



DC SCHOLARS
PUBLIC CHARTER SCHOOL

Scholar & Family Handbook

5601 E. Capitol St. SE
Washington, D.C., 20019

Phone: (202) 559-6138

Fax: (202) 618-9396

Email: info@dcscholars.org

[Visit us online at www.dcscholars.org](http://www.dcscholars.org)

A Letter from Our Principals

It is with great pleasure that we welcome you to DC Scholars Public Charter School. We are thrilled to start this year with you. We guarantee that you have made the right decision in choosing us to educate your scholar(s). This year will be filled with hard work, fun, and lots of learning!

DC Scholars provides a safe and nurturing environment for children to flourish. Our program is directed toward the mastery of academic skills, while allowing students the opportunity to develop a range of individual talents and abilities. We encourage and expect our students to work toward their academic potential. We believe teachers are charged with the responsibility of being guides and role models, not just in academic subjects, but in life skills as well.

We model and explicitly teach successful behaviors, seeking to cultivate an environment where respect for each child is demonstrated through words and actions. We teach our scholars strategies to peacefully resolve the problems and challenges of daily life. We are also committed to the professional growth of our staff as educators, improving the skills that allow them to reach and nurture our scholars.

Thank you for choosing DC Scholars. We are committed to providing the best educational experience for your scholar.

Best,



Rebecca D Crouch

Founding Principal, (PS-4th Grade)

C 202.455.5405

T 202.559.6138

F 202.618.9396

E rcrouch@dcscholars.org

www.dcscholars.org

Scholars Today... Leaders Tomorrow



Tanesha Dixon

Middle School Principal (5th - 8th Grade)

C 202.838.6844

T 202.559.6138

F 202.618.9396

E tdixon@dcscholars.org

www.dcscholars.org

Scholars Today... Leaders Tomorrow



Mission Statement

DC Scholars prepares scholars to attend and succeed academically in the best high schools and colleges; DC Scholars provides scholars with a foundation of life skills required to become productive members of their communities.

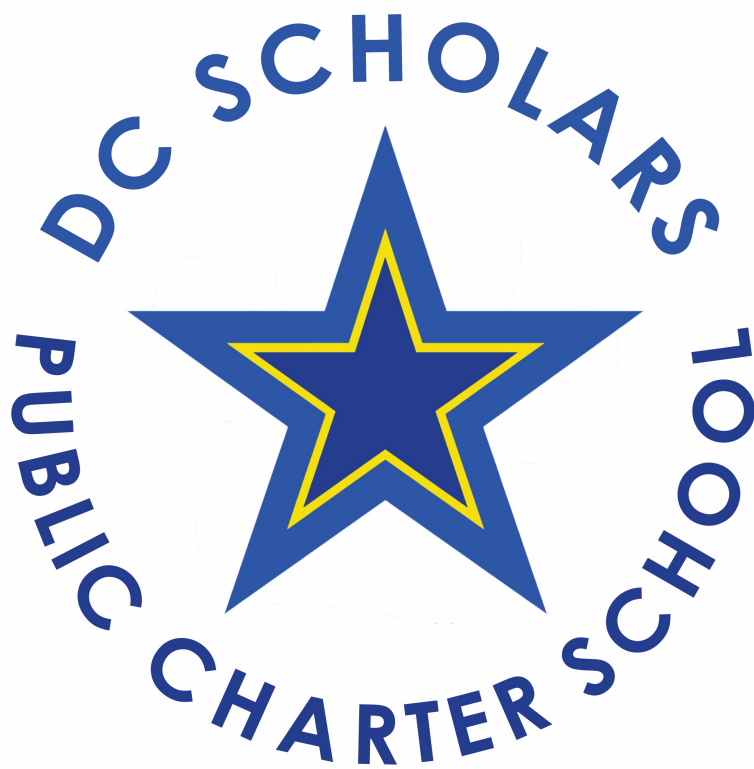
Vision Statement

DC Scholars aims to eliminate the achievement gap in five years by putting scholars first, capitalizing on time, implementing consistent practices in every classroom, valuing relationships, leaning toward discomfort, quality instruction, and making data driven decisions.

Table of Contents

A Letter From our Principals	2
Mission and Vision	3
School Day	5
Schedule	
Morning Arrival	
Dismissal	6
Late pickup fees	
Early Dismissal	7
Extended day	
School Closure and Delays	8
Attendance Policy	
Uniform Policy	9
PS - 2nd Grade Policy	10
3 - 8 Policy	11
School Uniforms	12
General School Policies	13
School Visitors	14
Parent Meetings	
Volunteers	
Electronic Devices	15
School Field Trips	
Academic Integrity	16
Drug Free Environment	
School Emergencies	
Computer and Internet Policy	17
Harassment Policy Statement	
Complaint Resolution Policy	
Scholar Records Retention Policy	18
Food and Birthday Policy	19
Early Childhood Specific Policies	20
Early Childhood School Readiness Policy	21
Early Childhood Toileting Policy	22
Appletree Partnership	
Academic Structures & Supports	23
Effective Homework Strategies	
Absent Work Policy	24
Highly Qualified Teacher	
Assessments	25
Grading and Report Cards	26
Promotion	
Special Education Policies & Structures	27
Free and Appropriate Public Education	28-32
Child Find	
Behavioral Structures & Supports	33
School Discipline Framework	34
Rewards and Consequences	35
Class Dojo	
Discipline Policy	36
Tier Behavior System	37-38
Discipline Due Process	39-43
Health and Wellness	44
School Nurse	
Other Health Services	45
Illness and Preventative Care	
Communicable Diseases	46
Medication in School	
Student Immunizations	47
Communication	48
School Communication Methods	49
Parent Board Representation	
Appendices	50-69
Handbook Accountability Agreement	70

SCHOOL DAY



School Day Schedule

7:00am - 8:00am	Before Care	Before care will run from 7:00am - 8:00am. Before care is needs based. (Families are required to apply)
8:00am-8:30am	Breakfast	Breakfast is served in the classroom from 8:00am to 8:30am. Breakfast is not served after 8:30am. Doors will not open before 8:00am.
8:30am	Class Begins	Official class starts at 8:30am. Scholars who have not entered the building by 8:30am will be marked tardy. (3 tardies = 1 absence)
10:00am	Students entering the building after 10:00am must have a letter from a doctor excusing their tardiness. Students without documentation are not allowed to enter the building after 9:00 am.	
3:30pm	Early Dismissal	Parents can sign scholars out for an early dismissal at the Main Office during the above times. Due to scheduling conflicts, early dismissals are only allowed during the time period above. Early dismissals after 3:30 and 12:15 (Wednesday) will not be granted.
4:00pm - 4:15pm	Dismissal	Doors will open at 4:00 pm.
4:15pm - 4:30pm	Late Pickup	Scholars must be picked up by 4:15. Child Protective Services will be contacted for scholars who have not been picked up by 4:30pm.
3:50pm - 5:45pm	Extended Day	Extended Day will run from 3:50pm - 5:45pm. Scholars who are picked up later than 6:00pm will be required to pay \$1/minute starting at 6:01pm. Extended Day ends at 5:45pm on Wednesday. Late-pick up starts at 6:01pm.

