within Title X, Part C of the No Child Left Behind Act, specifically the McKinney-Vento Homeless Education Act. By complying with these federal regulations, *Cedar Tree Academy* strives to remove any barriers for students experiencing homelessness in accessing their education. It is also our practice to assist the entire family with basic needs and refer families to community resources when necessary and appropriate. In a situation where a dispute arises regarding enrollment of/or provision of services to a student experiencing homelessness, it is the practice of *Cedar Tree Academy* to resolve these matters in a fair and timely manner in order to avoid disruptions to the student's education.

McKinney Vento Procedures

When a student is identified as experiencing homelessness, their parent/guardian is contacted

by the McKinney Vento Liaison (which is the School Counselor) and given various community resources that include information for shelters, food banks, medical services and any other resource that the family may need. The parent/guardian may contact these agencies for assistance. The Office of State Superintendent of Education (OSSE) is notified by fax and/or email through a Confidential Referral Form, as they are able to assist Cedar Tree Academy with resources that may assist families with school supplies, medical resources, etc. The McKinney Vento Liaison serves as the link between the family and community resources/OSSE to ensure basic needs of students/families.

McKinney Vento Dispute Resolution Policy

1. If a dispute arises over enrollment of, or provision of services to, a student experiencing homelessness, *Cedar Tree Academy* will provide the parent or guardian of that student a written explanation of its decision and their right to appeal. This documentation will be written in language that is easy for student, parent or guardian to understand.
2. The same procedure listed in step 1 will be followed for an unaccompanied youth.
3. The student will be immediately admitted or continue to be enrolled at *Cedar Tree Academy* and transportation provided while the dispute is being resolved.
4. Parent/guardian/unaccompanied youth can initiate the dispute resolution process by obtaining a Dispute Resolution Form from the McKinney Vento Liaison. This form will first be completed by the school principal or designee.
5. If the parent/ guardian/unaccompanied youth is dissatisfied with the explanation of the principal's or designee's decision, they can obtain the Appeals Form from the McKinney Vento Liaison and submit it to the school principal or designee, stating the reason they disagree and their wish for the decision to be reconsidered. This form will then be reviewed by the principal or designee within 5 days.
6. If the parent/guardian/unaccompanied youth still does not agree with the principal's or designee's decision they can submit the Appeals Form to the next appropriate level, the local Homeless Liaison at the DC Office of State Superintendent of Education, Office of Transitory Services, to be reviewed within 15 days.
7. If the parent/guardian/unaccompanied youth does not agree with the decision made by the DC Office of State Superintendent of Education, Office of Transitory Services, they can forward the Appeals Form to the next appropriate level, the State Coordinator at the DC Office of State Superintendent of Education, to be reviewed.

Note: All Cedar Tree Academy staff will be trained on these procedures at least once per school year. McKinney Vento Liaison will notify parents of their rights regarding this policy at least two times per year.

Court Orders

It is the responsibility of the parent and/or guardian to provide court documentation, pertaining to the safety and well-being of your child, to the main office. Cedar Tree may share pertinent

information with other school staff, to ensure your child's safety, based on the information provided in the court document. Confidentiality is important, however, we may have to share information with external agencies. It is important to understand that we will handle each case, based on the nature of the situation.

Note: Only parents and/or guardians, who enrolled student in Cedar Tree, will have the option of changing personal information and providing updates to school personnel, unless the student is in the care of the District of Columbia and/or court documentation, states otherwise.

Records & Confidentiality

All student records are confidential and information is only shared with appropriate staff at Cedar Tree Academy. If CTA is required to share information about your child, we will ask permission of parent and/or guardians, by requiring you to sign a Release of Records form.

Parents and /or guardians (who enrolled student) may provide information for student records and make request for a transfer of records. Contact Cedar Tree when records must be transferred or if records are being sent to CTA from a school or outside agency. Cedar Tree Academy will comply with all legal requests of student's records; however, Cedar Tree is not obligated to share with parents and/or guardians, when records or information is required from Child & Family Service Agency of a court subpoena.

Mandating Reporting

Cedar Tree Academy is obligated, as an educational institution, to report any signs of abuse or neglect. Child abuse and neglect indicators can consist of physical abuse, emotional abuse, sexual abuse, neglect, and/or domestic violence related child abuse. CTA will follow reporting procedures based on policies outlined by the District of Columbia Child & Family Service Agency (CFSA).

Complaint Policy

See Appendix C

Appendix A

Attendance Letter

Student _____

Teacher _____

Date(s) of Absence _____

Reason for Absence (check all that apply)

___ Illness (write explanation below)

___ Medical/Dental Appointment (please attach note from service provider)

___ Religious Holiday

___ Death in the Family (please list the immediate family member)

___ Required Attendance at a Judicial Proceeding (please attach court documentation)

___ Other (for any other absence, please give an explanation below.)

Parent Signature _____ Date _____

Telephone number _____

Please refer to the Parent Handbook for Attendance Policies. If you have any questions, please contact the School Counselor.

Appendix B

Anti-Bullying Policy

Objectives and Purposes

Bullying affects the safety and social well-being of Cedar Tree Academy. Preventing and responding to bullying is the responsibility of the entire Cedar Tree community, which includes all staff, students and parents. This policy is designed to protect and ensure the safety of the Cedar Tree community. Cedar Tree Academy will report and investigate all incidents of bullying, harassment and intimidation and provide appropriate resources for victims of an incident. This policy serves as Cedar Tree Academy's bullying prevention plan.

