

**creative
minds**
INTERNATIONAL
PUBLIC CHARTER SCHOOL

Student and Family Handbook 2016-2017

**3700 North Capitol Street NW
Sherman Building
Washington, D.C. 20011**

Table of Contents

[Introduction](#)

<u>Welcome</u>	5
--------------------------------	---

[Program](#)

<u>Mission</u>	6
<u>Philosophy</u>	6
<u>Curriculum</u>	6
<u>Program for English Language Learners</u>	16
<u>Assessments</u>	19
<u>Extracurricular Activities</u>	20
<u>Technology</u>	26

[Policies](#)

<u>Penalty For False Information</u>	28
<u>The Family Educational Rights and Privacy Act (FERPA)</u>	28
<u>Non-discrimination and Anti-Harassment Policy</u>	29
<u>Bullying Prevention & Intervention Policy</u>	30
<u>Zero Tolerance Policy</u>	34
<u>Grievance Procedure</u>	36
<u>Policy on Children and Youth in Transition (Homelessness Policy)</u>	38
<u>Child Family Services Administration Reporting Policy</u>	44
<u>Admissions and Enrollment</u>	44
<u>Attendance Policy</u>	45

Procedures

<u>Absence Procedures</u>	47
<u>Breakfast and Lunch</u>	47
<u>Dress Code</u>	48
<u>Emergencies</u>	48
<u>Field Trips</u>	49
<u>Health</u>	49
<u>Publications</u>	50
<u>Lost and Found</u>	51
<u>Non-discrimination Policy</u>	51
<u>Nut-free Policy</u>	51
<u>Safety and Security</u>	51
<u>School Closings</u>	52
<u>School Hours</u>	52
<u>Student Code of Conduct</u>	53
<u>Student Drop-off and Pick-up</u>	54
<u>School Books</u>	55
<u>Toys and Electronic Devices</u>	55
<u>Parent Involvement and Communication</u>	55
<u>Creative Families Association (CFA)</u>	56
<u>Meetings with CMIPCS Staff</u>	56
<u>Parent Conferences</u>	56
<u>Parent Visits and Observations</u>	57
<u>Parent Workshops</u>	57
<u>Volunteerism</u>	57

[Appendices](#)

<u>APPENDIX 1 School Calendar</u>	58
<u>APPENDIX 2 Discipline Chart</u>	59
<u>APPENDIX 3 School Leadership and Administration</u>	65

Welcome

Welcome to Creative Minds International Public Charter School!

I hope that you and your child will find your experience at Creative Minds International Public Charter School to be one of joyful discovery and deep learning.

At Creative Minds International Public Charter School, your child will receive a high quality, international and inclusive education. Our unique program incorporates project- and arts-based activities that foster creativity, self-motivation, social and emotional development, and academic excellence. Our goal is to provide students with the foundational skills required for successful participation in a global society.

As a member of the Creative Minds International Public Charter School community, you will have many opportunities to engage in your child's education. Our school community is characterized by a spirit of collaboration, gratitude, and celebration. We appreciate your child's individual talents, and consider your family's engagement to be integral to advancing our mission.

This handbook is designed to acquaint you with Creative Minds International Public Charter School and provide you with general information about our program, our procedures, and policies. Our objective is to provide you with a clear understanding of how we will go about ensuring that your child receives the best possible education within a safe learning environment. We are proud to have an engaged parent community at CMI, and I encourage your involvement in your child's education. If you have questions, problems, or concerns regarding the handbook please contact us.

I wish you a happy and successful year at Creative Minds International Public Charter School!

Sincerely,

A handwritten signature in black ink, appearing to read 'G. Abedin', with a stylized, flowing script.

Golnar Abedin, Ph.D.
Executive Director

Program

Mission

The goal of Creative Minds International Public Charter School (“CMIPCS” or “CMI”) is to offer students a rigorous education plan that provides them with the skills required for successful participation in a global society. To accomplish our mission, we have designed a highly-engaging program based on an international, project- and arts-based curriculum that includes global instruction as well as standards-based literacy and mathematics.

Philosophy

CMIPCS embraces an inclusive philosophy of education. We believe in the importance of meeting the educational requirements of students with a diversity of backgrounds and learning styles. Every child has a unique way of processing information and expressing him or herself. To implement our inclusive vision of education, our curriculum and teachers’ professional development are based on the latest research on child development and learning.

Our multifaceted program includes the international curriculum developed by Fieldwork Education: The International Primary Curriculum Early Years Program (“IPC Early Years”), the International Primary Curriculum (“IPC”), and the International Middle Years Curriculum (“IMYC”). In the IPC Early Years, designed for children aged three and four, students learn through play and exploration. The IPC is for Kindergarten through 5th grade, and its inclusive approach encompasses personal, academic, and international learning goals. The program has proven effective for students with various learning styles and socioeconomic backgrounds in over 92 countries around the world. The IMYC has been specifically designed for students in grades six through nine, focusing on the needs of the adolescent brain. It supports students to make meaning of their learning, connecting their learning, and developing their minds.

We believe that children’s progress in key social and cognitive developmental milestones is a prerequisite to academic success.

Curriculum

Learning at CMIPCS

At Creative Minds International Public Charter School, children learn through engagement, using the mind and body in an active, exploratory, and reflective process. Learning is guided by students’ individual sensory processing systems, which allow them to connect new information to their existing knowledge, practice and master skills, and build new understandings of the world around them.

Inclusive, International, and Academic Learning Goals

Our mission is to maximize each child's learning opportunities, taking into account individual learning styles. The following components of our program are related to our goal of implementing an inclusive education plan in which all children can be successful and have positive feelings toward their school experience. Our research-based inclusive education practices are based on studies that support:

1. A developmental approach to education (based on Dr. Stanley Greenspan's model)
2. An international project and arts based curriculum that integrates:
 - The latest brain and neuroscience research
 - The accommodation of different learning styles
3. Small group literacy and mathematics instruction
4. The importance of arts integration and arts education
5. Global language instruction

Developmental Approach to Education

Creative Minds International Public Charter School program incorporates Dr. Stanley Greenspan's developmental approach to education as presented in *The Learning Tree* (Stanley and Nancy Greenspan, 2010). The tree is used as a metaphor to describe various individual characteristics involved in the learning process. The roots represent how children process the world around them through their sensory systems (what they hear, see, smell, and touch). The trunk of the tree represents thinking skills used in both relationships and academic learning. The branches represent skills used in academic learning (speaking, reading, writing, math, and organizing). Individual learning rates and styles are explained by differences in the ways children process information. Understanding and supporting each child's unique development in all these areas is crucial for their future academic success.

Dr. Greenspan's approach embraces the following principles:

- It is important to know where a child is developmentally in order to plan appropriate educational goals
- Children learn best through engagement and meaningful interactions
- Relationships with teachers and parents are critical to a child's development
- Children's natural interests affect their motivation to learn

Our teachers are trained to address the various aspects of learning that affect children's academic achievement. From an early age, teachers assess and assist our students' progress in the key social and cognitive developmental milestones related to learning. For each child, individual

goals are identified to maximize his/her ability to think, relate, and communicate at different developmental levels.

An International Project and Arts Based Curriculum

As stated above, CMIPCS utilizes the International Primary Curriculum Early Years Program, the International Primary Curriculum, and the International Middle Years Curriculum.

IPC Early Years Program (Preschool and Prekindergarten)

The IPC Early Years program consists of projects and arts-based teaching methods based on themes that appeal to young children. The program is based on the philosophy that helping young children learn—academically, socially, emotionally, and physically—is the real purpose of schools.

The curriculum emphasizes interactive, hands-on projects that spark curiosity, engage students, encourage teamwork, and make connections to children's lives. The IPC Early Years taps into students' interests and strengths, growing their innate love of learning. The curriculum units focus on the following targets (called the Learning Strands):

- *Independence and Interdependence*: Nurtures a child's own personal goals and their relationships with other children.
- *Communicating*: Develops skills in communication, including speaking and listening, reading and writing, early numeracy work and the expressive arts.
- *Exploring*: Develops a child's skills in inquiry.
- *Healthy living*: Encourages children to understand how to look after themselves and each other.

The International Primary Curriculum (Kindergarten through 5th grades)

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

The International Middle Years Curriculum (Grades 6 through 8)

The IMYC was crafted in 2011 to mirror the core values of the IPC to engage children of all abilities to be creative thinkers and problem-solvers in a globalized world. The IMYC continues the educational journey of IPC learners with higher order thinking skills by taking into account the unique developmental needs of students aged 11 to 14, with clear intentions to address adolescent brain development, pubescent physical changes, and their ability to engage with content at a deeper level. IMYC leads students to explore their self-identity and their interpersonal relations. Each unit of the IMYC provides opportunities for students to work with and learn from peers, to lead their own learning and take risks, to tackle a wide range of self-directed investigation, to experience security and familiarity through a consistent learning process, to reflect upon their learning, and to connect their learning to the world around them.

IPC Early Years, IPC, and IMYC Learning

All three of these programs focus on teaching children three different types of learning: knowledge, skills, and understandings.

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

There are three broad categories of goals in the IPC and IMYC: Subject, Personal, and International.

IPC and IMYC Subject Goals

The Subject Goals cover knowledge, skills and understanding. There are subject Learning Goals for the following: Language Arts, Mathematics, Science, Information Technology, Design Technology, History, Geography, Music, Physical Education, Art and Society.

Language Arts	Mathematics	History
Art	Geography	Music
Science	Social Studies	Foreign Languages
Technology	Physical Education	

Some examples of Subject Goals are:

Language Arts Learning Goals (Milepost 1)

- Know the basic structure elements of word structure
- Be able to recognize and use nouns, verbs, adjectives and adverbs

History Learning Goals (Milepost 2)

- Know about the main events, dates and characteristics of the past societies they have studied
- Be able to gather information from simple sources
- Understand that the past can be considered in terms of different time periods

Music Learning Goals (Milepost 3)

- Know how a number of musicians – including some from their home country and the host country – combine musical elements within a structure





- Be able to compose musical pieces combining musical elements within a structure
- Understand that musicians use music to express emotions and experiences





Science Learning Goals (IMYC)

- Know about the structure of a cell, tissue, organ, and organ system and their function
- Be able to conduct scientific investigations with increasing rigor
- Develop an understanding of the need for developing new ways of generating energy

IPC Early Years and IPC Personal Goals







The personal goals refer to those individual qualities and dispositions we believe children will find essential in the 21st century. They help to develop those qualities that will enable people to be at ease with the continually changing context of their lives. The personal goals are:


Personal Goal	Image	Definition
Cooperation		We work together
Integrity		We are honest and help others.
Resilience		We try again, even when it's hard.
Inquiry		We ask questions to learn new things.

Adaptability		We are OK with change.
Communication		We share and let others share.
Thoughtfulness & Reflection		We think about what we've learned and how it affects our lives.
Respect		We treat others the way we want to be treated.

IMYC Personal Dispositions

Personal Disposition	Image	Definition
Responsibility		We are in charge of the actions we choose.

Integrity		We are honest and help others.
Resilience		We try again, even when it's hard.
Inquiry		We ask questions to learn new things.
Adaptability	 <small>www.shutterstock.com 93905964</small>	We are OK with change.
Communication		We share and let others share.
Thoughtfulness & Reflection		We think about what we've learned and how it affects our lives.