Morning Arrival

Parents and families of all DC Scholars Public Charter School scholars are responsible for making sure scholars arrive to school each day on time and are picked up on time. In order to ensure that scholars have a positive start to the school day, scholars are asked to arrive to school at 8:00am. At 8:00am, we will greet each scholar at the door. From there, scholars will report to their classroom for a free, healthy breakfast. Preschool through Kindergarten parents are permitted to walk scholars to class before the 8:00 am bell rings. 1-4 grade parents are permitted to walk scholars to the Main Entrance, and those scholars will then walk themselves to class. **Middle School Scholars will eat breakfast in the cafeteria.**

Dismissal for Scholars

Regular Dismissal

DC Scholars Public Charter School operates on an extended school day with our dismissal at 4:00 pm from Monday-Thursday and 1:00pm on Fridays. Students must be picked up no later than 4:15 pm. If your child has not been picked up by 4:30 pm and we are unable to reach you or an emergency contact, we will notify Child and Family Services. Please make sure that you call the Main Office (202-559-6138) in the event of an emergency. Parents will be asked to meet with the School Director if a scholar is repeatedly picked up late.

Inclement Weather Policy

Families who arrive before 4:00pm to pick up their scholars are welcome to sit in the Atrium between 3:30pm and 4:00pm if it is actively raining, snowing, above 85 degrees and below 40 degrees.



Parent Communications with Student Regarding Dismissal

The Main Office will not be able to communicate information or instructions from parents to students regarding what they should do at dismissal unless there is an emergency. The Main Office cannot guarantee that the information will reach the scholar in time. Parents must communicate all information regarding what their scholars should do at dismissal either directly to the teacher via Class Dojo during morning arrival or directly to their scholar prior to arriving to school.

Early Dismissal

Monday, Tuesday, Thursday, Friday	Wednesday
9:00 am - 3:30 pm	9:00 am - 12:15 pm
Parents can sign scholars out for an early dismissal at the Main Office during the above times. Due to scheduling conflicts, early dismissals are only allowed during the time period above. Early dismissals after 3:30 and 12:15 (Wednesday) will not be granted.	
The main office is closed from 3:30pm - 4:00pm.	

Extended Day

K-4th	Extended Day is available to scholars in grades K-4. Our extended day program will operate from Monday thru Thursday from 3:45pm-5:45pm and on Fridays from 12:45pm-5:45pm. Scholars must stay for the duration of the program. Early dismissals will count against scholars attendance. Dismissal begins promptly at 5:45pm. All scholars must be picked up by 5:45pm. Due to the limited number of after school spots priority is given to scholar families that have need because of employment/school scheduling conflicts.
PS-PK	PS/PK will have a paid extended day program operating Monday-Friday 3:45pm-5:45pm and on Wednesday 12:45pm-5:45pm.
5th - 8th	Extended Day is not available to middle school scholars. Middle school scholars will have an opportunity to try out for various sports and clubs of their choice.

School Closures and Delays



Two Hour Delays

- If DCPS is delayed 2 hours, DC Scholars will open at 10:00am.

Emergency School Closings

- If DCPS closes, DC Scholars will close.
- If DC Scholars needs to open, close, delay an opening, or close early **when DCPS does not**, we reserve the right to do so. Please watch channels NBC 4, ABC 7, and News Channel 8 for DC Scholars closings or delays. You will also receive this information via text (Sign up by texting @dcsparents to #81010), Class Dojo, and a robocall.

Attendance Policy

Students are expected to attend school every day that we are in session. Excessive absences will be one factor to be considered in any retention decision. Students are expected to be on time every day. Students are expected to complete all classwork they missed while absent.

- Any PS/PK student that has 20 or more unexcused absences will be subject to being un-enrolled.
- If any student has 20 or more excused or unexcused absence, retention will be considered.
- Any PS/PK student that is absent for more than 10 consecutive days, unexcused, will be be subject to being un-enrolled.
- If a student has 15 or more unexcused absences (consecutive or non-consecutive), we will make a referral to Truancy Court.
- If a student has 10 or more unexcused absences full day (consecutive or non-consecutive), DC Scholars is required by law to report to Child and Family Services. We will report the situation again if there are 15 or 20 unexcused absences.
- If a student has 3 or more unexcused absences during summer school, they will be automatically un-enrolled.
- Students who reach 5 unexcused absences during the year will be required to complete an attendance intervention plan with the school.

Excused Absences

All absences will be reported as unexcused absences unless the school receives one of the following forms of documentation:

- Doctors note specifying the excused day(s);
- Parent notes specifying religious holidays
- Parent note indicating there is a family funeral – the child will be excused only for the day of the funeral unless extenuating circumstances apply;
- Parent note indicating there is a family emergency – emergencies include house fires, house floods, or incidents of violence in the home; and court documents mandating a court appearance.

All documentation of any absences must be provided to the school within 5 days of a scholar's return to school. "DC Scholars attendance policies are derived from the school attendance clarification amendment act of 2015. "Which can be found at <http://lms.dccouncil.us/Download/34948/B21-0508-Introduction.pdf>"

UNIFORM POLICY



Articles of Clothing (PS – 2)

At DC Scholars, students in grades PS – 2:

- Must ARRIVE TO SCHOOL in uniform and remain in uniform during school hours and while attending school field trips or other school-sponsored events.
- Who come to school improperly attired will receive a change of clothes to wear during the day and a Dojo deduction.

Shirts

Shirts must be:

- Long or short-sleeve t-shirts with the official DC Scholars logo.

Sweaters/Sweatshirts

Sweaters/Sweatshirts must:

- Be plain, solid with the official DC Scholars logo.
- Completely cover undershirts worn beneath.

The following are NOT PERMITTED:

- Vests, shrugs, sweaters that completely cover SA uniform T-shirts.

Pants

Pants must:

- Be plain, solid tan/ khaki uniform-style only.

The following are NOT PERMITTED:

- Cropped/ Capri pants, shorts, cargos with large pockets, any color of denim pants/ jeans, corduroy pants, sweatpants/ yoga pants, skinny-legged or tapered-leg pants, skin tight or excessively large pants.
- Any pants with stripes/ patterns/ designs/ writing of any type and excessively worn/ torn/ frayed pants.

Shirts/ Jumpers

Skirts/ Jumpers must be:

- Plain, solid tan/ khaki uniform-style skirts or jumpers.
- With a hem that is no shorter than 3 inches above the knee on all sides when standing.

The following are NOT PERMITTED:

- Skirts or dresses with designs/ stripes/ ruffles/ lace or other trim that is distracting.
- Skirts that are skin tight or excessively large, free-flowing, or layered.
- Other pants worn under skirts or jumpers.

Shoes/ Boots/ Sneakers

Shoes/ Boots/ Sneakers must:

- Cover the heel and the toes.
- Be covered by pant legs.
- Boots higher than the ankle can only be worn under pants.

The following are NOT PERMITTED:

- Flip flops, Croc-style shoes, slides or sling-backs, sandals of any kind, clogs or slippers.
- Any shoe that reveals the heel or toe.

Jewelry

Jewelry must be:

- Modest in design.

The following is NOT PERMITTED:

- Jewelry that is distracting from the learning environment.

Coats, Jackets, and Hoodies

Coats, Jackets, and Hoodies are NOT to be worn in the building at any time unless entering or exiting the building. Students may be required to remove coats prior to entering the building for uniform inspection.