Definitions

Cedar Tree Academy in accordance with the District of Columbia "**Youth Bullying Prevention Act of 2012**" has established an anti-bullying policy that all students, parents and staff adhere to. According to "**Youth Bullying Prevention Act of 2012**" bullying is defined as:

"Bullying" means any severe, pervasive, or persistent act of conduct, whether physical, electronic 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 of 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 a group with any person, with one or more of the actual or perceived foregoing characteristics; and can 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 a 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

Bullying, harassment or intimidation, of any sorts, **will not** be tolerated by any members of the Cedar Tree school community.

1. On Cedar Tree Academy grounds and immediately adjacent property, at Cedar Tree Academy -sponsored to related events on and off Cedar Tree Academy grounds, on any vehicle use for Cedar Tree Academy, at ant transit stop at with students wait to be transported to Cedar Tree Academy, or through the use of any electronic devices owned by Cedar Tree Academy, leased by Cedar Tree Academy or used for Cedar Tree Academy business; and

2. At a location or function unrelated to Cedar Tree Academy, through the use of any electronic devices, including those not owned or leased by Cedar Tree Academy, if acts of bullying or cyberbullying create a hostile environment at school for the victim or witness, infringe on their rights at Cedar Tree Academy, or materially and substantially disrupt operations at Cedar Tree Academy.

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

Policy Development and Resources Mapping

Engaging the Community

Cedar Tree Academy will create and update its policy with feedback from the community, as follows:

1. Prior to adopting, or making any changes to the policy, Cedar Tree Academy will make a draft copy of proposed changes available to the public at least two weeks before the policy is adopted or changes to the policy are finalized and shall, in that time period, provide the public with the ability to submit feedback on the changes in the form of questions, comments and recommendations which Cedar Tree Academy will take into consideration.
2. Cedar Tree Academy will convene an advisory panel composed of community stakeholders in regular contact with Cedar Tree Academy. This panel will be chaired by Cedar Tree Academy Director of Accountability and is charged with providing advice and feedback on the implementation of the prevention policy. This panel may be made permanent to serve as an ongoing resource for Cedar Tree Academy's bullying prevention efforts.

Publication and Contact Information

This policy will be made available on Cedar Tree Academy's website. The policy, and age appropriate versions thereof, will be distributed to parents of youth in contact with Cedar Tree Academy annually, and Cedar Tree Academy will emphasize that the policy applies to participation in functions sponsored by Cedar Tree Academy. Additionally, this policy will be included in all publications of agency rules, regulations, and solicitations and agreements for contracts and grants.

The Counseling Department is responsible for coordinating Cedar Tree Academy's bullying prevention efforts. All questions, comments and concerns about the bullying policy and Cedar Tree Academy prevention efforts should be able to be directed to Sadiqa Long slong@cedartree-dc.org for bullying prevention efforts or Jessica Lewis jlewis@cedartree-dc.org for policy information.

Prevention Leadership

Responsibility for the implementation and execution of this policy is vested with ***Cedar Tree Academy's Leadership Team*** charged with responding to incidents of bullying, who shall have responsibility for:

1. Planning and organizing the prevention plan's professional development activities and coordinating these activities with the Department of Human Resources;
2. Designing or choosing and implementing the programming and curricula the agency uses to address bullying;
3. Receiving and recording incidents of bullying;
4. Responding to incidents of bullying and addressing the needs of victims and bullies;
5. Managing the data collaboration and collection process in cooperation with the District citywide prevention coordinator;
6. Coordinating community engagement efforts and;
7. Regularly reviewing and updating the policy and any procedures developed as part of it.

If Cedar Tree Academy's Leadership Team chooses to delegate responsibility for any of these areas, it must be done in consultation with Cedar Tree's Executive Director. All such decisions will be recorded to ensure that there are clear lines of responsibility for each prevention activity.

The Leadership Team consists of the following staff, as the Director of Counseling and Student Services, will serve as the committee chair:

Celenease Edison, Director of Curriculum and Instruction
Jessica Lewis, Director of Operations and Marketing
Dr. Robinette Lewis, Director of Curriculum and Instruction
Sadiqa Long, Director of Counseling and Student Support

Resource Mapping

In order to obtain an accurate picture of the resources available as part of the prevention plan, Cedar Tree Academy, in consultation with stakeholders, will conduct an annual resource mapping process. The process will identify:

1. What resources Cedar Tree Academy has in place to support their primary, secondary and tertiary prevention strategies,
2. What gaps exist in Cedar Tree Academy bullying prevention services,
3. What steps must be taken, or services developed, to remedy these gaps,
4. What types of bullying risk factors each of Cedar Tree Academy resources addresses,
5. What types of bully or victim behavior each available agency resource will be most effective in addressing.

Policy Evaluation

Cedar Tree Academy will annually review and update this policy with updated prevention strategies developed after consultation with community stakeholders, continuing research on best practices in bullying prevention, and the agency's data collaboration with the citywide coordinator. Policy changes will be made to rectify gaps identified in the current prevention effort and to build on successful strategies. They will be further informed by whether or not Cedar Tree Academy successfully met or is on track to meet performance goals described in its "prevention goals" section.

Primary Prevention Strategies

Creating and Fostering Positive School Climate

Cedar Tree Academy will establish a culture of respect and safety. As part of this commitment, Cedar Tree Academy will incorporate bullying prevention messages and efforts into all aspects of its operations that serve our students.

Staff must be committed to creating a positive and respectful environment. Accordingly, Cedar Tree Academy will include, in all employment application interviews, questions about how prospective employees would support bullying prevention to foster a positive environment at Cedar Tree.