Respect		We treat others the way we want to be treated.
---------	---	--

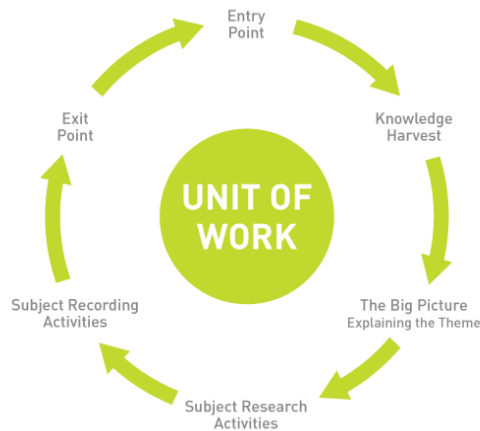
IPC Early Years, IPC and IMYC International Goals

Our students will be global citizens with knowledge and understanding of their own culture(s) and other countries and cultures around the world who will make positive contributions to society. These programs are unique in defining learning goals that help young children begin the move towards an increasingly sophisticated national and international perspective. The philosophy of “independence and interdependence” runs throughout the programs and the international perspective is based upon:

- A knowledge and understanding of one’s own national culture;
- An awareness and understanding of the independence of and the interdependence between people;
- An awareness and understanding of the independence of and interdependence between countries;
- An awareness and understanding of the essential similarities between the people and countries of the world;
- A developing ability to be at ease with others who are different from ourselves.

IPC Early Years and IPC Units of Work

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



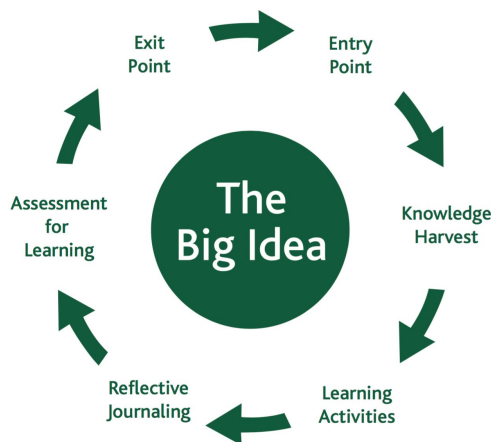
IMYC Units of Work

Learning with the IMYC follows six-week units based around a conceptual idea, called the 'big idea'. An example of this for one IMYC unit is: 'Things are more stable when different elements are in the correct or best possible proportions.' Students link the learning in their different subjects through the big idea, considering what they're learning from personal, interpersonal and global perspectives.

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

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

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



Small Group Literacy and Mathematics Instruction

Creative Minds International Public Charter School literacy and math goals are based on the National Common Core Standards adopted by the DC Office of the State Superintendent of Education (“OSSE”). Strong literacy skills are imperative to academic success and our program will focus on all students’ developing strong reading and writing skills. Our mathematics curriculum and instructional materials foster deep conceptual understanding required for successful future learning in upper grades.

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

The Importance of Arts Integration and Arts Education

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

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

The IPC Early Years, IPC and IMYC implemented at our school includes arts-integrated, thematic curriculum units. In addition to arts-integrated learning in our academic subjects, we promote a well-rounded education that includes the arts as an autonomous part of the curriculum.

We thus provide our students with music, movement, visual arts and drama classes during the school day and in our extended day programs.

Foreign Language Instruction:

To prepare students with the skills required to engage successfully in a globalized world, we offer students arts-integrated global language classes from age three and forward. Spanish and Mandarin language classes are offered weekly during the school year.

Our goal at CMI is to include students who receive special education services with their peers in the general education classroom setting as much as possible. Students who qualify and have an Individualized Education Program (“IEP”) may receive specialized individual or small group instruction outside of the general education if necessary. Services include small group or individual reading and math instruction, speech therapy, occupational therapy, physical therapy, and counseling services. Other services are also available as necessary.

The school will identify and evaluate any student that it suspects may have a disability requiring special education. Parents or teachers who are concerned that a student may have a disability should contact the Director of Inclusion to request an evaluation of the student. Parental consent is required before an evaluation for special education may be conducted. Once the evaluation is completed, a meeting with the student’s parent/guardian and a multidisciplinary team will be held to determine if a child requires special education services, based on the results of the evaluation. For students who require special education services, an IEP will be developed and implemented.

Anyone who has questions about the special education program or process at CMIPCS or who wants to learn more about the rights of students with disabilities and their parents should contact the Director of Inclusion. Any parent of a student with a disability who would like an IEP team meeting should contact the Special Education Coordinator to request a meeting.

Program for English Language Learners

CMIPCS provides high-quality instruction to all students within our engaging and rigorous curriculum. When students have English language learning needs, the school provides English Language Learning (“ELL”) instruction.

To ensure CMIPCS is meeting the needs of ELL students, the parents of all incoming students complete a comprehensive Home Language Survey (“HLS”) during the enrollment process. CMIPCS also reviews files from previous schools to determine if students are currently identified as ELL students.

Families answering any question on the HLS with a response other than English but are not identified as ELL from previous schools have their records reviewed to determine individual needs.

CMIPCS evaluates any students for whom there is a concern regarding their mastery of the English language to determine appropriate support that may be necessary for their success. Students take an informal language screening test and then, if necessary, a formal English language proficiency assessment to determine if ELL support is needed and at what level of support. The formal screening used by the school is called the W-APT. W-APT stands for the WIDA-ACCESS Placement Test. It is an English language proficiency "screener" test given to incoming elementary students who may be designated as English language learners. The W-APT assesses the four language domains of Listening, Speaking, Reading, and Writing. The W-APT is designed to be individually administered and adaptive, meaning that parts of the test may be discontinued as soon as the student reaches his or her performance "ceiling." Kindergarten students are assessed using a separate W-APT assessment. The Kindergarten W-APT is meant to be administered to second semester Pre-K, K, and first semester 1st grade students. It is organized as a single, individually-administered test with a combined Speaking/Listening component. The Reading and Writing tests make up a separate test, which is optional, and only for students with some literacy skills.

For early childhood students, CMIPCS uses the Pre-IPT Oral Language Assessment. Student proficiency in English falls on a letter scale, where Level A means Beginning and Levels D and E mean the student is Advanced and is considered a Fluent English Speaker. If student proficiency is determined to be at Levels A-C, we provide services to the students.

Program Summary

CMIPCS offers an English as a Second Language ("ESL") program. In our ESL program we offer Content-Based ESL ("CBE") and Pull-Out ESL ("POE"). ESL is an instructional program for students whose dominant language is not English. The purpose of the program is to increase the English language proficiency of eligible students so they can attain academic standards and achieve success in the classroom. These programs offer:

- Standards-based English instruction at the appropriate proficiency level
- Content area instruction aligned with corresponding standards and adapted to meet needs of the students
- Assessment processes that reflect the standards and instruction
- Instruction in ESL includes listening, speaking, reading, and writing at different levels of proficiency: beginning, intermediate, and advanced. The type and amount of standards-based ESL instruction provided to students depends upon their level of language development and proficiency as determined by the W-APT and the Pre- IPT.

Guidelines for amounts of daily ESL instructional time are:

Non-English-speaking students: 2 to 3 hours

Beginner: 2 hours

Intermediate: 1 to 1 1/2 hours

Advanced: 1/2 hour

Families of ELL students are notified that their child qualifies for services and are able to Parents are able to opt out of services if they wish.

ESL staff hold an Instructional I or II Certificate and have appropriate training to teach ESL classes. Content teachers are provided with appropriate training in modifying instruction for ELLs.

Progress Monitoring

All students in the ESL program receive progress reports on their mastery of the English language with each report card distribution. These progress reports are written in the student's native language to ensure that parents are able to understand the progress their child has made in mastering the English language.

Annual Assessment of ELLs

The school's assessment processes for ELLs comply with all state and federal laws. ELLs take the WIDA ACCESS for ELLs test annually. ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) is a secure large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English language learners. All students in Grades three through five take the PARCC Assessment to assess their mastery of the Common Core Standards with allowable accommodations

Exit Criteria

In order to be exited from the ESL program, students must achieve a composite score of 5.0 on the ACCESS for ELLs test. Students are monitored for two years after exiting ESL using a review of grades, benchmark tests, standardized assessment scores, and teacher observations. Records of these reviews are kept in the student's file.

Grading of ELLs

ELLs are graded using the same grading system as all other students. A student may not be retained in a grade based solely on his/her ESL language proficiency.

ELLs with Disabilities

ELLs may be eligible for the full range of Special Education services as appropriate.

Parent Involvement

Parents of ELL students are provided notice within thirty days from the beginning of the school year regarding their child's identification and placement in the ELL program. Parents have a right to decline or opt their children out of the ESL program. Parents of ELL students are afforded the opportunity to meet with the school staff, with the assistance of an interpreter, in order to understand the CMIPCS program and to offer their input. All information disseminated to the students and their parents is provided in the language or mode preferred by the parents.

Evaluation

The ESL program is evaluated annually to ascertain that it is meeting its goals for the students. ESL students and their parents are guaranteed full access to all CMIPCS programs and services.

Assessments

Assessment is used on an on-going basis to determine the mastery of content and the effectiveness of our teaching. We use a variety of tools to regularly measure student progress towards meeting state standards as well as students' individual goals. These include teacher created benchmark assessments, as well as a variety of other classroom tools. Students are assessed in the following areas:

- Social and emotional development
- Reading fluency, comprehension and vocabulary
- Mathematics conceptual understanding and problem solving
- The IPC and IMYC academic, international, and personal learning goals
- Language proficiency

Early Childhood

Preschool and Prekindergarten children will be assessed using the Teaching Strategies GOLD assessment and portfolio based assessments. It is an authentic, on-going, child-centered assessment using observations of children in the classroom settings and activity-based rubrics. It assesses literacy and mathematics and is fully aligned to the DC Early Learning and DC Kindergarten Preparedness standards.

Elementary and Middle School

In Kindergarten through 5th Grade, students are assessed in English Language Arts using the Developmental Reading Assessment and in Mathematics using the NWEA Math assessment. Students in 6th grade will be assessed in both Reading and Math using the NWEA assessment. These assessments measure students' achievement and growth each school year. They are aligned to the Common Core standards, and prepare students for success in the testing grades. The IPC and IMYC Assessment for Learning is also used to review students' progress in the IPC and IMYC subject goals. In 3rd through 6th grade, students take the Partnership for Assessment of Readiness for College and Careers ("PARCC") reading and math tests. Fifth grade takes one additional PARCC test in science.

Report Cards

Report Cards are issued each trimester (three times each year).

Extracurricular Activities

Before Care, After Care, Creative Clubs, and Music Lessons

Our after and before school programs include Before Care, After Care, Creative Clubs, and Individual Music Lessons. The goal of CMIPCS's out-of-school-time programs is to provide CMI students with a safe, healthy environment in which they can continue to learn, grow, and experience a number of fun enrichment activities.

Before Care

Preschool through 6th Grade

Our Before Care Program offers families the convenience of early drop-off in the morning. Before Care takes place between 7:45 and 8:15 a.m. Students attending Before Care play games, read, and have breakfast before school begins.

Enrollment

You may enroll your child in Before Care for a fixed monthly rate of \$150. Please note that the first payment for August/September Before Care is due on August 22nd. Payment for October and all subsequent months will be due on the 1st of the month.

Enrollment for Before Care takes place in August through an online process. If you need to enroll in Before Care after the start of the school year, there will be an online enrollment form available on the CMI website. The monthly price has been calculated taking into account that some months have more school days than others, and represents an average over the ten months of the school year.

Please note that we do not offer a per-diem rate for Before Care. If you need to drop off your student prior to 8:15, you must enroll in a monthly Before Care plan.

Withdrawal

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

After Care

Preschool through 4th Grade

Our After Care Program runs from 3:30 to 6:00 p.m. and provides students with homework supervision, a nutritious snack, and free play, both indoors and out. Students participate in

informal activities such as chess, music, dancing, and art projects, while enjoying social interactions with their friends and academic reinforcement from our talented staff members. Our After Care staff consists of CMI teachers, student support staff, childcare professionals, and local university graduate students and undergraduate students on education tracks.

Enrollment

You may enroll your child in After Care for a fixed monthly rate of \$325, or \$100 if you qualify for free or reduced lunch. All students enrolled in After Care may stay until 6:00 p.m.—please note that we no longer have different plans for different pick up times. All students must be picked up promptly at 6:00 p.m.

After Care begins on August 29. The first payment for August/September After Care is due on August 22nd. Payment for October and all subsequent months will be due on the 1st of the month.