Articles of Clothing (3 – 8)

At DC Scholars, students:

- Must ARRIVE TO SCHOOL in uniform and remain in uniform during school hours and while attending school field trips or other school-sponsored events.
- Who come to school improperly attired will receive a change of clothes to wear during the day and a Dojo deduction.

Shirts

Shirts must be:

- Long or short-sleeved, plain, collared polos with the official DC Scholars logo.
- Tucked in at ALL times while in the building and while representing DC Scholars on a trip or school event.
- Long enough to extend below the belt when tucked in so they remain tucked when sitting and throughout the day.
- Buttoned all the way, save the top button. Only one button should be left open.

Sweaters/Sweatshirts

Sweaters/Sweatshirts must:

- Be plain, solid with the official DC Scholars logo.
- Completely cover tucked undershirts worn beneath.

The following are NOT PERMITTED:

- Vests, shrugs, sweaters that do not extend to the waist and sweaters that extend below the hips.

Pants

Pants must:

- Be plain, solid tan/ khaki uniform-style with flat pockets only.
- Extend from the waist to the middle of the top of the foot and be worn at the waist.
- Be worn over boots.
- Be worn with a belt.

The following are NOT PERMITTED:

- Cropped/ Capri pants, shorts, cargos with large pockets, any color of denim pants/ jeans, corduroy pants, sweatpants/ yoga pants, skinny-legged or tapered-leg pants, skin tight or excessively large pants.
- Any pants with stripes/ patterns/ designs/ writing of any type and excessively worn/ torn/ frayed pants.

Shirts/ Jumpers

Skirts/ Jumpers must be:

- Plain, solid tan/ khaki uniform-style skirts or jumpers.
- With a hem that is no shorter than 3 inches above the knee on all sides when standing.

The following are NOT PERMITTED:

- Skirts or dresses with designs/ stripes/ ruffles/ lace or other trim.
- Skirts that are skin tight or excessively large, free-flowing, or layered.
- Leggings and other pants worn under skirts or jumpers.

Shoes/ Boots/ Sneakers

Shoes/ Boots/ Sneakers must:

- Cover the heel and the toes.
- Be covered by pant legs.

The following are NOT PERMITTED:

- Flip flops, Croc-style shoes, slides or sling-backs, sandals of any kind, clogs or slippers.
- Any shoe that reveals the heel or toe, shoes with any logo, design, or other part that is any color other than black or navy blue.

Accessories

Belts must:

- Be plain black.
- Be free of designs, color, and other embellishments.
- Have a buckle that is no larger than a credit card and plain in design.
- Be worn with pants at all times.

Jewelry must be:

- Modest in design.

The following is NOT PERMITTED:

- Jewelry that is distracting from the learning environment.

Coats, Jackets, and Hoodies

Coats, Jackets, and Hoodies are NOT to be worn in the building at any time unless entering or exiting the building. Students may be required to remove coats prior to entering the building for uniform inspection.

School Uniforms

Our uniform consists of khaki pants, belt (for 3-8th graders), and uniform top (color determine by grade-level).

Uniform shirts are not sold in the main office.

They can only be purchased online at the following link:

<http://www.logowearhouse.com/dcscholarspubliccharter>.

Shipping is free (Enter your home address for shipping, but choose "DCSPCS" as your shipping method), and the uniforms will be shipped directly to your home.

Costs of the uniform shirts are as follows:

Grades	Shirt Type	Cost
PS – 2 nd	Short Sleeve T-shirt	\$7.00 each or 5 for \$20
PS – 2 nd	Long Sleeve T-shirt	\$10.00 each or 5 for \$40
3 rd – 8 th	Short Sleeve Polo Shirt	\$9.50 or 5 for \$35
3 rd – 8 th	Long Sleeve Polo Shirt	\$18.50
5 th – 8 th	PE Uniform (2)	\$25
All Grades	Sweatshirt	\$18.50

Families should contact LogoWearHouse's Customer Service regarding returns or exchanges. They can be reached at customerservice@logowearhouse.com or by phone at (866)533-0335. PE Uniforms are sold at the school.

Middle School PE uniforms are sold in the main office.

Uniform Policy

Scholars who arrive to school without the proper uniform will receive blue sweat pants and a yellow t-shirt to wear for the entire day. Scholars will return the loaner uniform before they leave the school building. A \$5 fee will be charged if the loaner uniform is not returned. A class Dojo deduction will also be issued. Our uniform is mandatory and will be strictly enforced. 3 or more offenses might result in a formal meeting with the School Leader.

GENERAL SCHOOL POLICIES



School Visitors

Visitors, Meetings & Volunteers

All visitors, including parents, must sign in at the Main Office and be given a visitor pass before going elsewhere in the building. Due to our focus on academic and behavioral excellence, we ask that parents not congregate in hallways, or do anything that may disrupt instruction or the operations of the school.

DC Scholars Staff, Family, and Visitors Code of Conduct

A shared sense of responsibility toward our community helps to ensure that the highest level of learning takes place for our Scholars. The following guidelines have been established to help maximize academic growth, minimize distractions while at school, protect students and staff, and maintain the highest level of safety at all times. Careful attention to these DC Scholar Family and Guest norms allows us to accomplish our educational mission together.

All DC Scholars Community Members – students, family members, staff, and guests – are expected to act in a civil manner at all times, both on school property and at any time they are participating in a DC Scholars event. This expectation extends to appropriate language (no cursing or inappropriate content), positive demeanor, and respectable attire.

By upholding and maintaining a civil manner at all times, scholars are given a prime example of what positive and appropriate behavior looks like from productive citizens in the community, as well as the opportunity to attend a place of knowledge that is safe and secure. Rude or disruptive behavior and unsafe or irresponsible activity are directly contradictory to the values of our community and provide a poor example for our scholars.

Any visitors, including parents or guardians, who engage in disruptive, threatening, or inappropriate behavior while on school property towards any scholar or staff member can be removed from the building, or permanently barred from the building. We also reserve the right to call the police or file a restraining order. Disruptive, threatening, or inappropriate behavior includes:

- Endangering the physical safety of another by the use of force or the threat of force
- Engaging in behavior that disrupts classroom activity or endangers or threatens to endanger the health, safety, welfare, or morals of others
- Intoxication
- Failure to model and support DC Scholars values
- Interrupting a class while in session
- Refusing to leave a classroom when asked to do so by the teacher
- Cursing, screaming, or being rude to any DC Scholars staff member or student
- Speaking to any other scholar that is not their own
- Using profanity or raising of one's voice
- Making threats of bodily harm, violence, or any type of terrorism, bombing, shooting, or murder
- Refusing to identify oneself to DC Scholars staff members
- Failure to comply with staff instructions
- Trespassing on school property while school is not in session

Parent Meetings

We encourage our parents and families to have frequent contact with their scholars' teachers. To minimize interruptions to classroom instruction, parents will not be allowed to meet with teachers during instructional times. Teachers will be happy to schedule, in advance, times to meet before or after school, where possible. Feel free to email teachers, as necessary to schedule an appointment.

If a meeting has been requested by a teacher or DC Scholars staff member, parents need to come up to school within 72 hours of the request being made. If the parent cannot come up to school within the 72 hours, or refuses to come up, DC Scholars reserves the right to send the scholar home on a suspension until the parent or guardian has met with school officials.