Community Education

Safe, positive environments are best supported by an active partnership between Cedar Tree Academy and the community. This begins with parents and guardians. Accordingly, Cedar Tree Academy will provide the parents and guardians of young people regular bulletins, presentations and/or workshops to educate them on:

1. How parents and guardians can use activities at home to build on the bullying prevention lessons taught at Cedar Tree;
2. The dynamics of bullying and its impact on youth;
3. Information about internet safety and cyberbullying;
4. Cedar Tree legal and administrative responses to bullying;
5. Information on parent and guardian relevant sections of Cedar Tree prevention policy.

Such information will also be made available by Cedar Tree to the community and in particular to Cedar Tree parents and community advisory panels. These educational opportunities will be made available at twice a year.

Where possible, Cedar Tree will coordinate education efforts with other District agencies to effect citywide community education and awareness.

Code of Conduct

Cedar Tree expects youth to behave in a way that supports Cedar Tree Academy's Discipline Policy to provide a safe and welcoming environment for other students, staff, and community members. Students who are part of the school community are expected to:

1. Treat all members of the Cedar Tree Academy community with respect;
2. Respect the property of Cedar Tree Academy its staff, and other students of Cedar Tree Academy;
3. Respond appropriately to instructions from Cedar Tree Academy staff.

Training and Professional Development

Training

Cedar Tree Academy will provide to all personnel whose duties consistently bring them into contact with students by design or incident, training on Cedar Tree Academy's prevention curriculum, as well as the procedures for responding to and reporting an incident of bullying. Staff will also learn to engage with each other and youth reflectively to build an agency-wide atmosphere of respect. These training efforts will be assisted, at Cedar Tree Academy request, by the citywide coordinator. This training will be provided regularly to Cedar Tree Academy staff by the opening of the District academic school year immediately following the publication of this policy.

Staff assigned to Cedar Tree Academy's bullying prevention team will receive additional training on how to provide immediate support for victims and witnesses during or after an incident and may obtain District citywide coordinator support to provide this training. This additional training will be provided regularly to Cedar Tree Academy staff by the opening of the District academic school year immediately following the publication of this policy.

Staff tasked with carrying out investigations into an incident of bullying as described in "Investigating Incidents of Bullying" will receive additional training on how to carry out these investigations.

The Counseling Department will have the appropriate background checks needed to ensure they are allowed to work with children.

Ongoing Professional Development

Cedar Tree Academy recognizes that in addition to training, staff members require ongoing professional development to build the tools and knowledge needed to prevent, identify, and respond to incidents of bullying. Therefore, Cedar Tree Academy will ensure that staff has ongoing access to professional development opportunities that include information on:

1. The specific locations and dynamics of youth and bullying interactions at Cedar Tree Academy;
2. Age and developmentally appropriate strategies for identifying, preventing, and responding constructively to incidents of bullying;
3. Specific populations that may be particularly at-risk in the Cedar Tree Academy environment;
4. Internet safety and cyberbullying issues;
5. The components and delivery of the agency's prevention curriculum.

Curriculum

Cedar Tree Academy will implement a comprehensive bullying prevention curriculum, the components of which will be integrated into all youth related Cedar Tree Academy activities. This curriculum will teach youth:

1. Self-regulation (controlling impulses; focusing, sustaining and shifting attention; listening to and remembering information; empathy training);
2. Perspective-taking (appreciating similarities and differences; recognizing and identifying feelings of others; understanding that feelings can change and are complex);
3. Emotion management (recognizing and identifying one's own feelings; learning strategies for calming down strong emotions; managing stress/anxiety);
4. Problem-solving (learning a process for solving problems; goal setting);
5. Communication skills (being assertive; being respectful; negotiating and compromising);
6. Friendship skills (cooperation, including others, joining in with others).

The District citywide coordinator may be utilized to support the development of this curriculum. This curriculum will align with the OSSE Health Education Standards.

Development and integration of this curriculum into Cedar Tree activities will be completed by the opening of the District academic school year after the adoption of this policy.

Data Collection

Prior to each academic year, Cedar Tree Academy in collaboration with citywide coordinator will determine what data will most productively assist Cedar Tree Academy in supporting an effective Cedar Tree Academy wide bullying prevention policy. Based on this feedback, Cedar Tree Academy and the citywide coordinator will determine a set of service and incident metrics to be collected by Cedar Tree Academy. Efforts will be made to ensure consistent metrics and research products across years and to the extent possible, across agencies.

Incident Database

Cedar Tree Academy will submit to the citywide coordinator a dataset of all incident and service measures designated in this policy. This data will not include any identifying information about the bully, victim, or witnesses. Counseling Department will be responsible for ensuring the citywide coordinator has accurate information on incident and service measures. Given the sensitive nature of information contained in this database, only School Leadership will have access to individualizing information in the database.

Incident Measures

Cedar Tree Academy will collect the following pieces of information about reported incidents of bullying:

1. Name(s) of the victim, bully, and any witnesses
 - a. Reliable contact information for the victim, bully and any witnesses
2. Relevant attributes about the victim, bully and any witnesses including:
 - a. Any prior incidents involving either the victim or bully
 - b. Connection of the victim, bully, and any witnesses to the incident (i.e. are they students, staff, volunteers, etc.)
3. The nature of the bullying incident
 - a. Where the incident took place
 - b. What time the incident took place
 - c. What type(s) of bullying it was (physical, verbal, cyber, relational, etc.?)

- d. What factors drove the incident of bullying (social status, personal appearance, race, sexual orientation, etc.)
- e. What adult supervision was in place
- f. Context of the incident

Cedar Tree Academy will only attempt to collect this information insofar as it does not jeopardize the safety of the victim and witness(es) and allows non-staff reports of bullying to be made anonymously.