Enrollment for After Care takes place in August through an online process. If you need to enroll in After Care after the start of the school year, there will be an online enrollment form available on the CMI website. The monthly price has been calculated taking into account that some months have more school days than others, and represents an average over the ten months of the school year.

Per-Diem After Care

Families may use per-diem After Care for occasional or spontaneous child care needs. Per-diem After Care is billed at a rate of \$25 per day. In order to use the per-diem option, please email Sarah Levant, After School Coordinator, at Sarah.Levant@creativemindspcs.org with the following information: your child's name, grade, and date(s) of per-diem care needed. It is helpful for us to have 24-hour notice, but we understand that sometimes things come up at the last minute. Please try to let us know as soon as possible.

Payment

Invoices for after school services may be paid online or in person with a check, credit card, money order, or cash. All invoices for after school services must be paid in advance of service, by the first of the month.

If you are experiencing hardship and need to discuss payment options, please contact the CMIPCS Chief Operating Officer.

Policies & Procedures

At dismissal, all students who are enrolled in After Care or clubs are brought to the After Care classroom. At 3:45, students who are not normally enrolled in After Care but who have not been picked up will be signed in to After Care and the per-diem rate will be assessed for the use of After Care. This policy helps us to ensure the safety and supervision of all children at CMI.

Students in After Care receive a nutritious snack provided by our meal vendor. For more information about snacks, please see the school menus posted on our website under Health & Nutrition.

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

Withdrawal

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

Creative Clubs

Preschool through 4th Grade

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

Enrollment

Our Creative Clubs offerings will be published on our website in August each year for the fall clubs and December each year for the spring clubs. All enrollment for Creative Clubs occurs online. An online form will be available in the online welcome packet and on the CMI website. Please check the weekly newsletter for updates.

In rare cases that a Club has more students signed up than it can accommodate, we will conduct a random lottery at the end of the first week of the Creative Clubs enrollment to determine the roster. Clubs that do not reach their minimum enrollment by two weeks prior to the start of the term will be cancelled.

Payment

Payment for Clubs is due at the time of enrollment. Most clubs have 14 - 15 sessions, though depending on holidays, some clubs may have more or fewer. Rates for Clubs are fixed at \$225 per Club. The rates for families who qualify for free or reduced lunch are \$105 per Club.

Creative Clubs Policies & Procedures

Clubs instructors pick up students from the After Care classrooms at 3:45 pm and bring them to the location of the club. At 4:45, Creative Clubs instructors return students to the After Care classroom. Families may pick students up from the After Care classrooms after 4:45 pm.

Withdrawal

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

Reimbursements for withdrawals are as follows:

- Full refund (minus a \$15 deposit) before the 1st class.
- 50% refund through the 2nd week of class.
- No refund will be provided after the 2nd week of class.

Cancellations

In the event of an instructor cancellation, we will make an effort to reschedule the missed club(s) during the make-up week at the end of the club term. If, after the make-up week, there were 2 or more sessions of your club that were not made up, we will offer a credit to your account for the missed class(es). The credit will be communicated to parents via email.

Note

We ask our clubs instructors and after care teachers to make every reasonable effort to ensure that all students on their rosters attend clubs. It has been our experience that some students can sometimes be very reluctant to attend a club because it is a departure from their normal routine. When this happens, a trusted staff member or the child's teacher tries to persuade the student or walk with him or her to the club. *Please note that we will not force your child to participate in the after school enrichment activities.* We can, however, provide you with information about the instructor and the room where the club will take place so you can talk to your child beforehand and prepare him or her for the experience.

Middle School After School Program

5th and 6th Grade

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

In order to ensure consistency and access, families will pay a low monthly rate for middle school after school, and students will have access to a menu of options that includes intramural sports, student leadership, performing arts, and homework help/tutoring. This menu of options will change each fall, winter, and spring.

Enrollment & Payment

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

The cost of the middle school after school program is \$75 per month, or \$45 per month for families qualifying for the free or reduced lunch program. Payment for this program is due by the first of the month.

Because this is a new program, we are reserving the right to change offerings and pricing each term. If an activity does not reach minimum enrollment (enough students to play on a soccer team, for example), we may adjust the activity accordingly. Families will be notified, and will have the opportunity to withdraw from the program with a full refund if desired.

Withdrawal

We ask that families commit to enrolling in 12 week increments, in order to ensure that activities have consistent attendance and coaches and instructors can accomplish the goals of establishing teamwork and cooperation among members. If you wish to withdraw your student from the program, please provide written notice two weeks prior to the end of the month in order to cancel enrollment for the upcoming month.

Individual Music Lessons

Students ages 4 +

CMI offers music lessons for students seeking one-on-one instruction in piano, violin, guitar, percussion, and other instruments. Many of our instructors are CMI teachers or private instructors who have been with the school for many years. In the past year, we launched a

successful partnership with B&B Music (<http://www.bnbmusiclessons.com>), a company that provides professional, experienced music teachers to CMI's after school program.

Enrollment

CMI uses an online form for signing up for music lessons in the after school program. Students continuing their lessons will be given preference for their lesson times. All others, will be accepted on a first-come, first-served basis. The form for signing up for all music lessons will be available on the CMI website under "Programs," and will be announced via CMI's weekly newsletter.

Pricing & Payment

All music lessons are billed at a rate of \$125 per month over the 10 months of the school year. If your lessons are provided through B&B Music, you will pay online via their company's portal. If your lessons are with one of CMI's teachers or contracted instructors, payment is made to the school.

The payment policy is the same for B&B lessons and CMI teacher lessons. Payment is due on the 1st of each month. If you cancel a lesson during that month, you will not receive a refund. However, if the teacher cancels, you will receive a credit for the missed lesson on next month's payment.

Suspending or Cancelling Lessons

In the event that you can no longer continue music lessons, please send an email to us at: Sarah.Levant@creativemindspcs.org. If you cancel after the 1st of the month, you will not be refunded the fee for that month.

Important Notes on Music Lessons

Spaces for individual lessons have traditionally been limited based on space constraints and instructor availability. Having more flexibility about the day of the week and time of the lesson will make it more likely that your child will be placed in lessons.

Please note that Individual Music Lessons and After Care are separate programs. If your student is not enrolled in After Care but stays in after care while waiting for his or her music lesson to begin, you will be assessed the per-diem rate for After Care.

Music lessons are available for students age four (4) and up.

Scholarships

We strive to make our after school programs available to all students. CMI provides as many scholarships as possible to students who qualify for the Free & Reduced Lunch Program to attend creative clubs and receive individual music lessons. In 2015 - 2016, CMI provided over 60 scholarships for clubs to students. The CFA provides an additional 8 scholarships for clubs annually, as well as two music scholarships. Our partners, including B&B Music, Kaizen Fitness, Boolean Girl, and other individual donors, provide additional scholarships to increase access to activities.

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

Questions and Concerns

The After school programs are managed by the Director of Student Programs and Grants. Please direct any questions to the After School Coordinator or the Director of Student Programs and Grants.

For any questions related to the payment and billing requirements for our Before and After Care Programs, please contact the CMIPCS Chief Operating Officer.

Technology

CMI's technology goals for the 2016-17 school year are aligned with the school's goals. Specifically, instructional technology corresponds with the school goal of academic achievement, which spans all three pillars of the CMI program (International Education, Inclusion, and Arts Education / Integration).

According to the [International Society of Technology in Education \(ISTE\)](#), quality technology integration can have a powerful impact on both teaching and learning: "Technology, when used effectively, can help students meet and exceed rigorous learning goals. It can also give educators access to tools and resources that personalize instruction and create relevant, engaging learning environments." Paired with the proper support and training, technology integration can enhance student achievement in three main ways:

1. Rigor—by facilitating activities that require increased communication, creativity, critical thinking, and collaboration;
2. Engagement—by tapping into students' individual learning styles and diverse needs; by adding authenticity and relevance;

3. Skills—by providing students with the technology skill sets necessary for success in education and career.

In order to support strong academic achievement, CMI integrates technology so to:

- enhance instruction in all three pillars of the CMI program: International Education, Inclusion, and Arts Education / Integration;
- meet and exceed learning objectives in all content areas (including technology) as defined by the [IPC](#) and [IMYC](#), [ISTE](#), [Next Generation Science Standards](#), and [Common Core State Standards in Literacy and Math](#);
- facilitate the assessment of student achievement in all content areas, eg. in Literacy and Math via the PARCC assessments; through rubrics in IPC / IMYC units; through digital portfolios throughout the curriculum;
- ensure the successful launch and integration of technology-related initiatives:
 - 1) Integrating the arts and technology via STEAM, 2) Coding with Scratch,
 - 3) Collaborating with Google Apps for Education, and 4) promoting Digital Citizenship.

At CMI, students practice using technology tools in a safe and responsible manner in order to demonstrate critical and creative thinking and to build skills in communication and collaboration. Both students and teachers use a variety of hardware and applications to achieve these goals: desktop computers, laptops, and projectors, as well as a variety of developmentally-appropriate software and web-based applications.

Policies

Penalties For Providing False Information

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

The Family Educational Rights and Privacy Act (FERPA)

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

- The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate. Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the School principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to

review an education record in order to fulfill his or her professional responsibility.

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

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

FERPA requires that CMI obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, CMI may disclose appropriately designated "directory information" without written consent, unless you have advised CMI to the contrary in accordance with CMI's procedures. If you want to limit the disclosure of directory information about your child, please advise the school by August 22.

Non-discrimination and Anti-Harassment Policy

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

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

Harassing conduct includes, but is not limited to: epithets, slurs or negative stereotyping; threatening, intimidating or hostile acts; denigrating jokes and display or circulation of written or graphic material that denigrates or shows hostility or aversion toward an individual or group (including through e-mail).

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

In addition, we do not allow discrimination of any kind in the workplace. We are an equal opportunity employer and also take affirmative action measures against discrimination in all

aspects of employment and School business. This policy applies not only to personnel decisions, but to all aspects of the School.

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

Anyone having inquiries concerning the CMIPCS nondiscrimination policy or who wish to file a complaint alleging discrimination by CMI should contact our Human Resources Manager.

Any person who believes that CMIPCS has discriminated on the basis of race, color, national origin, sex, disability, age, religion, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, political affiliation, or source of income, or otherwise may submit a complaint pursuant to CMI's Grievance Procedures. A copy of the grievance procedures can be found below or obtained by request through the individual(s) identified above.

Bullying Prevention & Intervention Policy

Objectives & Purpose

CMIPCS expects students and staff to treat each other with respect and does not tolerate acts of harassment, intimidation, or bullying. Similar to violent or highly disruptive behaviors, this type of conduct violates the rights and abilities of students to engage in learning and makes it difficult for CMIPCS staff to adequately educate students in a safe environment. CMIPCS has created a bullying prevention and intervention policy in order to protect our school culture, safety, and wellbeing of all members of our school community. CMIPCS staff will utilize this policy to immediately investigate reports of bullying, harassment, and intimidation and determine appropriate next steps for all involved in an incident.

Definition of Bullying

CMIPCS defines bullying as any severe, pervasive, or persistent act or 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 or expression, intellectual ability, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, place of residence or business, or any other distinguishing characteristic, or on a youth's association with a person, or group with any person, with one or more of the actual or perceived foregoing characteristics; and
- 2) Shall be reasonably predicted to:
 - a) Place the youth in reasonable fear of physical harm to his or her person or property;
 - b) Cause a substantial detrimental effect on the youth's physical or mental health;
 - c) Substantially interfere with the youth's academic performance or attendance; or

- d) Substantially interfere with the youth's ability to participate in or benefit from the services, activities, or privileges provided by an agency, educational institution, or grantee.