Volunteers

DC Scholars welcomes parents as visitors as well as partners. We are always grateful for volunteers who can spend time with us during the day or when we have special events. This can be rewarding not only for the children, but for you as well. We recognize that not all parents have the time to spend helping out during the day. We are grateful for any time you can give us. Please call the office in advance to plan volunteering days.

Electronic Devices

Scholars in grades 3 and above are permitted to carry a cell phone to school if it is for emergency use only. They must turn the phone OFF prior to entering the building and must keep the phone in their backpack inside their cubbies. All scholar cell phones, and any other electronic devices, must be OFF while in the building. If any electronic device is on, visible, or making noise during school hours, or in the school building, it will be taken and handed into the Main Office and held there until a parent picks it up.

School Field Trips

As a part of enrollment, all families completed a universal field trip permission slip. We will provide notifications in advance when and where field trips are scheduled. Family chaperones are permitted, but all chaperones have to be cleared through a background check by the Main Office.

DC Scholars reserve the right to exclude scholars from any field trip based on student behavior and/or attendance. You will be notified in advance of the day of the field trip if your scholar child is not eligible to participate. Once a scholar has paid for a field trip, refunds will only be given if DC Scholars does not allow the student to participate.

Academic Integrity

Cheating, using resources inappropriately, and copying other's work – scholar's or otherwise, is not only unfair but in the case of plagiarism, illegal and is a serious offense at DC Scholars and will not be tolerated.

Drug Free Environment

Scholars and families who attend DC Scholars Public Charter School, participate in DC Scholars school programs and events, and/or visit DC Scholars while under the influence of drugs or alcohol present a safety hazard to themselves and the DC Scholars community. Moreover, the presence of drugs or alcohol in the school limits our ability to perform at the highest levels and provide the best possible educational service. Accordingly, DC Scholars is committed to maintaining a drug free environment. The following conduct is prohibited and may result in disciplinary actions up to and including suspension/expulsion/removal from premises:

- Possession, transfer, sale, distribution, use or solicitation of illegal drugs on DC Scholars property (including the parking lot and adjacent areas) or during working hours
- Possession (in unopened containers) or use of alcohol on DC Scholars property (including adjacent areas) or during working hours, unless specifically authorized by the School Leader.
- Visiting the school or participating in any school related programs while being intoxicated or impaired by alcohol or drugs.
- Visiting the school or participating in any school related programs with a detectable amount of any illegal drug or its metabolites in the scholar or parent's body.
- Abuse of prescribed drugs. Prescribed drugs will be allowed only when taken in accordance with a physician's prescription, and where such use will not adversely affect the ability of an individual to properly and safely perform his or her duties. Any scholar or parent who is taking prescription drugs that may affect the employee's ability to perform properly and safely should inform the School Leader before or immediately upon entering the school. Abuse of prescribed drugs will not be tolerated and will be treated in the same fashion as use of illegal drugs.

DC Scholars Public Charter School further reserves the right to take any and all appropriate and lawful actions necessary to enforce this drug and alcohol free environment policy including, but not limited to, the inspection of DC Scholars issued lockers, desks or other suspected areas of concealment, as well as a scholar's or parent's personal items. DC Scholars reserves the right to alter, eliminate, or otherwise change any policy, without notice, at any time.

School Emergencies

DC Scholars Public Charter School Leaders and/or the Chief of Staff should be notified immediately when an emergency occurs. Emergencies include all accidents, medical situations, bomb threats, other threats of violence, and the smell of smoke. If the School Leader is unavailable, contact the nearest DCSPCS Leadership Team member. In the event of an emergency, parents and families will be notified via text, phone call, and/or e-mail. Please make sure you have accurate contact information on file with the Main Office at all times to ensure we are able to reach you.

School Computer and Internet Acceptable Use Policy

DC Scholars provides its employees and scholars ("users") with access to computing equipment, systems and local network functions such as e-mail and the Internet. Through this policy, DC Scholars intends to: (a) prevent user access over its computer network to, or transmission of inappropriate material via Internet, electronic mail or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

For the full description, see Appendix A.

Harassment Policy Statement

DC Scholars strives to provide a safe, positive learning environment for scholars. Therefore, harassment in any form is not tolerated. DC Scholars prohibits all forms of unlawful harassment of scholars and third parties by all scholars and staff members, contracted individuals, vendors, volunteers, and third parties in the school. DC Scholars encourages scholars and third parties who have been harassed to promptly report such incidents to the designated employees. For the full description, see Appendix B.

Complaint Resolution Policy

For purposes of this complaint policy, a scholar can be represented by him/herself and/or his/her legal parent or guardian. Parents are defined as the legal guardian of a DC Scholars Public Charter School scholar.

If a scholar or parent believes that he/she has been subjected to conduct that violates the Policy Prohibiting Harassment and Discrimination or any misconduct by any DC Scholars Public Charter Schools' scholar, employee, vendor, parent, or other business contact, the individual is encouraged to immediately report the incident.

Scholar Records Retention Policy

In Accordance with section 2606.1 of the DCMR, a scholar's cumulative record folder must be maintained, and may only be destroyed 80 years following the scholar's graduation, transfer, or withdrawal from DC Scholars. Additionally, records that meet the above mentioned criteria can be made available, upon written request from a parent (or the scholar after his/her 18th birthday), within a reasonable amount of time.

While scholars are enrolled in DC Scholars Public Charter School, the School Leader or his or her designee, periodically reviews and destroys misleading, outdated or irrelevant information contained in the cumulative record folder, provided that the adult scholar and his or her parent are notified in writing and are given an opportunity to receive the information or a copy of it prior to its destruction. A copy of the notice is then placed in the cumulative record folder.

Documents, other than those in the cumulative record folder are scheduled to be destroyed five years after the scholar transfers, graduates, or withdraws from the school system. However, documents related to suspensions must be destroyed at the end of the school year immediately following the conclusion of the suspension period, as required by § 2504.7 of the DCMR.

In cases of scholar transfers from one school to another (even to a private school), the DC Scholars practice is to transfer the original hard copy to the new school, and retain a copy of the file for DC Scholars' own records.

Withdrawal

If you decide to withdraw your scholar from DC Scholars, you must go to the Main Office to complete a withdrawal form. Next, you must visit your new school and complete a records request. Records request should be sent to the contact information below.

Main Office

Email: info@dcscholars.org

Fax: 202-618-9396

Phone: 202-559-6138

Food Policy

We are committed to making sure we are serving our scholars healthy food options. One of the ways that we are ensuring a healthy option is through our food service provider, Revolution Foods – a company that strives to serve fresh, non-processed meals.

LUNCH

We offer breakfast and lunch at school each day. However, if you choose to send your child to school with lunch (bag required), here are some of the approved items:

- Crackers
- Pretzels
- Jell-O/Pudding
- Fruit
- Vegetables
- Fruit snacks
- Cereal
- Goldfish
- Cheese
- Fruit Juice
- Bottled water
- Apple sauce
- Sandwiches

Please support us by not sending the following items to school for lunch. If students bring the following items, we will send them back home in their book bag.

- Breakfast or lunch from fast food restaurants
- Candy
- Junk food
- Soda
- Cakes, doughnuts, honey buns, cookies

BIRTHDAYS

1 store bought cupcake per child

(no peanut ingredients)

Balloons, candy, juice, table cloths, etc are not allowed.