Service and Climate Measure

Cedar Tree Academy will collect the following measures of prevention service provision:

- 1. Training Measures
 - a. Number of staff who have attended prevention training sessions;
 - b. Staff knowledge about bullying prevention dynamics and strategies.
- 2. Curriculum Measures
 - a. Number of prevention curricula sessions provided to youth
 - b. Number of at-risk youth referred to treatment and services
 - i. Number of treatment sessions provided to at-risk youth
- 3. Cedar Tree Academy Climate- surveys administered to youth and staff desired to measure perceptions of:
 - a. Cedar Tree Academy climate
 - b. Safety at Cedar Tree Academy
 - c. Youth self-reports of bullying

Reporting to the Citywide Coordinator

Cedar Tree Academy will provide a report of bullying prevention and incident metrics to the citywide coordinator every six months. The Cedar Tree Academy report will include all service and incident measures included in this policy.

Cedar Tree Academy will make a copy of the report prepared for the Mayor by the citywide coordinator available online at the agency's website and will include copies of the report in mailings to families of youth served by the agency as appropriate. Copies of the report will also be made available to the community at Cedar Tree Academy

Cedar Tree Academy will take every possible measure to ensure the privacy and confidentiality of all parties in an incident. To ensure confidentiality, reports provided to outside agencies will not include identifying information about the parties involved in an incident, and will report data only in the aggregate.

Prevention Goals

At the beginning of the District public charter school academic year, the Counseling Department will update goals Cedar Tree Academy's prevention efforts. Cedar Tree Academy will set out clear, reasonable goals to be achieved in incident reduction, training and curriculum development and Cedar Tree Academy climate improvement at the 6 month, one year, and three

year marks. Each goal created should have clear data measures being collected to track Cedar Tree Academy progress toward these goals. These goals will be published as part of Cedar Tree Academy reports to the citywide coordinator and the community.

Secondary Prevention Strategies

Identifying At-Risk Groups

All staff at Cedar Tree Academy will actively seek out youth who are at risk of being victims or bullies to proactively remedy incidents of bullying before they occur. In determining whether a youth is at risk of being a **victim** of aggression, staff will consider the following risk factors:

1. Individual factors
 - a. Cautious, sensitive, insecure personality
 - b. Difficulty asserting themselves among peers
 - c. Physical weakness, particularly in boys
2. Parental factors
 - a. Possible over-protective parents
3. Peer risk factors
 - a. Lack of close friends

Risk factors for being a **bully** in an incident include:

4. Individual factors
 - a. Impulsive, hot-headed, dominant personality lacking empathy
 - b. Difficulty conforming to rules and low frustration tolerance
 - c. Positive attitudes toward violence
 - d. Gradually decreasing interest in school or academic achievement
5. Parental factors
 - a. Lack of parental warmth and involvement
 - b. Overly-permissive or excessively harsh discipline/physical punishment by parents
 - c. Lack of parental supervision
6. Peer risk factors
 - a. Friends/peers with positive attitudes towards violence
 - b. Exposure to models of bullying

Referral to Secondary Services for At-Risk Youth

Cedar Tree Academy staff who believes that a youth is at risk of being a victim or bully will send the youth to the Counseling Department who will refer them to the appropriate services based on the agency's resource mapping effort. Resources will be given directly to the youth. If outside agencies are contacted, the youth's and/or parent or guardian's written consent must first be obtained.

Referral to service as part of a secondary prevention measure is not a disciplinary action and will never be noted on a youth's record as such. At the time of a referral the School Counselor with assent from the youth will inform the youth's parents or guardian about referring youth to services, reasons they are referring youth, the type of service they are referring the youth.

Controlling At-Risk Areas

If a location on Cedar Tree premises is identified by Cedar Tree Academy's data collection efforts as being particularly prone to hosting incidents of bullying, the Counseling Department will take steps to improve the safety and security of that location for Cedar Tree youth. These steps will include:

1. Reducing youth traffic to these areas by altering schedules or activities;
2. Reducing the number of youth of different ages or activity groups in an at-risk area by altering schedules or activities;
3. Increasing supervision in these areas, and training supervising staff in the identification of bullying behaviors particularly common in that place.

Cedar Tree Academy will take measures to address an at-risk location no more than one month after receiving information on the presence of such an area Cedar Tree premises.

Secondary Services for At-Risk Youth

Secondary services provided to at-risk youth are not designed to punish and will not be reported on Cedar Tree records as such. Rather, the objective of secondary services is to support at-risk youth and address risk behaviors before they become serious safety or disciplinary issues. To this end, remedial measures will be tailored to the youth receiving them to build on youth strengths while addressing skills and behavior deficits.

When considering what remedial services should be offered to a youth, the Counseling Department will take into account: life skill competencies and deficiencies, extracurricular and academic strengths and weaknesses, available peer and home support networks, and personal traits. Based on these attributes and information from resource mapping, Cedar Tree Academy will determine the appropriate remedial services. If Cedar Tree Academy does not have access to services appropriate to a youth's needs, they will refer the youth to an outside agency who can address these needs rather than substituting other services that Cedar Tree Academy can provide.

Resources will be given directly to youth. If outside agencies are contacted, the youth's and/or parent or guardian's written consent will first be obtained. In all cases of remedial action, Cedar Tree Academy will take all possible steps to actively involve the youth's parents or guardians in the skill-building process, as long as the youth's written assent is obtained.

Examples of remedial services Cedar Tree Academy will provide directly or refer a youth to include but are not limited to: **[response to intervention referrals, behavior intervention plans, therapy or counseling, or parent conferences or service.]** Services will be provided to an at-risk youth no more than one month after such a determination is made by Cedar Tree Academy.