Prohibition Against Bullying

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

- 1) On CMIPCS grounds and at CMIPCS sponsored or related events on and off the CMIPCS grounds, on any vehicle used for CMIPCS business, at any transit stop at which youth wait to be transported to CMIPCS business, or through the use of any electronic devices owned by CMIPCS, leased by CMIPCS or used for CMIPCS business;
AND
- 2) At a location or function unrelated to CMIPCS, through the use of any electronic devices, including those not owned or leased by CMIPCS, if the acts of bullying or cyber bullying create a hostile environment at CMIPCS for the victim or witnesses, infringe on their rights at CMIPCS or materially and substantially disrupt the orderly operation of CMIPCS.

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

Bullying Policy Publication & Contact

This policy is available on the CMIPCS website. The policy, and age appropriate versions thereof, will be distributed to students and parents of students in contact with CMIPCS annually through the Student & Family Handbook, and CMIPCS staff will be trained on the bullying policy and reporting procedures annually.

Our Director of Student Culture and School Counselor are responsible for coordinating CMIPCS's bullying prevention efforts. All questions, comments, and concerns about the bullying policy and CMIPCS prevention efforts can be directed to our Director of Student Culture.

Code of Conduct:

CMIPCS expects all students to behave in a way that promotes an understanding of the "Personal Goals" outlined in the social-emotional curriculum, derived from the International Primary Curriculum and International Middle Years Curriculum. These Personal Goals allow us to maintain a safe and inclusive environment for all students, CMIPCS staff, and community members. Students are expected to treat all members of the CMIPCS community with respect; respect the property of CMIPCS, its staff, and other students connected to CMIPCS; and to response appropriately to instructions from CMIPCS staff.

Reporting Incidents of Bullying or Retaliation

CMIPCS expects all staff members to report incidents of bullying or retaliation they witness or are made aware of. Staff members should immediately report all such incidents to the Director of Student Culture.

Students, parents, and guardians, are encouraged by CMIPCS to report any incidents of bullying that they witness or become aware of. Reports of bullying may be made to the Director of Student Culture by calling 202-588-0370 or emailing alexis.lassus@creativemindspcs.org.

Reports of bullying by students, parents, and guardians may be made anonymously, but disciplinary action cannot be taken by CMIPCS 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 onto a CMIPCS Bullying Incident Report Form. Reports of bullying that are not initially received by the Director of Student Culture will be transmitted to her within one day of their receipt.

Investigating Incidents of Bullying

Prior to the investigation of an incident, the Director of Student Culture 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 actions may be to establish a staff “safe” mentor, create preferential seating, or to change the alleged bully/bullies’ school schedule when necessary. Once an investigation is concluded, further steps will be taken as needed to assure the continued safety of the victim from additional incidents of bullying or retaliation.

Once a report of bullying has been received by CMIPCS, the following groups will be notified as needed by the Director of School Culture or School Counselor:

Parents and guardians: CMIPCS 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. The Director of Student Culture will determine if parents or guardians should be informed prior to or after the investigation of an incident.

Law enforcement agencies: If Creative Minds International PCS determines that the reported incident may involve criminal activity or the basis for criminal charges, information about the incident must be conveyed to the appropriate law enforcement authorities after approval of the school principal. As part of making this determination the Director of Student Culture may wish to consult with either a law enforcement officer or legal counsel with the principal’s guidance.

CMIPCS 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. CMIPCS will make every effort to protect the confidentiality of those who report bullying incidents.

An investigation of an incident will be initiated no more than one day after the Director of Student Culture receives a report of bullying and will conclude no later than 30 days after the receipt of such a report. As part of the investigation the Director of Student Culture will interview any involved or relevant parties including alleged victims, bullies, witnesses, staff, parents or guardians.

CMIPCS 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 bullying reporting database to generate a more accurate picture of bullying behaviors at CMIPCS. Where necessary, provisions will be made to include the advice of legal counsel.

The Director of Student Culture 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 Director of Student Culture determines that an incident of bullying has occurred, they should take the response steps enumerated in Creative Minds International PCS tertiary discipline policy to prevent the recurrence of an incident and restore the safety of a victim.

Consequences of Bullying and Retaliation

CMIPCS 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, CMIPCS shall ensure that staff follows these guidelines as closely as possible, while allowing for flexibility to adapt sanctions to individual contexts. Furthermore, to ensure equitability in applying sanctions, measures will be applied on a graduated basis determined by the nature of the offense, the disciplinary history of the student(s) involved, and the age and developmental status of the student(s) involved. Responses to incidents of bullying are outlined in the student handbook. Potential consequences of bullying include, but are not limited to:

- Reprimand
- Deprivation of privileges
- Bans on participating in optional CMIPCS activities
- Ban or suspension from CMIPCS facilities
- In School or Out of School Suspension or Expulsion

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, CMIPCS's response to an active incident of bullying will always include the referral of both victim(s) and bully/bullies to the School Counselor for remedial mental health services. CMIPCS does not endorse the use of punitive strategies associated with "zero-tolerance" policies when applying sanctions to an incident of bullying. CMIPCS shall communicate to students at CMIPCS these consequences that students can expect for participating in bullying behavior.

Retaliatory behavior in response to a bullying investigation or finding is prohibited for all employees, volunteers, and students at CMIPCS. Consequences for retaliation may include, but are not limited to:

- Reprimand
- Deprivation of privileges
- Bans on participating in optional CMIPCS activities
- Ban or suspension from CMIPCS facilities

Appeals

Parties dissatisfied by the outcome of a bullying investigation may appeal the determination of the Director of Student Culture at Creative Minds International PCS. This appeal should be submitted no later than 30 days after the initial determination. Upon receipt of an appeal, the CMIPCS Executive Director must conduct a secondary investigation within 30 days of the receipt of an appeal. This 30-day period may be extended by up to an additional 15 days if the Creative Minds International PCS Executive Director indicates why more time is needed to conduct an investigation.

Zero Tolerance Policy

Our Student Code of Conduct includes a zero tolerance policy that relates to weapons, drugs and alcohol, violence, and threats of violence. If a student violates the zero tolerance policy s/he may be subject to immediate expulsion; however, case-by-case circumstances may be taken into account. CMIPCS abides by the Individuals with Disabilities Education Act (IDEA) when suspending or expelling special education students. Zero tolerance offenses include:

- Behavior that violates the Gun Free Schools Act
- Use, possession of, or bringing to school a weapon. Weapons include but are not limited to: loaded or unloaded firearms, pistols, blank pistols, starter pistols, revolvers, rifles, shotguns, toy guns, knives with blades over 3 inches, razor blades, explosives, fireworks, mace, tear gas, tazers, etc.
- Possession or distribution of alcohol
- Selling or distribution of marijuana, prescription drugs, controlled dangerous substances, imitation controlled substances, inhalants, other intoxicants, controlled or drug paraphernalia
- Assault/attack on member of school community that results in bodily injury

- Threats, intimidation, or other comparable conduct which causes or attempts to cause severe physical injury, substantial disruption, or obstruction of any lawful mission, process, or function of Creative Minds International Public Charter School
- Any behavior or other conduct not specifically enumerated anywhere else in this handbook that is illegal, causes significant disruption to the school operation, or causes substantial harm to one-self or others

Suspension and Expulsion

Suspension and expulsion are the school's most serious disciplinary actions. Suspension is defined as the denial of the right of a student to attend CMIPCS, including all classes and school activities, for a defined period of time, not exceeding ten school days. Expulsion is the denial of a student's right to attend CMIPCS, including all classes and school activities, for at least one school year or longer.

Suspensions happen when a level 3, or repeated level 2 behaviors occur (see Appendix 3). In the event that a student is suspended or expelled, the parent will be contacted and informed of the suspension and will need to pick up the student from school. If the parent is unable to pick up the student that day, the suspension will begin on the next immediate school day. A copy of the suspension letter will be sent home with the student and another will be retained in his or her permanent school file. Parents wishing to appeal a suspension must do so by making an appointment with the appropriate leadership staff.

Expulsions

Expulsion is an action taken as a last resort. It is a consequence used for repeated offenses by a student who shows an inability to correct his/her behavior after repeated measures and options have been exhausted. It is also the consequence for behavior that violates the zero tolerance policy.

Expulsion Process

The final decision for expulsion lies with the Executive Director. If a student is under consideration for expulsion, the Executive Director will contact the parent/guardian to arrange a meeting for a review of the conduct which led to the consideration for expulsion. The student will be considered suspended until the expulsion is final. Students and families must follow the rules in the suspension policy outlined above. Once under consideration for expulsion, the parent/guardian is asked to pick up the student, and the student is not allowed to return to the school grounds or participate in any school sponsored activities, field trips, or programs. The Executive Director will then convene the school's disciplinary committee to make a final decision regarding expulsion and notify the parent/guardian by telephone and in writing.

Appeals Process

Parents/guardians may appeal the decision to expel a student through a formal appeals process that includes a hearing before an Appeals Committee, consisting of the Board Chair (or his/her designee) and two other board members. The appeal must be made in writing within 48 hours of

notification of expulsion and delivered by email or regular mail to the Executive Director. Once the appeal is received, a hearing is scheduled no more than 48 hours after the Executive Director receives notice of the parent/guardian's appeal. At the appeals hearing, the Executive Director may present written and oral statements as well as documentation supporting the decision to expel. At the appeals hearing, the parents/guardians may present written and oral statements as well as documentation supporting the appeal. The student's parents are encouraged to attend and present an oral or written statement. The Appeals Committee will consider the testimony of all participants and render a decision within 48 hours of the hearing.

Disciplinary Procedures for Students with Disabilities

When a student with an IEP demonstrates significant behavioral challenges at CMIPCS, the following procedures will apply:

1. If the student's IEP includes specific disciplinary guidelines, the student will be disciplined in accordance with those guidelines. If the disciplinary guidelines appear to be ineffective, or if there is concern for the health and safety of the student or others, if the guidelines are followed with respect to a specific infraction, the matter will be immediately referred to the Director of Student Support Services for action;
2. Students for whom the IEP does not include specific disciplinary action may be disciplined in accordance with standard school policy relating to each infraction. If the Executive Director decides to suspend the student, the Executive Director and Director of Inclusion will arrange for appropriate alternative instruction;
3. If a student identified as having a disability is suspended during the course of the school year for a total of ten days, the student must be immediately referred to the Special Education Discipline Committee ("SEDC") for a manifestation meeting. The SEDC is made up of the Executive Director, the Director of Inclusion, and the student's teacher. The SEDC will explore whether the infraction is a result of the disability. Special Education services are not to be interrupted during the manifestation process or long-term suspension. If it is determined that the behavior was a manifestation of the student's disability and the student is suspended beyond 10 days, educational services, including access to the general curriculum, must continue.

Grievance Procedure

Any person who believes that CMIPCS has discriminated on the basis of race, color, national origin, sex, disability, age, religion, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, political affiliation, source of income, or otherwise may submit a complaint to the CMIPCS Chief Operating Officer ("COO").

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. These grievance procedures may be used by employees, students,

parents, or third parties. These grievance procedures do not bar individuals from filing claims in other forums to the extent permitted by state or federal law.

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

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

Step 1

Within 90 days of the alleged discrimination or harassment, written notice of the complaint must be filed with COO. If the complaint is being made against the COO, the complaint may be submitted to the CMIPCS Executive Director. The written notice must include the nature of the complaint, the date(s) of the occurrence, the desired result, and must be signed and dated by the person making the complaint.

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

Within thirty (30) business days of receiving the written notice of the complaint, the individual investigating the complaint will respond in writing to the complainant. The response will summarize the course and outcome of the investigation, and identify an appropriate resolution. If, as a result of the investigation, it is determined that discrimination or harassment have occurred, appropriate corrective and remedial action will be taken.

Step 2

If the complainant wishes to appeal the decision from Step 1, he/she may submit a signed statement of appeal to the CMIPCS Executive Director, within ten (10) business days after receipt of the response. The Executive Director will review all relevant information and meet with the parties involved, as necessary. Within twenty-one (21) business days of receiving the statement of appeal, the Executive Director, will respond in writing to the complainant summarizing the outcome of the appeal and any corrective or remedial action to be taken. If the complaint is being made against the CMIPCS Executive Director, the appeal may be submitted to the Board of Trustees.