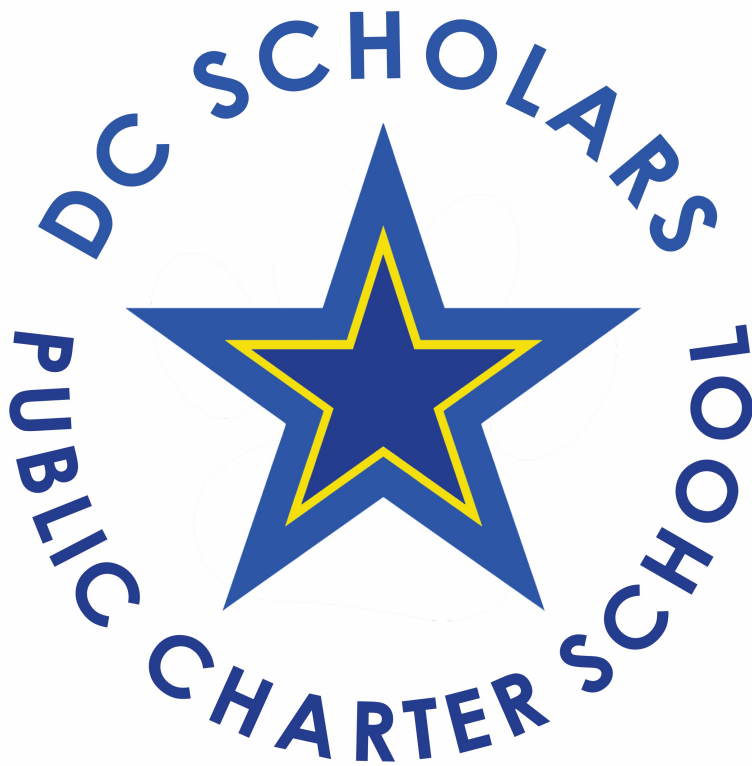
Please provide your classroom teacher and the main office 24 hour notice in order to plan for your arrival.

All guest must sign in with the main office no earlier than 3:30.



All snacks are provided by DC Scholars.

EARLY CHILDHOOD SPECIFIC POLICIES



Early Childhood School Readiness Policy

We believe our early childhood scholars are getting a head start on their path to college by joining our school community at such a young age. DC Scholars defines school readiness as a child's ability to function in an age appropriate manner in a school setting in the following ways:

- Expresses necessary needs and feelings
- Follows directions given within a reasonable amount of time
- Performs all necessary toileting needs independently (i.e. fully potty trained and does not require adult assistance in the restroom)
- Feeds themselves in an age appropriate manner
- Dresses themselves in an age appropriate manner
- Separates from parent with a minimum levels of anxiety
- Acts and reacts safely with peers and adults. Unsafe behavior in a classroom setting includes acts of physical harm to themselves, their peers, and their teachers; running away from school staff; and tantrums that exceed a reasonable duration of time and intensity.
- Self-regulates by using age appropriate coping mechanisms (i.e. the ability to soothe self when angry, tired, or emotional)

Transition to DC Scholars

Prior to making a decision regarding school readiness, the school will identify the specific area(s) of concern for scholars during the first four weeks of school. For scholars with persistent transition concerns, teachers and parents will meet to discuss these areas of concern and develop a School Readiness Action Plan (SRAP) to address them. The SRAP will include the following items:

- Readiness concern(s)
- Readiness goal(s)
- Specific teacher and family actions to address concerns
- Dates and times for progress report meeting and final decision meeting

Once the SRAP is underway, teachers and families will meet weekly to check in on the scholar's progress towards their readiness goal(s). If a child is not making progress or his/her behaviors intensify despite the plan, the child will be deemed not prepared to function appropriately within a DCSPCS early childhood classroom. A final parent meeting will be held at which point the school will recommend that the parent(s) continue to work on school readiness at home or at a childcare setting, rather than a *school setting*, for the remainder of the school year and encouraged to reapply for the following year when the child is prepared to function in an age appropriate manner in a school setting. *Please note that the school readiness decision is determined by the school director and is dependent upon the severity of the concern(s). This policy does not apply to special education students or students with special education concerns.*

Early Childhood Toileting Policy

Scholars must be potty trained before beginning at DC Scholars. While we recognize that young scholars have accidents, we cannot spend valuable learning time changing clothes and attending to the individual bathroom needs of all scholars in a classroom. All preschool and prekindergarten take several bathroom breaks each day and have frequent opportunities to use the restroom at will during the day. However, as our scholars continue to grow and develop they may occasionally have an accident. For this reason, we require that all families send 2 changes of uniform clothes in a labeled Ziplock bag to school. One change of clothes will remain in your child's cubby and the other in his/her book bag. We do not provide extra clothes for scholars at school. If she has an accident and does not have a change of clothes, a family member will be called to bring the appropriate items.

Accidents should be a rare occurrence. Our Scholars are given frequent bathroom breaks, and most classrooms have built-in bathrooms. Families of scholars with frequent accident challenges will be asked to meet with the School Director to address the issue. Scholars with several accidents (5 or more) in a month will be required to have additional assistance from a family member during a school day or stay at home to address those potty training issues.

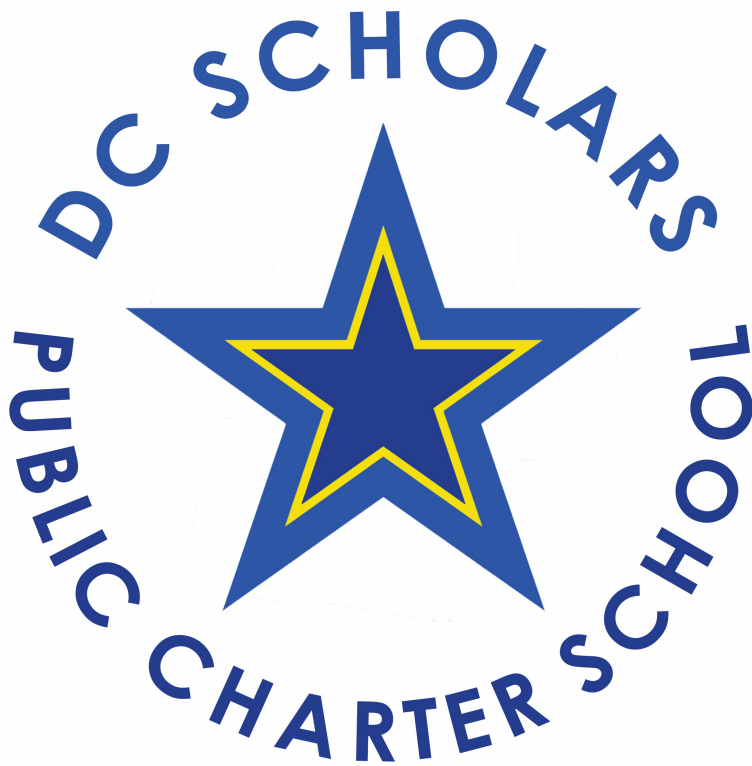
In the event of an accident, teachers will provide students with a change of clothes from their cubby/backpack and provide a bag for soiled clothes, body wipes and paper towels (if needed) and will direct students to put on their clean clothes and put bag of soiled clothes in their backpacks.