Tertiary Prevention Strategies

Reporting Incidents of Bullying or Retaliation

Cedar Tree Academy expects all staff members and volunteers to report incidents of bullying or

retaliation they witness or are made aware of. Staff members should immediately report all such incidents to the Counseling Department, who will create a written report of a bullying incident and include the incident in Cedar Tree Academy's reports of bullying incidents to the citywide coordinator.

Youth, parents, guardians, and community members are encouraged by Cedar Tree Academy report any incidents of bullying that they witness or become aware of. Reports of bullying may be made to Sadiqa Long, School Counselor at slong@cedartree-dc.org or 202-610.1869 ext.130. The mailing address is 701 Howard Road SE Washington, DC 20020.

Reports of bullying by youth, parents, guardians and community members may be made anonymously, but disciplinary action cannot be taken by Cedar Tree Academy solely on the basis of an anonymous report, though such a report may trigger an investigation that will provide actionable information. All oral reports received as part of this process will be transcribed into writing and included in Cedar Tree Academy's bullying database.

Cedar Tree Academy will ensure that there are reporting materials available in and that information about reporting is communicated to youth connected to Cedar Tree Academy in an age appropriate manner. Information on how to report incidents of bullying will also be included as appropriate in Cedar Tree Academy Parent/Student handbook to youth and their families. The School Counselor is available to assist in reporting incidents of bullying and can be reached at slong@cedartree-dc.org or 202-610.1869.

Reports of bullying not received by **Cedar Tree Academy** will be transmitted to them and the **School Counselor** within one day of their receipt or creation by the staff member who reported the initial incident.

Investigating Incidents of Bullying

Prior to the investigation of an incident, **Cedar Tree Academy** 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 them from further incidents if necessary. Examples of such steps taken include designating a staff member to serve as that alleged victim's "safe" person, altering the alleged bully/bullies' seating or schedule to reduce access to the alleged victim or creating a safety plan in consultation with the alleged victim. 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 an agency, the following groups will be notified as needed by School Leadership so long as, in the absence of legal imperative, the parent or guardian's written consent is obtained prior to notification.

Parents and guardians: Cedar Tree Academy 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. School Counselor will determine if parents or guardians should be informed prior to or after the investigation of an incident.

Schools: Cedar Tree Academy will notify the schools of all victims and bullies in an

incident of bullying to ensure that youth are not victimized across agencies and that comprehensive service and protection can be provided to bullies and victims.

Law enforcement agencies: If Cedar Tree Academy 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. As part of making this determination the School Counselor may wish to consult with either a law enforcement officer or legal counsel. Law enforcement shall only be contacted if all other available remedies have been exhausted.

Cedar Tree Academy will notify these groups of incidents of bullying only to the extent allowed by law. Notification will be undertaken solely to ensure that services are provided to victims and bullies and to protect victims from further or sustained victimization. Cedar Tree Academy will make every effort to protect the confidentiality of those who report bullying incidents.

School Counselor is responsible for investigating reports of bullying and can be reached at 202-610-1869 ext. 130. An investigation of an incident will be initiated no more than one day after School Counselor 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 School Counselor will interview any involved or relevant parties including alleged victims, bullies, witnesses, staff, parents or guardians.

School Counselor will provide confidentiality as far as possible to relevant parties as part of the investigation, and inform all relevant parties that retaliation for reporting acts of bullying is prohibited. Written records of the investigation process should be maintained and may be included in the prevention database to generate a more accurate picture of bullying behaviors at Cedar Tree Academy. Where necessary, provisions will be made to include the advice of legal counsel.

In investigating an incident of bullying, School Counselor will seek to ensure that the reported incident is one of victimization, a sign of bullying, rather than of conflict. Thus when investigating a reported incident School Counselor will attempt to determine, through interviewing the victim, what mechanisms the victim had and has access to for halting the incident that occurred, and preventing future such instances. If the victim reports a few or no mechanisms for ending the incident or constructively dealing with future instances, that information will serve as compelling, though not conclusive evidence that the reported incident was an incident of bullying.

School Counselor 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 School Counselor determines that an incident of bullying has occurred, they should take the response steps enumerated in Cedar Tree Academy's tertiary prevention plan to prevent the recurrence of an incident and restore the safety of a victim.

If School Counselor determines that additional support is needed to conduct a thorough and equitable investigation they will contact the citywide prevention coordinator.

Sanctions and Remedies for Bullying

Cedar Tree Academy 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, Cedar Tree Academy shall ensure that staff follow 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, the disciplinary history of the youth involved, and the age and developmental status of the youth involved. Responses to incidents of bullying may include, but are not limited to:

- Reprimand
- Deprivation of Cedar Tree Academy privileges
- Bans on participating in optional Cedar Tree Academy activities
- Deprivation of Cedar Tree Academy services
- Ban or suspension from Cedar Tree Academy facilities

Sanctions will be applied within one day of the determination that an incident of bullying has occurred, unless an appeal of the incident by the bully has been received in that time as described in the Appeals section of this policy. To ensure that single incidents of bullying do not become recurring problems, Cedar Tree Academy will always refer victims and bullies involved in an incident to services in addition to imposing sanctions on bullies.

Cedar Tree Academy does not endorse the use of punitive strategies associated with “zero-tolerance” policies when applying sanctions to an incident of bullying.

Cedar Tree Academy shall communicate to youth in contact with Cedar Tree Academy the consequences that youth can expect for participating in bullying behavior.

Referral to Services

Cedar Tree Academy response to an active incident of bullying will always include the referral of both victim(s) and bully/bullies to remedial services. If an investigation determines that a youth was involved in an incident of bullying as a bully, victim, or witness the School Counselor will refer them to the appropriate services based on the Cedar Tree Academy’s resource mapping effort.