Step 3

If the complainant is not satisfied with the decision of the Executive Director, 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 Director's response. A statement of appeal to the Board may be submitted to the Executive Director who will provide the statement to the Board. In an attempt to resolve the grievance, the Board shall review all relevant information and 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 fifteen (15) business days of this meeting.

Grievances may also be filed with the Office for Civil Rights by: (1) mailing the complaint to Director, District of Columbia Office, Office for Civil Rights (OCR), U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-1475; (2) faxing it to (202) 453-6021; or (3) filing it electronically at: www.ed.gov/ocr/complaintprocess.html. For more information, you can contact OCR at (202) 453-6020 (voice), (877) 521-2172 (TDD), or ocr.dc@ed.gov.

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

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

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

Policy on Children and Youth in Transition (Homelessness Policy)

Homelessness exists in our community. A combination of high housing costs and poverty causes many families to lose their housing. Many young people leave their homes due to abuse, neglect, and family conflict. Children and youth who have lost their housing live in a variety of places, including motels, shelters, shared residences, transitional housing programs, cars, campgrounds, and others. Their lack of permanent housing can lead to potentially serious physical, emotional,

and mental consequences. Creative Minds International Public Charter School will ensure that all children and youth receive a free and appropriate public education and are given meaningful opportunities to succeed in our school. We will also follow the requirements of the McKinney-Vento Homeless Assistance Act.

It is our policy to view children as individuals. Therefore, this policy will not refer to children as homeless; it will instead use the term children and youth in transition. Under federal law, children and youth in transition must have access to appropriate public education, including preschool, and be given a full opportunity to meet state and local academic achievement standards. They must be included in state- and district-wide assessments and accountability systems. Creative Minds International Public Charter School will ensure that children and youth in transition are free from discrimination, segregation, and harassment. Information regarding this policy will be distributed to all students upon enrollment and twice during the school year, provided to students who seek to withdraw from school, and posted in the school.

Children and youth in transition means children and youth who are otherwise legally entitled to or eligible for a free public education, including preschool, and who lack a fixed, regular, and adequate nighttime residence, including:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, campgrounds, or trailer parks due to lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement.
- Children and youth who have a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
- Children and youth who are living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting.
- Migratory children and youth who are living in a situation described above.

A child or youth will be considered to be in transition for as long as he or she is in a living situation described above.

Unaccompanied youth means a youth not in the physical custody of a parent or guardian, who is in transition as defined above. The more general term youth also includes unaccompanied youth. Enroll and enrollment mean attending school and participating fully in all school activities. Immediate means without delay.

Parent means a person having legal or physical custody of a child or youth.

School of origin means the school the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

Local liaison is the staff person designated by our LEA and each LEA in the state as the person responsible for carrying out the duties assigned to the local homeless education liaison by the McKinney-Vento Homeless Assistance Act.

Identification

In collaboration with school personnel and community organizations, the local liaison will identify children and youth in transition at Creative Minds International Public Charter School, both in and out of school. The local liaison will train school personnel on possible indicators of homelessness, sensitivity in identifying families and youth as in transition, and procedures for forwarding information indicating homelessness to the local liaison. The local liaison will also instruct designated school personnel to inquire about possible homelessness upon the enrollment and withdrawal of every student and to forward information indicating homelessness to the local liaison. Community partners in identification may include the following: family and youth shelters, soup kitchens, motels, campgrounds, drop-in centers, welfare departments and other social service agencies, street outreach teams, faith-based organizations, truancy and attendance officers, local homeless coalitions, and legal services. The local liaison will keep data on the number of children and youth in transition in the school; where they are living; their academic achievement (including performance on state- and district-wide assessments); and the reasons for any enrollment delays, interruptions in their education, or school transfers.

School Selection

Each child and youth in transition has the right to remain at his or her school of origin or to attend any school that houses students who live in the attendance area in which the child or youth is actually living are eligible to attend. Maintaining a student in his or her school of origin is important for both the student and our school district. Students who change schools have been found to have lower test scores and overall academic performance than peers who do not change schools. High mobility rates also have been shown to lower test scores for stable students. Keeping students in their schools of origin enhances their academic and social growth, while permitting our schools to benefit from the increased test scores and achievement shown to result from student continuity. Therefore, in selecting a school, children and youth in transition will remain at their schools of origin to the extent feasible, unless that is against the parent or youth's wishes. Students may remain at their schools of origin the entire time they are in transition and until the end of any academic year in which they become permanently housed. The same applies if a child or youth loses his or her housing between academic years. Feasibility will be a child-centered determination, based on the needs and interests of the particular student and the parent or youth's wishes.

Potential feasibility considerations include:

- The age of the child or youth;
- The distance of a commute and the impact it may have on the student's education;
- Personal safety issues;
- A student's need for special instruction (e.g., special education and related services);
- The length of anticipated stay in a temporary shelter or other temporary location;
- The time remaining in the school year. Services that are required to be provided, including transportation to and from the school of origin (see next page) and services under federal and other programs, will not be considered in determining feasibility.

Enrollment

Consistent, uninterrupted education is vital for academic achievement. Due to the realities of homelessness and mobility, students in transition may not have school enrollment documents available readily. Nonetheless, Creative Minds International Public Charter School must enroll any child or youth in transition immediately. Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including:

- Proof of residency
- Transcripts/school records (Creative Minds International Public Charter School must contact the student's previous school to obtain school records. Initial placement of students whose records are not immediately available can be made based on the student's age and information gathered from the student, parent, and previous schools or teachers.)
- Immunizations or immunization/health/medical/physical records (If necessary, the school must refer students to the local liaison to assist with obtaining immunizations and/or immunization and other medical records. Health records may often be obtained from previous schools or state registries, and school- or community-based clinics can initiate immunizations when needed.)
- Proof of guardianship
- Birth certificate
- Any other document requirements
- Unpaid school fees
- Lack of uniforms or clothing that conforms to dress codes
- Any factor related to the student's living situation

Transportation

Without appropriate transportation, a student may not be able to continue attending his or her school of origin. To avoid such forced school transfers, at a parent's request, transportation may be provided to and from the school of origin for a child or youth in transition on a case-by-case basis. Transportation may be provided for the entire time the child or youth has a right to attend that school, as defined above, including during pending disputes. The local liaison may request transportation to and from the school of origin for unaccompanied youth. The length of the commute will be considered only in determining the feasibility of placement in the school of origin based on potential harm to the student, as discussed above. Parents and unaccompanied youth must be informed of this right to transportation before they select a school for attendance. Schools and local liaisons will use the district transportation form to process transportation requests. Requests will be processed and transportation arranged without delay. If the student in transition is living and attending school in the District of Columbia, Creative Minds International Public Charter School will arrange transportation. In addition to receiving transportation to and from the school of origin upon request, children and youth in transition may also be provided with other transportation services comparable to those offered to housed students.

Services

Children and youth in transition will be provided services comparable to services offered to other students in the selected school, including:

- Transportation (as described above)
- Title I, Part A, services (as described below)
- Educational services for which the student meets eligibility criteria, including special education and related services and programs for English language learners
- Vocational and technical education programs
- Gifted and talented programs
- Before- and after-school programs

Creative Minds International Public Charter School recognizes that children and youth in transition suffer from disabilities at a disproportionate rate, yet frequently are not evaluated or provided appropriate special education and related services. To address this problem, evaluations of children and youth in transition suspected of having a disability will be given priority and coordinated with students' prior and subsequent schools as necessary to ensure the timely completion of a full evaluation. If a student has an IEP, the enrolling school will implement it immediately. Any necessary IEP meetings or re-evaluations will then be conducted expeditiously. If complete records are not available, IEP teams must use good judgment in choosing the best course of action, balancing procedural requirements and the provision of services. In all cases, the goal will be to avoid any disruption in appropriate services. When applying any district policy regarding tardiness or absences, any tardiness or absence related to a child or youth's living situation will be excused. Creative Minds International Public Charter School will follow state procedures to ensure that youth in transition and youth who are out of school are identified and accorded equal access to appropriate secondary education and support services. School personnel will refer children and youth in transition to appropriate health care services, including dental and mental health services. The local liaison will assist the school in making such referrals, as necessary. School personnel must also inform parents of all educational and related opportunities available to their children and provide parents with meaningful opportunities to participate in their children's education. All parent information required by any provision of this policy must be provided in a form, manner, and language understandable to each parent.

Disputes

If a dispute arises over any issue covered in this policy, the child or youth in transition will be admitted immediately to the school in which enrollment is sought, pending final resolution of the dispute. The student will also have the rights of a student in transition to all appropriate educational services, transportation, free meals, and Title I, Part A, services while the dispute is pending. The school where the dispute arises will provide the parent or unaccompanied youth with a written explanation of its decision and the right to appeal and will refer the parent or youth to the local liaison immediately. The local liaison will ensure that the student is enrolled in the requested school and receiving other services to which he or she is entitled and will resolve the

dispute as expeditiously as possible. The parent or unaccompanied youth will be given every opportunity to participate meaningfully in the resolution of the dispute. The local liaison will keep records of all disputes in order to determine whether particular issues or schools are delaying or denying the enrollment of children and youth in transition repeatedly. The parent, unaccompanied youth, or school district may appeal the school district's decision as provided in the state's dispute resolution process.

Free Meals

Hunger and poor nutrition are obvious barriers to learning. To help ensure that children and youth in transition are available for learning, the U.S. Department of Agriculture has determined that all children and youth in transition are automatically eligible for free meals. On the day a child or youth in transition enrolls in school, the enrolling school must submit the student's name to the district nutrition office for immediate processing.

Title I, Part A

Children and youth in transition are automatically eligible for Title I, Part A services, regardless of what school they attend. The trauma and instability of homelessness put students at sufficient risk of academic regression to warrant additional support. The district will reserve such funds as are necessary to provide services comparable to those provided to Title I students to children and youth in transition attending non-participating schools. The amount reserved will be determined by a formula based upon the per-pupil Title I, Part A, expenditure and developed jointly by the local liaison and the Title I director. Reserved funds will be used to provide education-related support services to children and youth in transition, both in school and outside of school, and to remove barriers that prevent regular attendance. Our district's Title I plan will be coordinated with our McKinney-Vento services, through collaboration between the Title I director and the local liaison. Children and youth in transition will be assessed, reported on, and included in accountability systems, as required by federal law and U.S. Department of Education Regulations and Policy Guidance.

Training

The local liaison will conduct training and sensitivity/awareness activities for the following LEA and school staff at least once each year: the School Director, Principal, assistant principals, federal program administrators, registrars, school secretaries, school counselors, school social workers, bus drivers, custodians, cafeteria workers, school nurses, and/or teachers. The trainings and activities will be designed to increase staff awareness of homelessness, facilitate immediate enrollment, ensure compliance with this policy, and increase sensitivity to children and youth in transition. The local liaison will also obtain from every school the name and contact information of a building liaison. Building liaisons will lead and coordinate their schools' compliance with this policy and will receive training from the local liaison annually.

Coordination

The local liaison will coordinate with and seek support from the State Coordinator for the Education of Homeless Children and Youth, public and private service providers in the community, housing and placement agencies, the pupil transportation department, local liaisons in neighboring districts, and other organizations and agencies. Coordination will include conducting outreach and training to those agencies and participating in the local continuum of care, homeless coalition, homeless steering committee, and other relevant groups. Both public and private agencies will be encouraged to support the local liaison and our schools in implementing this policy.

References

The McKinney-Vento Homeless Assistance Act, 42 U.S.C. §§11431 – 11436.
Title I, Part A, of the Elementary and Secondary Education Act, 20 U.S.C. §§6311 – 6315.
The Individuals with Disabilities Education Act, 20 U.S.C. §§1400 et seq.
Child Nutrition and WIC Reauthorization Act of 2004, 42 U.S.C. §§1751 et seq.
June 5, 1992 Policy of the Administration for Children and Families of the U.S. Department of Health and Human Services.