In the event that teachers need to help the youngest students change, it will be done in the following manner: while wearing gloves, teachers will help unbutton/button pants, remove shoes and socks, and pull down pants from the feet. Teachers will not, at any time, touch any area of a student's body that would be covered by a bathing suit or close the bathroom stall door with a teacher and student inside.

Appletree Partnership

Your child's school is in partnership with AppleTree Institute. As part of the regular program, your child's teachers will assess your child's academic and social skills. AppleTree Institute reviews the data internally and with your child's teacher to improve instruction. De-identified data are also shared with staff, consultants, educators, and in educational reports. Within this partnership, AppleTree Institute reserves the right to photograph/videotape students, faculty, staff and facilities in connection with the activities of the school and to reproduce such images to promote, publicize, or explain the school or its activities. These images may appear in any of a variety of formats and media now available or that may be available in the future, including but not limited to print, broadcast, videotape, and electronic/on-line media. Parents who do not wish to have their child included in the above coverage should inform the principal in writing.

ACADEMIC STRUCTURES & SUPPORTS



Effective Homework Strategies to Help Your Scholar At Home

- Set aside a specific time each night to do homework
- Make sure there is a quiet space for scholars to complete their homework
- Make sure there are pens, pencils and paper available for your child to complete their homework
- Help your child get started by asking them what they have for homework and read the directions for their assignments with them
- Help your child organize their homework binder so that it is neat and they know where to find their homework the next day
- Contact your child's teacher if you feel that your child is having difficulty on his/her homework assignments

Absent Work Policy: Making Up Work When Absent

Absences are highly discouraged at DC Scholars Public Charter as missing instructional time seriously impacts scholar achievement. When a scholar is absent, they are required to complete the classwork and homework that they missed for the day. In the event that a scholar needs instruction in order to complete the work, that scholar should be encouraged to work out a time with their teacher individually to receive instruction. If a scholar is absent, parents are encouraged to ensure the scholar receives all of his/her missed work within 1 school day. A scholar will be given 1 day to complete missed assignments. In the event of an extended absence, parents are asked to speak with the School Director to discuss the absence. The School Director will then collaborate with the instructors to develop an appropriate plan for making up missed work and receiving missed instruction.

Highly Qualified Teacher

The Federal No Child Left Behind Act of 2001 requires school districts that receive federal Title I funding to notify parents of their right to know the professional qualifications of the classroom teachers who instruct their child. As a recipient of these funds, DC Scholars Public Charter School will provide you with this information in a timely manner if you request it. Specifically, you have the right to request the following information about each of your child's classroom teacher(s):

- Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects he/she teaches.
- Whether the teacher is teaching under emergency or provisional status because of special circumstances.
- The teacher's college major, whether the teacher has any advanced degrees, and the field of discipline of the certification or degree.
- Whether paraprofessionals provide services to your child and, if so, their qualifications.

DC Scholars is committed to providing quality instruction for all scholars and does so by employing the most qualified individuals to teach and support each scholar in the classroom. If you would like to receive any of the information listed above for your child's teacher, please contact the school directly.

Assessments

Fountas & Pinell (K-8)

The Fountas & Pinnell Benchmark Assessment System (BAS) seamlessly links assessment to instruction along The Continuum of Literacy Learning. This comprehensive system for one-on-one assessment reliably and systematically matches students' instructional and independent reading abilities to the F&P Text Level Gradient™ pictured below.

My Child's Independent Reading Level (F&P)																									
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
Kindergarten				1st Grade					2nd Grade				3rd Grade			4th Grade			5th Grade			6th Grade			

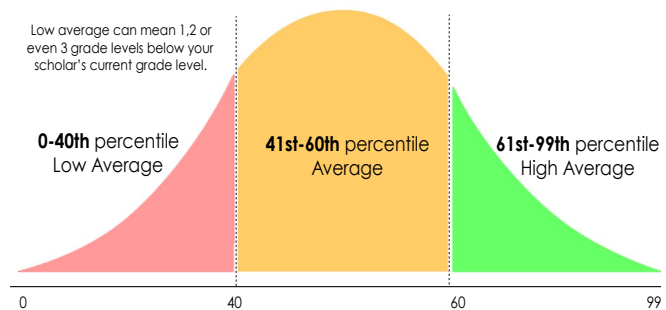
MAP (K-8)

Measures of Academic Progress® (MAP®) creates a personalized assessment experience by adapting to each student's learning level—precisely measuring student progress and growth for each individual. MAP also gives us valuable information about our students academic progressed compared to other scholars their age. Scholars MAP test 3 times a year. Results can be found on your scholars report card.

MAP (K-8)

MAP gives us valuable information about our students academic progressed compared to other scholars their age. Scholars MAP test 3 times a year. Results can be found on your scholars report card.

Understanding MAP Percentiles



ANet (2-8)

ANet is an education nonprofit that helps schools **boost student learning** with great teaching that's grounded in standards, informed by data, and built on the successful practices of educators around the country.

ANet assessments help teachers understand what students know and are able to do with respect to the standards. They go well beyond right and wrong—they provide information about which students are succeeding or struggling, with what, and why.



Grading and Report Cards

Report cards are distributed 3 times a year during Family Data Night. The last report card is given to scholars at the End of Year Ceremony. We encourage all parents to attend data nights to receive strategies, and their child's current progress report. Below you will find our grading scale and sample report cards.

- K-2 students receive a standards-based report card where mastery is determined through the use of the following rubric
- 3-8 mastery is determined by formative assessments, summative assessments, homework, and participation

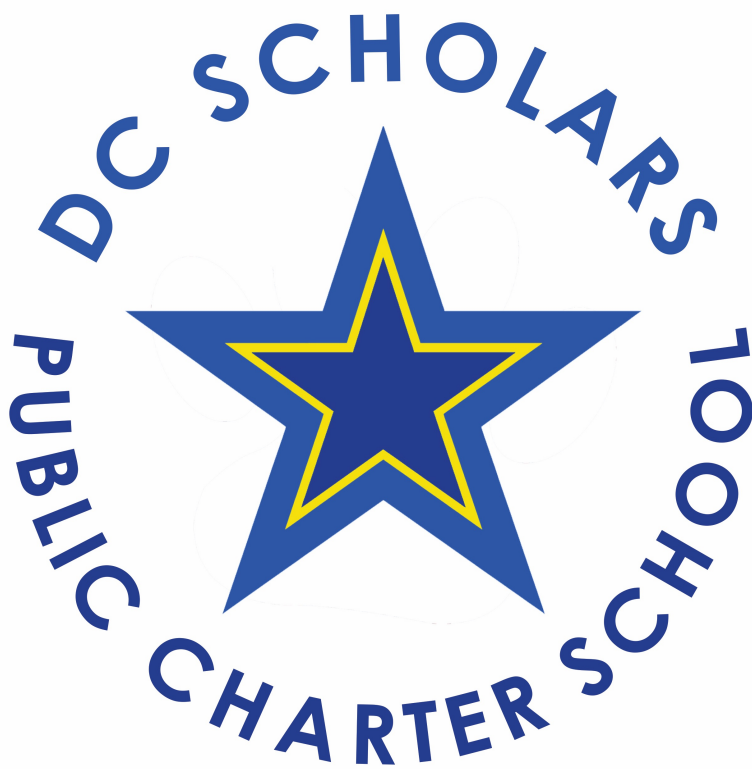
	K-2		3-8	Awards
4	Exceeds Expectations	A	100%-90%	Principal's List
3	Meets Expectations	B	89% - 80%	Honor Roll
2	Developing	C	79% - 73%	
1	Support Needed	D	72% - 70%	
n/a	Standard Not Taught	F	69% - 0%	

Promotion

DC Scholars reserves the right to retain any scholars that meets 1 of the following criteria.