At the time of a referral School Counselor will inform the youth’s parents or guardian about referring the youth to services with the youth’s assent if they have not already been informed as part of the investigation and determination process. School Counselor will also explain the reasons they are referring a youth, the type of service they are referring the youth to and the reason they think that particular service(s) will meet the youth’s needs. Resources will be given directly to the youth. If outside agencies are contacted, the youth’s and/or parent or guardian’s written consent must first be obtained. If parents or guardians do not consent to contact outside services than such services will only be applied to bullies in conjunction with any sanctions applied.

Services for Bullies, Victims and Witnesses

Remedial services to which youth are referred are not designed to be punitive and will never be

noted on a youth's Cedar Tree Academy records as such.

Remedial services provided to the bully are designed to correct the thinking patterns, behaviors, and skill deficiencies that led to the incident, turning a bullying incident into a teachable moment.

Remedial services provided to the victim and witnesses are designed to restore youths' sense of safety and to empower them to address bullying incidents in a constructive and non-violent manner.

Remedial services are designed to help youth build the skills to participate safely and constructively in Cedar Tree Academy and will be tailored to youth based on: life skill competencies and deficiencies, extracurricular and academic strengths and weaknesses, available peer and home support networks, mental and behavioral health concerns, and personal traits. Based on these attributes and information from resource mapping indicating what Cedar Tree Academy resources are best suited to address remedy these deficiencies, the School Counselor will determine the appropriate remedial services. Services will be provided to youth no later than one month after an incident of bullying is confirmed by School Counselor.

Rewards for Third Party Prevention

Cedar Tree Academy encourages third party reporting of bullying and constructive intervention in incidents, and recognizes that it may take considerable courage for a youth to intervene in an act of bullying in a way that does not exacerbate the situation. Therefore, Cedar Tree Academy will recognize and reward youth who make a positive contribution to Cedar Tree Academy climate by intervening in an act of bullying. Examples of such rewards include, but are not limited to praise, granting of special or additional privileges at Cedar Tree Academy or rewards. Provided public recognition will not create harms for the youth, rewards may be provided in a public forum to serve as a positive example and encourage to other youth who might be encouraged to intervene in a bullying incident and to further promote a positive agency atmosphere.

Appeals

Parties dissatisfied by the outcome of a bullying investigation may appeal the determination of the Executive Director to the Cedar Tree Board of Directors. This appeal should be submitted no later than 30 days after the initial determination. Upon receipt of an appeal, Cedar Tree Board of Directors must conduct a secondary investigation within 30 days of the receipt of an appeal. This 30 days may be extended up to an additional 15 days if the Cedar Tree Board of Directors sets forth in writing the reasons why more time is needed to conduct an investigation. Additionally, upon the receipt of an appeal, the Cedar Tree Board of Directors must inform the party making the submission of their ability to seek additional redress under the DC Human Rights Act.

Each parent and/or guardian of a student attending Cedar Tree Academy (CTA) must sign and return this receipt of the Anti-Bully Policy and Procedures.

Cedar Tree Academy

Acknowledgement of Anti-Bullying Policy

I acknowledge receipt of the Anti-Bullying Policy and Procedures at CTA. I have read and discussed it with my child. My child and I will follow the procedures outlined in this policy to resolve issues related to all forms of bullying, including cyber bullying.

Student's Name/Date: _____

Parent's Name/Date: _____

Parent's Signature: _____

Appendix C

NOTICE OF NONDISCRIMINATION

In accordance with Title VI of the Civil Rights Act of 1964 ("Title VI"), Title IX of the Education Amendments of 1972 ("Title IX"), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title H of the Americans with Disabilities Act of 1990 ("ADA"), and the Age Discrimination Act of 1975 ("The Age Act"), Cedar Tree Academy PCS ("CTA") does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in its programs and activities.

The following person has been designated to handle inquiries regarding Cedar Tree Academy's nondiscrimination policies:

Dr. LaTonya Henderson, Executive Director
Cedar Tree Academy PCS
701 Howard Road, SE
Washington, DC 20020
P: 202.610.4193
F: 202.610.2845

GRIEVANCE POLICY AND PROCEDURES

The procedures presented here are an attempt to provide mechanisms by which alleged violations of rights, rules or policies in the operation of and the services provided by Cedar Tree Academy PCS may be resolved in an orderly and timely manner.

Cedar Tree Academy PCS provides assistance through its grievance process to help the individual with a complaint to understand the various procedures and to pursue the most direct channel to be heard and seek satisfactory resolution. Complainants are encouraged to use this assistance during the informal and formal phase of problem solving.

1. What May Be Grieved

The CTA grievance process should be used for the following **Categories of Grievances**:

- a. To deal with complaints and concerns pertaining to the educational environment, employment arrangements, or interpersonal conflicts;
- b. To resolve conflicts of discrimination and harassment based upon, race, color, religion, creed, sex, national origin, age, disability, veteran status, sexual orientation, or otherwise.

2. Who May Grieve

Employees, students, parents, and visitors who believe they have been discriminated against or been the subject of harassment based on race, color, national origin, sex, age, or disability in admission or access to, or treatment in programs and activities of CTA may use the procedures as set forth below to file an informal or formal complaint.

3. Informal Grievance

CTA works to resolve disputes with due diligence and understands that in many instances resolution may be obtained through proving a means of communication between the person(s) who believe that they have been discriminated against or have been a subject of harassment and the school administration. CTA encourages but does not require that any person who has a grievance speak directly with the designated CTA administrator in an effort to resolve the concern(s).

4. Formal Grievance

Step 1: Filing

A written notice must be completed and signed by the grievant and submitted to the designated CTA administrator at the particular campus within ninety (90) days of the alleged discrimination or harassment. A complaint form may be obtained from the school's main office. The written notice must identify the subject of the complaint, the time frame/date(s) of the occurrence and the resolution or relief sought. The written notice must be signed and dated.