Child Family Services Administration Reporting Policy

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

Admissions and Enrollment

Creative Minds International Public Charter School admission policies meet the enrollment guidelines set forth by District of Columbia Public Charter School Board (DC PCSB) and are based on the School Reform Act (i.e. free and accessible to any District student, not designed to exclude any student).

Creative Minds International PCS follows the Public Charter Schools Common Enrollment timeline, typically beginning mid-December and ending in the Spring (each year's registration and enrollment dates will be available on our website at www.creativemindspcs.org). Children

entering the school in Preschool, Prekindergarten, Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, Fifth Grade and Sixth Grade must be at least three, four, five, six, seven, eight, nine, ten, or eleven years old respectively by September 30th.

CMIPCS currently fills open seats via the DC common lottery process. Information and application dates for the common lottery can be found at <http://www.myschooldc.org/>.

Creative Minds International Public Charter School requires currently enrolled students to re-enroll for the subsequent school year; this process takes place in the Spring to allow the school to determine the number of seats available for new applicants. In order to reserve a seat for current students, parents/guardians must submit re-enrollment forms to our registrar by the designated date (announced in our newsletter and on our website at www.creativemindspcs.org).

Before enrollment into the school is complete, the child's family or legal guardian must present a birth certificate, current record of immunization, health certificate, and proof of residency in the District of Columbia.

Attendance Policy

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

Family Vacations

Please note that extended family vacations are not automatically recorded as excused absences. Please contact the Parent Liaison who will direct you to the appropriate Leadership team member with whom you should discuss any such plans.

Tardiness

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

Children who eat breakfast at school should arrive by 8:15 AM so they will be ready to start the school day at 8:45 AM. The attendance committee will review each student's attendance on a

monthly basis and will contact parents to discuss regular absences or tardiness. Parents will receive a letter when a student reaches three unexcused absences and will be invited in to the school for a meeting.

Excused Absences

Valid excuses for absence are:

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

Procedures

Absence Procedures

Parents should notify the child's teacher when absences can be anticipated. For unanticipated absences, the school should be notified on the day of the absence, by calling the absence hotline (202-588-0370 x118). In addition, a note to the teacher (including the reason for the absence) is required when the student returns to school.

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

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

Breakfast and Lunch

Breakfast is available to all Creative Minds International Public Charter School students free of charge. The school offers students a school lunch program. We participate in the National School Lunch Program (NSLP) and Healthy Schools Act (HSA) provided by the Office of the State Superintendent of Education (OSSE). All families are invited to apply for free or reduced priced lunches and are encouraged to do so. If you have not yet filled out an application, you may pick one up from the Parent Liaison.

School lunch is also available for purchase for those families who do not qualify for the Free and Reduced Meal Program but wish to participate in our lunch program. In order to ensure that we are able to accommodate all students for our lunch program, we ask that you enroll promptly and adhere to our payment policy requiring payment in advance. Our prices for lunch remain \$4.75 daily. Payment due dates and amounts for the entire 2016 -2017 school year per student are shown below:

- August 19th, 2016 - \$137.75 (29 meals for August and September)
- September 14th, 2016 - \$90.25 (19 meals for October)
- October 14th, 2016 - \$80.75 (17 meals for November)
- November 14th, 2016 - \$61.75 (13 meals for December)
- December 16th, 2016 - \$80.75 (17 meals for January)
- January 13th, 2017 - \$85.50 (18 meals for February)

- February 17th, 2017 - \$104.50 (22 meals for March)
- March 17th, 2017 - \$66.50 (14 meals for April)
- April 14th, 2017 - \$99.75 (21 meals for May)
- May 12th, 2017 – \$47.50 (10 meals for June)

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

Dress Code

While there is no formal dress code, Creative Minds International Public Charter School expects students to wear appropriate attire. This includes safe footwear (no flip-flops), clothing depicting appropriate language, and clothing that provides adequate covering of the body.

In addition, certain activities may require specific attire. One such requirement is that fourth-through sixth-grade students should wear comfortable long pants or long shorts for morning yoga.

Please check the weather and send your child to school with appropriate clothing. Children go outside to play on a daily basis, weather permitting, and should dress accordingly (eg. coats in the winter months).

Emergencies

In the event that Creative Minds International Public Charter School closes early and/or is evacuated because of an emergency, school personnel or parent volunteers will notify parents.

Throughout the year we conduct monthly fire drills and emergency evacuation drills. We conduct these drills to prepare our students, faculty, and staff in the event of a real emergency such as fire, shelter in place, earthquake or other natural disaster. Should there be a need to evacuate the school building our muster location is the grassy area beyond the AFRH chapel. In the event of an evacuation from the school building, and the need to shelter indoors, we will proceed to the AFRH chapel basement adjacent to the Sherman Building.

Fire or Other Emergency Evacuation

- Employees and students will be notified of a fire by either the fire alarm system or a school-wide paged announcement;

- Upon hearing the alarm, immediately staff will find their students and evacuate the building using the assigned stairwell exit as per our school emergency response plan. This is shared with staff at the beginning of the school year and practiced monthly as per PCSB guidelines—staff and students will not use the elevators or delay evacuation to gather personal belongings, finish a phone call or wait for friends;
- Upon exiting the building, everyone will report to the designated safe area (grassy area beyond the AFRH Chapel) for a headcount confirmation by classroom teachers;
- If there is a need to evacuate the school building and shelter indoors, our designated indoor shelter is the basement of the AFRH Chapel adjacent to the school building;
- If an employee or known guest or visitor is missing, this will immediately be reported to a member of the response team who will in turn report it to the proper School and civil authorities;
- All employees who are not members of a response team will stay together in the designated location so periodic updates on the situation can be communicated—when parents have been informed of the evacuation, they will be directed to Parking Lot #3 and meet a member of the CMI response team, who will arrange for their child to be walked from the AFRH Chapel to the parking lot for pick up.

In the event of fire:

- Staff will alert other persons in the immediate hazard area;
- Staff will activate the nearest fire alarm, call 911, and/or call the receptionist to page an emergency announcement

Field Trips

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

Health

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

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

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

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

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

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

Publications

CMI produces several digital publications: weekly newsletters, quarterly newsletters, and the CMI website.

Newsletters are sent via e-mail to all families who wish to receive them. The weekly newsletter provides practical details about upcoming events, news, announcements, and other timely information. Quarterly newsletters are more topical, highlighting school initiatives, areas of focus, and accomplishments. Our website, which can be found at <http://www.creativemindspcs.org>, provides general information about the school and resources of interest to the public as well as to the CMI community.

It is important to us that all families be able to access these materials. Any family experiencing barriers to access is encouraged to speak with us so that we can suggest solutions or provide alternatives. Likewise, a parent/guardian's wishes regarding *not* receiving this information via email will be respected. Any questions about publications or digital access can be directed to the Director of Communications and Technology.

Lost and Found

All students' articles should be clearly labeled with their name. Any articles found in and around the school will be taken to the Front Lobby on the ground floor of the school. At the end of each trimester, any unclaimed articles will be donated to a social services agency.

Non-discrimination Policy

As is true of all District of Columbia Public Charter Schools, Creative Minds International Public Charter School does not discriminate on the basis of race, color, national origin, gender, age, disability, religion, marital status, personal appearance, sexual orientation, family responsibilities, physical handicap, matriculation, or political affiliation in its programs and activities.

Nut-free Policy

In order to ensure there is a safe learning environment for all of our students, Creative Minds International Public Charter School is a nut-free campus. This includes peanut and other nut butters, nuts, and products made with nuts including granola bars and cookies. Please adhere to this policy when sending snacks or lunch items to the school by checking the ingredient lists on wrappers. Even though your child may not be affected by food allergies, others in the school or classroom could be adversely affected if nut items are present.

Safety and Security

All District of Columbia Public Charter Schools are designated as closed campuses. For this reason, all visitors to the school must report to the Front Lobby on the ground floor and must sign-in to the Visitor's Log. No child is allowed to leave the school unless accompanied by an identified parent or guardian. Every student leaving school early must be signed out in the Early Dismissal Log.

The safety of our students is very important to us. We have security cameras installed at every entrance and exit point. You may be asked to show and ID card if a staff member does not recognize you. Please cooperate with our safety procedures as they are meant to protect our students and staff.

There is no supervision on the play space before or after school by CMI staff. As a consequence, students should not be left unattended prior to the start of school day. Parents / guardians must bring their child to the main entrance of the school or drop them off at the designated drop-off location next to the school building. Please be aware that the CMI play space is not available for private use after the school day or on weekends.

School Closings

Snow, rain, and excessive heat may result in school closure, early dismissal, or delayed openings. We follow DC Public Schools (DCPS) for school closings and delayed openings. DCPS information will be available on their website at www.dcps.dc.gov, and the following local radio and television stations:

Radio Stations

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

Television Channels

4, 5, 7, 8, and 9, DCPS Cable Channel 99

You may hear reference to a code concerning school closings. The various codes are as follows:

- Code Red: Schools and administrative offices are closed. Only essential personnel report to work.
- Code Yellow: Schools are closed. Administrative offices are open.
- Code Orange: Schools and administrative offices open; two hours delayed.
- Code Green: Schools are open for students and teachers, two hours delayed. Administrative offices open on time.

We will also post school closings and delayed openings on our website's homepage at www.creativemindspcs.org and contact you via phone and/or email. Please keep the registrar updated with your current contact information.

School Hours

School hours are from 8:45 am to 3:30 pm for preschool through fifth grade and 8:45 am to 4:00 pm for sixth grade, Monday through Friday. Doors open at 7:45 am to 8:15 am for those who are enrolled in the Before Care program. Free breakfast is served beginning at 8:15am. The after school program is 3:30 pm to 6:00 pm.

Student Code of Conduct

Behavior Expectations

At CMI, we seek to create a culture where community members are creative problem-solvers, are mindful of the world around them, and always act with integrity. These values will be promoted across grade levels, from our youngest learners to our middle schoolers. By utilizing a “common language” and shared expectations for common areas throughout grade levels, our students will understand that we are united in our expectations for the community. By creating this common experience, students will be provided with the needed structure to feel safe and comfortable. In their classrooms, teachers will utilize various community and relationship-building techniques that involve students in decision-making. These proactive approaches will decrease behaviors that detract from an engaging learning environment while promoting positive social-emotional dispositions.

Staff will utilize the Floortime method along with the Love & Logic framework, to teach students logical consequences with empathy while empowering them to solve their own problems. Administration will utilize logical consequences and conferencing with those affected in order to restore damaged relationships and reintegrate the student back into the learning community.

Social-Emotional Program

At CMI, we know that in order for our students to be ready to participate in a global society, they will require more than academic skills. They will need strong social and emotional intelligence in order to navigate an increasingly diverse, global society. Utilizing the Personal Goals and Dispositions outlined in the International Primary Years and Middle Years Curriculums (IPC & IMYC), staff and students will participate in a schoolwide, proactive Personal Goals Development program. Each month our entire community will explore, in depth, what it means to show one of the following traits: Adaptability, Communication, Cooperation, Inquiry, Integrity, Resilience, Respect, and Thoughtfulness. These personal goals help our students and staff achieve our mission of international mindedness. While increasing their own sense of self, students will develop their respect and appreciation for the viewpoints of others, and will contribute to society in positive ways. Beyond the Personal Goals Development curriculum, staff will constantly embed these personal goals and dispositions within academic instruction, and acknowledge examples of community members displaying personal goals.

We believe that parents play an important role in supporting positive behaviors at school. We encourage your support and involvement in dealing with difficult behaviors as they arise. Our

staff will document students' social, emotional and behavioral challenges and communicate with parents as required.

If rules are continuously broken in ways that interfere with our students' safety, security, or ability to learn, and we are unable to address a student's negative behavior through positive interventions, disciplinary action will be taken.