Grade	Reading Level		Course Grades	Attendance
PK				Scholars who are absent from school more than 20 days automatically qualify for retention.
K	A	At the end of 4th grade, all scholars are expected to read on a level S. Scholars reading on or below the level listed to the left at the end of their current academic year will be considered for retention. <i>For example, a scholar in 2nd grade reading on or below a G at the end of second grade is eligible for retention.</i>	Students who do not receive passing grades in their core subjects will be considered for retention. (core subjects are Math, Reading)	
1	C			
2	G			
3	K			
4	N			
5-8	S		Students who do not receive passing grades in their core subjects will be considered for retention. (core subjects are Math, Reading, Science, Social Studies)	

SPECIAL EDUCATION POLICIES & STRUCTURES



Free Appropriate Public Education (FAPE)

Scholar Academies' Charter Schools, including DC Scholars, ensure that all children with disabilities who enroll in the school have the right to a free appropriate public education (FAPE). This includes children with disabilities who are advancing from grade to grade. FAPE shall also be provided to children who have been suspended or expelled from school in accordance with Title 34 of Federal Regulations (34 CFR) 300.300 (a) and 300.121 (e). Special education and related services are provided at public expense, under public supervision and direction, and without charge. They meet the standards for the District of Columbia and are provided in conformity with an individualized education program (IEP) that meets IDEA requirements of 34 CFR300.340-300.350.

Regulations also require that students with disabilities have opportunities to participate with other students in nonacademic settings such as meals, recess, and extracurricular activities, to the maximum extent appropriate. These students must also be considered for inclusion in extracurricular activities and school-sponsored events, such as student government, school sports events, and after-school clubs.

Child Find

The charter school will ensure that all students who are in need of special education and related services are identified, located and evaluated. This procedure is called Child Find (34 CFR 300.125)

Child Find Procedures:

The child identification process is coordinated by Support Services, which utilizes a variety of resources and conducts many systematic activities in its effort to identify children requiring special services.

In accordance with the Child Find process the charter school will provide information to the public regarding special education and related services. More specifically, the charter school will publish at the beginning of each school year in the parent and student handbook information about Child Find and the special education and related services available. The charter school is responsible for maintaining documentation of public annual notices made to inform parents of the special education services available (34 CFR 300.125).

A child with a suspected disability who may need special education and is at least two years, eight months of age and less than twenty-two years of age, shall be referred, in writing, to an IEP team. For children ages 3-5, the Child Find process will be coordinated with the Early Stages Center. Staff members are encouraged to contact the Early Stages Center for additional information.

A referral, which shall state why it is thought that the child may have a disability may be made by the following:

- 1) A child's parent or person in a parental relationship; or
- 2) A child (self-referral) who is between the ages of eighteen (18) and twenty-two (22) years of age or an emancipated minor who is eligible to attend the charter school; or
- 3) A professional staff employee of the charter school; or
- 4) A staff member of a public agency who has direct knowledge of the child.

The referral shall be submitted by his or her parent to the Principal or Director of Student Support Services, on a form to be supplied to the parent by the charter school at the time of the parent's request.

Records of newly enrolled student will be screened to determine which are currently receiving needed special education and related services. This includes highly mobile children with disabilities and those who are suspected of having a disability under 34 CFR 300.7 and are in need of special education, even though they are advancing from grade to grade (34 CFR 300.125).

Scholar Academies' Schools will implement early intervention procedures (Student Support Team, see *Child Find Referral Process*) with the purpose of identifying at-risk students and those students needing special education services.

During the first 3 months of each new school year, charter school staff will engage in activities and procedures to seek students suspected of having a disability. The Director of Student Support and nurse will coordinate screening all new students in the following areas (varies with grade):

- § Difficulty understanding directions at an age appropriate level.
- § Difficulty seeing or hearing
- § Speech that is not understood by family or friends.
- § Social, emotional, or behavioral difficulties that affect the ability to learn.
- § Unexplained difficulty with reading, writing, math, or other school subjects.
- § Any health or medical disorder that interferes with or will eventually interfere with development and learning.

Staff will look for potential signs of developmental delays and other risk factors that could indicate disabilities. The activities include review of group data, conducting hearing and vision screening, assessment of student's academic functioning, observation of the student displaying difficulty in behavior and determining the student's response to attempted remediation. Input from parents is also an information source for identification. After a child is identified as a suspected child with a disability, he or she is evaluated, but is not evaluated before parents give permission for their child to be evaluated.

Signs of developmental delays or risk factors that might indicate a disability could include, but are not limited to, poor prenatal care, birth trauma, febrile or other seizure activity, severe reaction to early medication or inoculation requiring extended medical care, or severe trauma to the head, followed by failure to attain developmental milestones for

communication, motor development, socialization, emotional development, self-help skills, or cognition; unexplained failure to attain developmental milestones in these areas; failure to use toys and other objects in a developmentally appropriate manner; persistent inability to sustain attention at levels sufficient to complete age-appropriate tasks; easy frustration with developmentally-appropriate tasks or activities; difficulty with coloring, letter formation, or drawing lines and shapes within age-appropriate parameters; difficulty building or sustaining age-appropriate relationships or conversations; persistent difficulty tolerating the presence of or interactions with peers or adults; persistent and severe disciplinary actions in preschool or school settings; failure to develop age or grade-level appropriate reading, writing, mathematical, listening, or speaking skills after exposure to sound instruction in these areas by qualified teachers; and failure to pass routine vision or hearing screenings.

Following a referral, an IEP team shall meet to review:

- 1) Existing data;
- 2) Information from the parent;
- 3) Pre-referral interventions and strategies;
- 4) Current classroom-based assessments; and
- 5) Observations by teachers and related service providers.

The charter school will maintain documentation and annually report the number of children with disabilities within each disability category that have been identified, located and evaluated (34 CFR 300.125). The collection and use of data to meet these requirements are subject to the confidentiality requirements.

Pre-Referral Process

With the purpose of providing a forum to discuss students who demonstrate academic, behavioral, or social difficulties within the educational setting and how these difficulties are adversely affecting the student's performance in the classroom, the charter school has a three-step pre-referral process based on a Response To Intervention and Instruction (RTII) model.

Student Support Teams (SST)

The SST is comprised of a group of teachers and support staff working together to ensure that each student receives the services and support necessary to meet individual needs and to increase academic success.

The purpose of the meeting is to generate ideas/ interventions which support the student in the regular education classroom. If concerns continue to persist a Student Support Team is held.

STEP I – Universal Screen

All students are screened for development benchmarks. Staff reviews data from these screens to plan interventions where appropriate.

STEP II

Staff reviews data from universal screenings and determine need for Tier 2 services. Parents are notified of need for Tier 2, programming, duration, frequency, service provider, and goals for Tier 2 services. Tier 2 services are reevaluated after each benchmark period to determine next steps for student. Students may move back to Tier 1 Universal Services, remain in Tier 2 services or increase to Tier 3 services.