Step 2: Investigation

The designated CTA administrator will promptly conduct a thorough and impartial investigation of the complaint. The investigation will include 1) obtaining written evidence, 2) interviewing witnesses, and 3) allowing parties to present evidence. All matters relating to the investigation and/or the alleged discrimination or harassment are considered confidential and will not be disclosed to persons not involved in the investigation except as required by law.

Step 3: Response

Within thirty (30) days of receiving the written notice, the designated CTA administrator will 1) respond to the grievant in writing summarizing the information obtained from the investigation, 2) determine whether the grievance is substantiated, and if so, 3) propose and appropriate resolution. If the grievance is substantiated, immediate action will be taken to resolve.

Step 4: Appeal

If the grievant is not satisfied with the decision of the designated CTA administrator, he/she may appeal the decision through a signed written statement to the Executive Director (or designee) at 701 Howard Road, SE, Washington, DC 20020, 202.610.1869 (telephone) or 202.610.2845 (fax) within ten (10) days of the meeting.

A grievant who would like to appeal the findings or remedy or does not wish to utilize this process may file a complaint with the Office of Civil Rights at any time before or during the grievance procedures. The regional office for the District of Columbia is located at 400 Maryland Avenue, SW, Washington, DC 20202 and can be reached at (202) 453 -6020 (telephone) or (202) 453-6021 (fax).

PROHIBITION AGAINST RETALIATION

CTA does not tolerate or permit retaliation against a grievant who *files* a complaint pursuant to this policy. Immediate action will be taken against any person found to have retaliated against a grievant that has made a complaint.

Complaint Form

Please complete every appropriate item and submit within ninety (90) days after the incident of alleged discrimination or harassment to:

Cedar Tree Academy
Attn: Business Office
701 Howard Road SE
Washington, DC 20020
Phone: 202-610-4193 Fax: 202-601-2845

A complaint must be filled within 90 (ninety) days of the event which is the subject of the complaint.

- Please **print clearly** all requested information.
- Attach additional pages and supporting documentation if necessary.
- Anonymous complaints will not be accepted.

Name: _____ Title: _____

Student Name (if complaint is being filed by a parent): _____

Home Address: _____

City: _____ State: _____ Zip: _____

Phone/Home: _____ Cell: _____ Work: _____

School/Work Location: _____

E-mail Address: _____

Supervisor's Name (for employee complaints only): _____

1. Circle below why you believe you were discriminated against:

- Age
- Race
- Color
- Disability
- Marital Status
- Gender/Sexual Harassment/Pregnancy
- Religion
- Retaliation*(for complaint)
- Ethnicity/National Origin/Nationality
- None of the above

* Retaliation is defined as adverse action taken in response to an individual's participation in a protected activity. A protected activity is opposing discriminatory action (e.g. filing a complaint, etc.) or participating in a discrimination-related proceeding.

Name: _____ Title: _____ Location: _____

Name: _____ Title: _____ Location: _____

Name: _____ Title: _____ Location: _____

1st occurrence happened from _____ to _____

2nd occurrence happened from _____ to _____

[illegible][illegible]

7. List witness or people who can verify your allegations

Contact Name: _____ Contact Number: _____
Contact Name: _____ Contact Number: _____
Contact Name: _____ Contact Number: _____

8. If you have any records that verify or relate to your complaint, please attach them to this form.

I attest that the information in this complaint is true and accurate to the best of my recollection. I agree to fully comply with the investigative process.

Signature: _____ Date: _____

You will be contacted by a member of our staff within five (5) business days to schedule an appointment to discuss your concerns. If you have not heard from CTA within this time frame, please call 202-610-1869.

Note: All complaints require completion of this form. Any other form will not be accepted. Complaint forms in additional languages are available on request

Notice of Rights for Disabled Students and Parents Under Section 504 of the Rehabilitation Act of 1973

The Rehabilitation of 1973, commonly known as "Section 504" (§504), is a federal law passed by the United States Congress with the purpose of prohibiting discrimination against persons with disabilities who may participate in, or receive benefits from, programs receiving federal financial assistance. In the school setting §504 applies to ensure that eligible students with disabilities are provided with educational benefits and opportunities equal to those provided to non-disabled students. You are receiving this document because you are either an adult student or the parent of a minor student who has or is suspected of having a disability under §504.

Under §504, a student is considered "disabled" if he or she suffers from a physical or mental impairment that substantially limits one or more of their major life activities, such as learning, walking, seeing, hearing, breathing, working, caring for oneself, eating, sleeping, standing, lifting, bending, speaking, reading, concentrating, thinking, communicating, and performing manual tasks. Section 504 also applies to students with a record of having a substantially limiting impairment, or who are regarded as being disabled even if they are truly not disabled. Students can be considered disabled, and can receive accommodations and/or services under §504, even if they do not qualify for, or receive, special education services.

The purpose of this Notice is to inform parents and student of the rights granted to them under §504. The federal regulations that implement §504 are found at Title 34, Part 104 of the Code of Federal Regulations (CFR). They include the following rights:

1. You have a right to be informed about your rights under §504. [34 CFR 104.32]. The public school that you or your child attends must provide you with written notice of your rights under §504 (this document represents written notice of rights as required under §504). If you need further explanation or clarification of any of the rights described in this notice, please contact the 504 Coordinator for the school that you or your student is attending. (Building 504 Coordinator for Cedar Tree Academy is the Behavior Intervention Specialist).
2. A child who has a physical or mental impairment that substantially limits a major life activity ("eligible child") has the right to a free appropriate public education designed to meet his or her educational needs as adequately as the needs of nondisabled students are met. [34 CFR 104.33].
3. An eligible child has the right to free educational services, with the exception of certain costs normally also paid by the parents of non-disabled students.
4. To the maximum extent appropriate, an eligible child has the right to be educated with children who are not disabled. The eligible child will be placed and educated in regular classes, unless the Academy demonstrates that his or her educational needs cannot be adequately met in the regular classroom, even with the use of supplementary aids and services. [34 CFR 104.34].
5. The eligible child has the right to services, facilities, and activities comparable to those provided to non-disabled students. [34 CFR 104.34].