The Creative Minds International Public Charter School Code of Conduct in Appendix 3 shows a tiered intervention plan that will be implemented. It is important that you review the information and understand that your signature on the Student and Family Handbook Receipt means that you have read and understood the Code of Conduct and the conditions under which they may be implemented.

Student Drop-off and Pick-up

Our school day starts at 8:45 am. Parents may drop off students between 8:15 and 8:45. Those who need to drop off students earlier can enroll in the Before Care program and drop them off beginning 7:45 a.m. Breakfast is served at 8:15 a.m. The day ends at 3:30 p.m. for preschool through 5th grade and at 4:00 p.m. for 6th grade. After School programs continue until 6:00 p.m.

Drop Off Procedures

Driving families may choose to park their cars in parking lot #3 and walk their student to school, or they may use the drop-off loop ("kiss-and-ride"). Staff will assist students as they exit cars in the drop-off loop and enter the school through the main entrance (early childhood students) or side entrance (elementary and middle school students). The drop-off loop is only available from 8:15 to 8:45 a.m. If you arrive after 8:45, you must park and bring your student inside.

Parking is not allowed in any other AFRH parking lot at any time or in the numbered School Staff parking spaces adjacent to the School.

Pick Up Procedures

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

- **Preschool - Kindergarten** students may be picked up directly from their classrooms on the ground floor of the school at 3:30 p.m.
- **1st - 5th grade** students may be picked up in the main hall located on the first floor of the school at 3:30 p.m.
- **6th grade** students may be picked up in the main hall located on the first floor of the school at 4:00 p.m.

School Books

Most of the books used during the school day are provided by Creative Minds International Public Charter School. Students and families will be held responsible for replacing books that have been damaged or lost. Similarly, classroom library books are for the general school population and high circulation is encouraged. Students and parents must sign a form agreeing to take responsibility for lost or damaged library books before a child may check out a book from the classroom library. Lost or damaged books must be returned, replaced, or paid for before the school year ends.

Toys and Electronic Devices

Toys should be left at home unless the teacher has made a special request that children bring them to school. Children who do not follow this rule may have the toy taken away until the end of the school day. Toys include balls, bats, games, electronic toys, sports cards, game cards, cars, dolls, etc. Please note that CMI will not allow any toy weapons on campus at any time. If a child brings a cell phone to school, it should remain off and stored in the child's backpack or locker during the school day.

Parent Involvement and Communication

We believe that effective home-school communication is essential to building and maintaining a strong school community.

There are many ways in which families can receive CMI news: 1) class newsletters, 2) "backpack mail," 3) weekly and quarterly newsletters, 4) the school's website, 5) periodic informative emails, 6) the Front Lobby television display, and 7) the occasional emergency alert sent by email and automated phone call.

While some of this news may be delivered in hard copy (via backpack or postal mail) or be made verbally (in person or by phone), the majority of these updates are sent or posted electronically. Families are encouraged to make use of these resources and to inform us if there are any obstacles to access. For those lacking internet access, a computer is made available in the Front Lobby and may be used for this purpose.

It is important that families maintain open channels of communication with the school. Parents and guardians are encouraged to email students' teachers directly with any classroom-related questions or concerns.

Another way that families can help to maintain strong home-school communication is to alert us to any changes in contact information including address, phone number, or email address. We ask that you promptly provide this information to administrative staff at the Front Desk.

Creative Families Association

The Organization for Families at CMIPCS

The Creative Families Association (CFA) represents parents and guardians at Creative Minds International Public Charter School. The CFA is an inclusive and open space for all CMI families and welcomes all levels of involvement, from volunteering for leadership positions to volunteering as you can. The CFA Leadership Team works with the school to set goals, strategy, and activities for achieving CFA's overall mission and annual targets.

CMI's awesome school community is a product of our enthusiastic and engaged parents and staff. Through the Creative Families Association, we're supporting big goals and projects to supplement the school's needs and strengthen our community. Everyone has a role to play: whether volunteering an hour or joining the leadership team, the CFA and the school needs you.

2016-2017 CFA Executive Team

Norm Greene, *President* | Valerie Craig, *Vice-President* | Kathy Detwiler, *Secretary*

Jonathan Lechter, *Treasurer* | Kari Beard, *Communications Chair*

Ellen Sullivan, *Parent Engagement (lower grades)* | Kathy Vincent, *Middle School Chair*

Golnar Abedin, *Ex-Officio* | Kit Leininger, *AFRH & Community Engagement*

Jennifer Brown Lerner, *Teacher Appreciation* | Libby Anker, *Academic Liaison*

Elizabeth Maclin, *Play Space & Outdoor Education*

For more information and to sign up for the newsletter, contact us at: cmifamilies@gmail.com.

Meetings with CMIPCS Staff

Our Executive Director, Leadership and Administrative staff are available to meet with parents to address any concerns. We request that you schedule an appointment in advance. When appointments are for issues related to the classroom, please contact the classroom teacher first. If the issue cannot be resolved with the teacher, then it should be brought to the Director of the program. Contact information for our Leadership and Administrative Team is included in Appendix 3.

Parent Conferences

It is extremely important that parents and teachers communicate on a regular basis to discuss student progress. Parent - Teacher conferences are scheduled three times during the school year. Parent - Teacher Conference dates can be found on the school calendar.

Conferences are a time for teachers to share the learning that has been happening in the class. This is also an opportunity for families to ask any questions they may have about child's

development. If you need to meet with your child's teacher in addition to the annual Parent/Teacher Conferences, please contact him/her to set up an appointment.

Parent Visits and Observations

There will be many opportunities for parents to visit the school. Some of these times include reading a book to the class, sharing knowledge about a topic the class is studying, chaperoning on a field trips, participating an Entry or Exit Point, sharing your families culture during a community meeting, and celebrating various holidays.

Parents also may request to observe their child's class. We do ask that you wait until after the first two weeks of school. These first few weeks are an essential time to build classroom and school communities. Routines and expectations are set and an emphasis is put on how the class will work together as a community. During this period, parents and visitor's presence can hinder this group development. After this initial period, visitors are welcome to come into classrooms.

Parent observations can be requested by submitting a form using the Classroom Observation Request Packet, available at the front desk. This request must be turned in to the teacher at least one-week prior to the requested date and approved by school staff in order to set up an observation. As part of the request packet, the observer will submit three dates and times they would like to observe, and the teacher will select a time. The observer must sign a confidentiality agreement prior to coming to the school for the observation. All visitors must check in and sign in at the front desk. Please see the Classroom Observation Request Packet for more information on this process.

Parent Workshops

We will be holding Parent Workshops on various topics related to child development, psychology, and education. These workshops are designed to share our school practices and latest research on various important topics with parents and guardians, with the goal of building a strong and well-informed community to support our students' development and growth. Parents are welcome to contact the Parent Liaison to request workshops in specific areas of interest.

Volunteerism

Creative Minds International Public Charter School welcomes volunteers. Volunteers can contribute to CMIPCS in a variety of ways including: reading or presenting to students in the classroom (with prior appointments), participating in IPC learning activities, chaperoning, photocopying, helping in the classroom, organizing clean-up days, donating food for special events, translating, etc.

Volunteers can also contact the Creative Families Association to inquire about opportunities to contribute to our school community.

Appendices

APPENDIX 1: School Calendar

CMIPCS Academic Calendar 2016-2017

■ No School for Students ■ Dates of Note

AUGUST 2016						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

22 First day of School

22-24 Early Childhood Transition (Preschool dismissal 12:30 pm; Prekindergarten optional dismissal 12:30 pm)

29 After Care begins

17 Staff Professional Development; No School for Students

20 President's Day; School Closed

FEBRUARY 2017						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

SEPTEMBER 2016						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

1 Back to School Night

5 Labor Day Holiday; School Closed

12 First Day of Fall Clubs

30 Early dismissal for Parent-Teacher Conferences; dismissal at 1:00 pm

24 Parent-Teacher Conferences; No School for Students

MARCH 2017						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

OCTOBER 2016						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

5 Parent-Teacher Conferences, 3:30 - 5:10 pm

7 Staff Professional Development; No School for Students

10 Columbus Day Holiday; School Closed

12 Parent-Teacher Conferences, 3:30 - 5:10 pm

14 Early Dismissal, 1:00 pm; No After Care

17-21 Spring Break; School Closed

APRIL 2017						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

NOVEMBER 2016						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

10 Staff Professional Development Day; No School for Students

11 Veteran's Day; School Closed

23-25 Thanksgiving Holiday; School Closed

12 Last Day of Spring Clubs

26 Staff Professional Development; No School for Students

29 Memorial Day Holiday; School Closed

MAY 2017						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

DECEMBER 2016						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

2 Parent-Teacher Conferences; No School for Students

16 Last day of fall clubs

20 Dismissal at 1:00 pm; no After Care

21-30 Winter Break; School Closed

14 Last Day of School; Early Dismissal, 1:00 pm; no After Care

26 First Day of Summer School

JUNE 2017						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

JANUARY 2017						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

2-3 Winter Holiday; School Closed

4 Back to School from Winter Break

16 MLK JR Day Holiday; School Closed

20 President's Swearing-in Day; School Closed

23 First Day of Spring Clubs

27 Staff Professional Development; No School for Students

3 Independence Day Holiday; School Closed

4 Independence Day; School Closed

21 Last Day of Summer School

JULY 2017						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APPENDIX 2: Discipline Chart

Creative Minds International Public Charter School Discipline Chart

Tier 1

Tier 1 behaviors are those behaviors that are insubordinate or cause minor disruptions to the academic environment but do not involve damage to school property or harm to self or others. Tier 1 behaviors result in classroom-level disciplinary responses that may be elevated to administrative response if they are not successfully abated by the teacher.

Behavior	Disciplinary Response(s)
1.1 Refusal to present school-issued identification upon request 1.2 Attending class without required class materials or assigned work 1.3 Off-task behaviors that demonstrate disengagement from classroom learning 1.4 Behaviors that disrupt or interfere with classroom teaching and learning 1.5 Unexcused lateness for school or class 1.6 Inappropriate displays of affection 1.7 Excessive noise in the classroom, hall, or building 1.8 Running in the classroom, hall, or building 1.9 Communication with staff and peers that is not polite, courteous, or respectful 1.10 Directing profanity or obscene/offensive gestures toward peers 1.11 Refusal to comply with reasonable staff instructions, or classroom or school rules 1.12 Any behavior or other conduct not specifically enumerated in any other tier in this chapter that is insubordinate or causes minor disruption to the academic environment but does not involve damage to school property or harm to self or others	<ul style="list-style-type: none"> • Verbal redirection or reprimand • Teacher/student conference • Parental contact in writing or by phone • Teacher/Parent conference • Temporary Removal of Student from Classroom • In-School Disciplinary Action • Other school-based consequences as approved by the Head of School
	Interventions: <ul style="list-style-type: none"> • Behavior contract • Relationship building • Restorative Circles • Seat change • Teacher proximity • 1:1 meeting with teacher • Floortime session

Tier 2

Tier 2 behaviors are those behaviors not specifically enumerated in any other tier in this chapter that cause disruption to the academic environment, involve damage to school property, or may cause minor harm to self or others. Tier 2 behaviors result in school-based and administrative disciplinary responses.

Behavior	Disciplinary Response(s)
2.1. Using computer/office equipment without permission 2.2. Intentional misuse of school equipment/supplies/facilities 2.3 Unauthorized use of portable electronic devices during school hours (e.g. mp3 players, cell phones) 2.4 Noncompliance with an approved dress code 2.5 Leaving classroom without permission 2.6 Unexcused absence from class 2.7 Unauthorized presence in hallway during class time 2.8 Unexcused absence from school 2.9 Inappropriate or disruptive physical contact between students 2.10 Directing profanity or obscene/offensive gestures toward staff	<ul style="list-style-type: none"> • Verbal redirection/reprimand • Teacher/student conference or Administrator/student conference • Parental contact in writing or by phone • Administrator/parent conference • Temporary Removal of Student from Classroom* *In-School Disciplinary Action • Other school-based consequences as approved by the Head of School.

<p>2.11 Throwing objects that may cause injury or damage property</p> <p>2.12 Any behavior or other conduct not specifically enumerated in any other tier in this chapter that causes disruption to the academic environment, involves damage to school property, or may cause minor harm to self or others</p> <p>2.13 Documented pattern of persistent Tier 1 behavior</p>	<p>Interventions:</p> <ul style="list-style-type: none"> ● Behavior contract ● Individual behavior chart with individual incentives ● Behavior Intervention Plan ● Consider referral for counseling ● Floortime session(s) ● Environmental supports (stress ball, manipulative) ● Reinforce replacement behavior ● Modified schedule ● Teaching new strategies (breathing, “stop and think”)
<p>Tier 3</p> <p>Tier 3 behaviors are those behaviors not specifically enumerated in any other tier in this chapter that cause significant disruption to the academic environment or cause harm to self or others. In addition to lesser consequences, Tier 3 behaviors may result in either on-site or off-site Suspension.</p>	
<p>Behavior</p>	<p>Disciplinary Response(s)</p>

<p>3.1 Inappropriate use of CREATIVE MINDS PCS computer or network (restricted websites, offensive emails)</p> <p>3.2 Sale or distribution of any item without authorization</p> <p>3.3 Possession or distribution of obscene or pornographic material on school premises</p> <p>3.4 Possession or use of tobacco</p> <p>3.5 Use of alcohol</p> <p>3.6 Use of marijuana, controlled dangerous substances, imitation controlled substances, inhalants, other intoxicants, or drug paraphernalia</p> <p>3.7 Unauthorized possession, use, or distribution of over-the-counter medication</p> <p>3.8 Verbal, written, or physical threat to person or property (including intimidating postures)</p> <p>3.9 Obscene, seriously offensive, or abusive language or gestures</p> <p>3.10 Causing disruption on school properties or at any Creative Minds PCS-sponsored or supervised activity</p> <p>3.11 Gambling</p> <p>3.12 Communicating slurs based on actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, or place of residence or business, including derogatory sexual language</p> <p>3.13 Engaging in sexual acts on school premises or at school-related functions</p> <p>3.14 Leaving school without permission</p> <p>3.15 Academic dishonesty</p> <p>3.16 Forgery</p> <p>3.17 Lying to or giving misleading information to school staff</p> <p>3.18 Posting or distributing material or literature that is disrespectful, demeaning, humiliating, or damaging to students and/or staff. This includes posting material on internet or sending material electronically (via email or cell phone)</p> <p>3.19 Engaging in behavior that demonstrates gang/neighborhood crew affiliation (displaying clothing or gestures associated with gangs)</p> <p>3.20 Hazing</p> <p>3.21 Bullying, or using humiliating, or intimidating language or behavior including Internet bullying</p> <p>3.22 Possession of tools or instruments which school administrators deem could be used as weapons</p> <p>3.23 Engaging in reckless behavior that may cause harm to self or others</p> <p>3.24 Extortion</p> <p>3.25 Fighting where there is no injury and no weapon</p> <p>3.26 Trespassing</p> <p>3.27 Any behavior or other conduct not specifically enumerated in any other tier in this chapter that causes significant disruption to the academic environment or causes harm to self or others</p> <p>3.28 Documented pattern of persistent Tier 2 behavior</p>	<ul style="list-style-type: none"> • Verbal redirection/reprimand • Teacher/student conference or Administrator/student conference • Parental contact (written or by phone) • Parent conference • Temporary Removal of Student from Classroom (defined below) • Behavior contract • In-School Disciplinary Action (defined below) • Grade reduction for academic dishonesty • On-site Short-Term Suspension (defined below) with provision of appropriate intervention services • Off-site Short-Term Suspension (defined below), except in response to unexcused tardiness or absence • Off-site Medium-Term Suspension (defined below), except in response to unexcused tardiness or absence
---	---

	<p>Interventions:</p> <ul style="list-style-type: none"> • Behavior contract • Floortime session(s) • Teaching new strategies (breathing, “stop and think) • Reinforce replacement behavior • Modified schedule
<p>Tier 4</p> <p>Tier 4 behaviors are those behaviors not specifically enumerated in any other tier in this chapter that cause disruption to the school operation, destroy school property, or cause significant harm to self or others. Tier 4 behaviors result in off-site Suspension.</p>	
Behavior	Disciplinary Response(s)
<p>4.1 Acts of vandalism, destruction of property, or graffiti (tagging)</p> <p>4.2 Documented theft of school or personal property without force</p> <p>4.3 Interfering with school authorities or participating a major disruption of the school’s operation</p> <p>4.4 Tampering with, changing, or altering an official record or document of a school</p> <p>4.5 Persistent harassment based on actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, or place of residence or business</p> <p>4.6 Lewd or indecent public behavior or sexual misconduct</p> <p>4.7 Sexual harassment</p> <p>4.8 Retaliation for reporting harassment and sexual harassment</p> <p>4.9 Fighting which creates substantial risk of or results in minor injury</p> <p>4.10 Inciting others to violence or disruption</p> <p>4.11 Activating false alarm</p> <p>4.12 Contaminating food</p> <p>4.13 Possession of a weapon (definition below) or replica or imitation of a weapon (including water guns), other than weapons subject to the requirements of the Gun-Free Schools Act</p> <p>4.14 Using an article that is not normally considered a weapon to intimidate or threaten another individual</p> <p>4.15 Any behavior or other conduct not specifically enumerated in any other tier in this chapter that causes disruption to the school operation, destroys school property, or causes significant harm to self or others</p> <p>4.16 Documented pattern of persistent Tier 3 behavior</p>	<ul style="list-style-type: none"> • On-site Short-Term Suspension with provision of appropriate intervention services • Off-site Short-Term Suspension, except in response to unexcused tardiness or absence • Off-site Medium-Term Suspension, except in response to unexcused tardiness or absence • Off-site Long-Term Suspension, except in response to unexcused tardiness or absence
<p>Tier 5</p> <p>Tier 5 behaviors are those behaviors not specifically enumerated in any other tier in this chapter that are illegal, cause significant disruption to the school operation, or cause substantial harm to self or others. Tier V behaviors result in off-site Suspension or Expulsion.</p>	

<p>5.1 Acts of exceptional misconduct at other schools</p> <p>5.2 Vandalism/destruction of property over \$500</p> <p>5.3 Selling or distribution of marijuana, prescription drugs, controlled dangerous substances, imitation controlled substances, inhalants, other intoxicants, controlled or drug paraphernalia</p> <p>5.4 Possession or distribution of alcohol</p> <p>5.5 Possession of drug paraphernalia or controlled substance, irrespective of the amount or type, pursuant to the criminal statutes of the District of Columbia, codified at D.C. Official Code § 48-1101 et seq. (2001)</p> <p>5.6 Causing serious disruption or damage to school's computer systems, electronic files, or network</p> <p>5.7 Possession of fireworks or explosives</p> <p>5.8 Theft or attempted theft using force, coercion, intimidation or Threat of violence</p> <p>5.9 Assault/physical attack on student or staff</p> <p>5.10 Fighting which results in a serious physical injury</p> <p>5.11 Participating in group fight which has been planned, causes major disruption to school day or results in substantial bodily injury</p> <p>5.12 Using an article that is not normally considered a weapon to injure another individual</p> <p>5.13 Use, threatened use, or transfer of any weapon</p> <p>5.14 Use, possession, or bringing to school a loaded or unloaded firearm, as defined in 18 U.S.C. § 921 (2000), including but not limited to pistols, blank pistols, starter pistols, revolvers, rifles, and shotguns.</p> <p>5.15 Any behavior that violates the Gun Free School Act</p> <p>5.16 Deliberate acts that cause severe physical injury to another person(s)</p> <p>5.17 Assault with a weapon</p> <p>5.18 Commission or attempted commission of any act of sexual assault or sexual aggression</p> <p>5.19 Arson</p> <p>5.20 Biohazard</p> <p>5.21 Bomb threat</p> <p>5.22 Any other intentional use of violence, force, coercion, Threats, intimidation, or other comparable conduct which causes or attempts to cause severe physical injury, substantial disruption, or obstruction of any lawful mission, process, or function of the D.C. Public Schools</p> <p>5.23 Any behavior or other conduct not specifically enumerated in any other tier in this chapter that is illegal, causes significant disruption to the school operation, or causes substantial harm to self or others</p> <p>5.24 Documented pattern of persistent Tier 4 behavior</p>	<ul style="list-style-type: none"> • On-site Short-Term Suspension with provision of appropriate intervention services • Off-site Long-Term Suspension, except in response to unexcused tardiness or absence • Expulsion
<p>Definitions of Disciplinary Responses and Terms</p>	
<p>Temporary Removal of Student</p>	<p>Removal from the student's classroom for less than half a school day, not to extend beyond the time of dismissal on the day of the disciplinary action. During any such removal, the student shall be supervised and provided with instructional materials.</p>

In-School Disciplinary Action	Disciplinary actions such as after-school detention, loss of privileges (including recess), exclusion from extracurricular activities, written reflection, conflict resolution, mediation, or similar actions of short duration that do not result in the student's loss of academic instruction time.
Short-Term Suspension	On-site or off-site suspension for one (1) to three (3) school days for Elementary students).
Medium-Term Suspension	Suspension for four (4) to ten (10) school days.
Long-Term Suspension	Suspension for eleven (11) to ninety (90) school days.
Expulsion	The denial of the right of a student to attend Creative Minds PCS, including all classes and school activities except DCPS Alternative Educational Settings, for one (1) calendar year.
Weapons	Including, but not limited to: weapons enumerated in DC Official Code 22-4514 (2001); firearms, knives, martial arts devices, air gun, bb gun, paintball gun, mace, pepper spray, tear gas, explosives, slingshot, bullets, chemical weapon, razorblade, razor, other weapons or instruments designed to be or commonly used as weapons (chains, clubs, knuckles, night sticks, pipes, studded bracelets).
*Any response will take into account a student's cognitive developmental level to ensure it is appropriate based on student's individual profile, and in compliance with Special Education laws and procedures.	

APPENDIX 3: CMIPCS Leadership and Administration

Golnar Abedin	Founder/Executive Director	Golnar.Abedin@creativemindspcs.org
Julie Brown	Director of Professional Development & Science Instruction	Julie.Brown@creativemindspcs.org
Katrina Delaney	Special Education Coordinator	Katrina.Delaney@creativemindspcs.org
Molly France	Director of Early Childhood & Data	Molly.France@creativemindspcs.org
Kathleen Fugle	Director of Communications & Technology	Kathleen.Fugle@creativemindspcs.org
Carlos Garcia	Operations Manager	Carlos.Garcia@creativemindspcs.org
Rebecca Helgersen	Garden Coordinator	Rebecca.Helgersen@creativemindspcs.org
Solveiga Jaskunas	Human Resources Manager	Solveiga.Jaskunas@creativemindspcs.org
Tara LaCroix	School Counselor	Tara.LaCroix@creativemindspcs.org
James Lafferty-Furphy	Director of Operations	James.Lafferty-Furphy@creativemindspcs.org
Amita Lathigra	Director of Inclusion	Amita.Lathigra@creativemindspcs.org
Alexis Lassus	Director of Student Culture	Alexis.Lassus@creativemindspcs.org
Sarah Levant	After School Coordinator	Sarah.Levant@creativemindspcs.org
Nayamka Long	Director of Curriculum & Instruction	Nayamka.Long@creativemindspcs.org

Aura Matias	Registrar /Parent Liaison	Aura.Matias@creativemindspcs.org
Ornella Napolitano	Interim Chief Operating Officer	Ornella.Napolitano@creativemindspcs.org
Ana Pereira	Cafeteria Manager	Ana.Pereira@creativemindspcs.org
Emily Ramirez	Receptionist	Emily.Ramirez@creativemindspcs.org
Hannah Reed	Director of Student Programs & Grants	Hannah.Reed@creativemindspcs.org