6. The Academy must undertake an evaluation of your child prior to determining eligibility under Section 504 and developing his or her appropriate educational placement or program of services under §504, and also before any subsequent significant change in placement. [34 CFR 104.35].
7. If formal assessment instruments are used as a part of an evaluation, procedures used to administer assessments and other instruments must comply with the requirements of §504 regarding test validity, proper method of administration, and appropriate test selection. [34 CFR 104.35]. The Academy will consider information from a variety of sources in making its determinations, including, for example:
8. Placement decisions regarding your child must be made by a group of persons (a 504 Committee or Team) knowledgeable about your child, the meaning of the evaluation data, possible placement options, and the requirement that to the maximum extent appropriate, children with disabilities should be educated with non-disabled children. [34 CFR 104.35].
9. If your child is eligible for services under §504, he or she has a right to periodic reevaluations to determine if there has been a change in educational need. Generally, a reevaluation will take place at least every three years. [34 CFR 104.36].
10. You have the right to be notified prior to any action (be it a proposal or refusal) regarding the identification, evaluation, or placement of your child. [34 CFR 104.36].
11. You have the right to examine relevant documents and records regarding your child (generally documents relating to identifications, evaluation, and placement of your child under 504). [34 CFR 104.36].
12. You have the right to request an impartial due process hearing if you wish to contest any Academy action with regard to your child's identification, evaluation, or placement under 504. [34 CFR 104.36]. You have the right to participate personally at the hearing and to be represented by an attorney, if you wish to hire one.
13. If you wish to request an impartial due process hearing, you must submit a written Request for Hearing to the Academy 504 Coordinator at the address below.
14. An impartial hearing officer will be appointed. You will be notified in writing of the hearing date, time, and place. Further details about the hearing process are set forth in the Academy's 504 procedures. The 504 procedures are available from the school the Director of Special Education.
15. If you disagree with the decision of the hearing officer, you have a right to seek a review of that decision before a court of competent jurisdiction.
16. If you feel that the Academy has violated an express term of its §504 policies and procedures, you have the right to present a grievance to the Academy 504 Coordinator (or Executive Director). Further details about the grievance process are set forth in the Academy's 504 procedures. The 504 procedures are available from the Executive Director.

If you feel the Academy has violated Section 504, you also have a right to file a complaint with the Office for Civil Rights (OCR) of the U.S. Department of Education. The address of the OCR Regional Office that covers the District of Columbia is:

**Office for Civil Rights
Section 504 & ADA Coordinator, Rebecca Yerman
707 Edgewood Street, NE
Washington, DC 20017
202-635-4590**

Section 504 Grievance Procedures

If any person believes that Cedar Tree Academy PCS has violated the regulations of Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act, he/she may submit a complaint to Cedar Tree Academy PCS's Section 504/ADA coordinator.

Complaints involving students, employees, parents, and visitors of Cedar Tree Academy PCS may be submitted to:

**Dr. LaTonya Henderson
Executive Director
701 Howard Road SE
Washington, DC 20020
(202) 610-4193**

The grievance procedures outlined below establish how complaints will be investigated and resolved. These grievance procedures are intended to provide for a prompt and equitable resolution of complaints.

Any person who believes they have been discriminated against based on disability or otherwise wishes to bring a complaint related to Cedar Tree Academy PCS's application of Section 504 or ADA may file a complaint by following the steps outlined below:

Step 1

A complaint form must be completed and signed by the complainant and submitted to the Behavior Intervention Specialist who coordinates Section 504/ADA. The Behavior Intervention Specialist will investigate the matters of grievance outlined in the complaint and reply in writing to the complainant within ten (10) business days.

Step 2

If the complainant wishes to appeal the decision of the school Behavior Intervention Specialist, he/she may submit a signed statement of appeal to the Executive Officer within ten (10) business days after receipt of the coordinator's response. The Executive Director will meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within ten (10) business days of the meeting with the parties.

Step 3

If the complainant is not satisfied with the decision of the Executive Officer he/she may

appeal through a signed written statement to the school Board of Trustees within ten (10) business days of the receipt of the Executive Officer's response. In an attempt to resolve the grievance, the Board shall meet with the concerned parties and their representatives within thirty (30) days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) business days of this meeting.

Step 4

The complainant may file a complaint with the Office for Civil Rights at any time before or during the grievance procedures. The regional office for the District of Columbia is located at 400 Maryland Avenue, SW, Washington, DC 20202 and can be reached at 202.453.6020 (telephone) or 202.453.6021 (fax).

Section 504/ADA Complaint Form

Date: _____

I. Name of Person Whose Behalf Complaint is Being Brought: _____

Name of Person Brining Complaint: _____

Relationship/Title: _____

Address: _____

Phone: _____

Summary of Complaint

II. If others are affected by the possible violation, please list their names and/or positions. List any suggestions on resolving the complaint.

III. Please describe any corrective action you wish to see taken with regard to the possible violation. You may also provide other information relevant to this complaint.

Signature of Complaint

Date

Signature of Person Receiving Complaint

Date

Notes Page

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