STEP III

When a teacher, staff member, or parent identifies a student who has not benefited fully from classroom instruction, Tier 2 supports or Tier 3 supports, a referral can be made to hold a Student Support Team meeting.

The SST is a team comprised of general/special education teacher(s), support staff and administrator(s) to provide a place to discuss student concerns in a supportive open environment. The members of the team share a common mission to strengthen and support students who are having difficulty in the school environment. All possible sources of information are reviewed to gain a deeper understanding and appreciation of the student's strengths, weaknesses and specific needs.

If concerns still exist after one round of Tier 3 intervention services, a follow-up meeting may be held to discuss components of a formal evaluation to determine special education eligibility.

Note: If at any time during the intervention/SST process, a parent and/or teacher requests an evaluation, the request triggers the special education process timeline and evaluations must begin. However, at the same time, the school should proceed with the SST process of providing targeted interventions for the child and gathering response to intervention data.

Evaluation and Eligibility Determination

A full individual initial evaluation will be conducted before the initial provision of special education and related services to a child with a disability (34 CFR 300.531). The evaluation will determine if the child is a "child with a disability" as well as determine the educational needs of the child. A re-evaluation of each child will be conducted every three years.

Parental Requests for Evaluation

Parents are never barred from requesting a special education evaluation before, during, or after the pre-referral intervention activities. In the event that a parent makes a written request for a student evaluation, the charter school must review the request within two (2) days, meet with the IEP team to complete analyzing existing data within forty-three (43) days. The parent then has fifteen (15) days to consent to the evaluation if warranted. If the school refuses to conduct the evaluation, a written notice of refusal must be given within a reasonable amount of time.

Parental Right to Revoke Consent

A parent has a right to unilaterally withdraw their child from special education services. In this event, the charter school may not challenge that parent's decision using Part B dispute resolution procedures. If at any time following initial provisions of special education services a parent revokes consent to services in writing, the school must provide a written notice before ceasing the provision of special education services. (34 C.F.R. § 300.300). No member of the administration may appeal this decision using mediation or a due process hearing in order to secure education services for the child. (34 C.F.R. § 300.300).

Rights and Protections

Prior Written Notice: The public school must notify you in writing whenever it proposes to initiate or to change the identification, evaluation, educational program or placement of a child or whenever it refuses to initiate or make a change in identification, evaluation, educational program, or placement requested by a parent. Such notice must be accompanied by a written description of the reasons for the proposal or refusal, the options considered, if any, and the reason why such options were rejected.

Consent: The public school cannot proceed with an evaluation or reevaluation or with the initial provision of special education and related services without the written consent of the parent. A public school may override the lack of consent for an initial evaluation by requesting the approval of an impartial hearing officer of judge following a hearing. If the parent fails to respond to a written request for permission to reevaluate, however, the public school may proceed with the proposed reevaluation with consent. A public school may not seek a hearing to override the refusal of parent consent to an initial placement in special education.

Protection in Evaluation Procedure: Evaluations to determine eligibility and current need for special education and related services must be administered in a manner that is free of racial, cultural, or linguistic bias. Evaluations cannot consist of a single test or assessment and testing must be a valid measure of the psychological, social, emotional or other learning characteristic or behavior that the school is using it to measure. Testing and assessment must be administered in accordance with professional standards and the criteria established by the publisher. It must be administered in the native language of the child.

More Information

Detailed printed information about available special education services and programs are available upon request.

English Language Learners (ELL) Support

DC Scholars has developed its English Language Learning (ELL) program in accordance with the school's philosophy to provide a quality educational program for all scholars enrolled in DC Scholars Public Charter School, the charter school provides for the education of scholars whose dominant language is not English. The purpose of this ELL plan is to increase the English language proficiency of eligible scholars so that they can attain the statewide academic standards and achieve academic success.

The purpose of our ELL program is to:

- ▶ Develop the language and literacy skills of non-native English speakers.
- ▶ Ensure access to the general education curriculum for scholars who are still developing cognitive academic language proficiency.

Our ELL team achieves these goals through identification of all scholars who speak a language other than English to see if they would benefit from ELL services, direct instruction, consultation with general education teachers, professional development for staff, and participation in the Scholar Support Team (SST).

BEHAVIORAL STRUCTURES & SUPPORTS



A Framework for Approaching School Discipline

P.A.T.H. Values

PATH represents the four core values that we use to motivate and remind scholars of their PATH to college. The four values are **P**repared, **A**ttentive, **T**houghtful and **H**ardworking.

Prepared/Professional	<ul style="list-style-type: none"> • Turn on your brain: Be ready to learn • Be on time • Bring supplies, uniform and a positive attitude
Attentive	<ul style="list-style-type: none"> • Demonstrate good listening skills, eye contact and posture • Read all directions, participate and ask insightful questions
Thoughtful	<ul style="list-style-type: none"> • Be community-oriented and help others whenever possible • Always use Please, Excuse me, Thank you, Sorry and You're Welcome whenever possible
Hardworking	<ul style="list-style-type: none"> • Do your homework • Persevere – stick to it when things aren't going your way

STAR

Scholars are asked to participate in class in a way that will foster participation and learning. When scholars are sitting in star they send a signal that they are ready to learn.

S	Sit Up Straight Proper posture is expected at all times. Good posture also makes scholars more alert during class and communicates respect for the speaker.
T	Track the Speaker Scholars should always have their eyes on the person speaking to them. Tracking is not only polite and respectful, it allows scholars to be the most engaged and to concentrate on every word being shared.
A	Ask Questions Scholars are expected to be actively engaged in each lesson and ask questions if there is something that they do not understand. Asking questions ensures that the scholar and his/her classmates master the lesson objectives.
R	Raise Your Hand Scholars at DC Scholars PCS work in a professional learning environment where everyone is treated with respect. The scholars are expected to raise their hand to ensure that everyone has a chance to speak.

Rewards and Consequences



Class Dojo is the tool we use to track and encourage students to make good choices. This is a great resource for parents as well because it comes with parent codes that allow you to log in and check on how your students day went with the click of a button. Once you set up an account you can check on your child through the Class Dojo website (www.classdojo.com) or the app for parents. You can also communicate with your child's teacher directly.

At the beginning of the school year your child's teacher will give you a individualized code to input into your parent account.

Taylor Adams
Principal Crouch's classroom

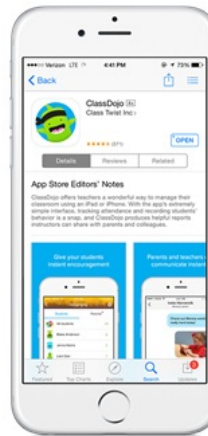


Stay connected with Principal Crouch's classroom

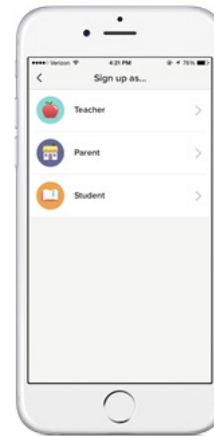
I'm using ClassDojo to keep parents in the loop this year! I'll share photos from class, important updates and wonderful moments – like when students work hard and help each other. **Please complete by Monday!** It's free and takes under a minute.

PARENTS:	
New to ClassDojo? <ol style="list-style-type: none"> 1. Get the free ClassDojo app 2. Tap "Create a new account" 3. Sign up as a "Parent" 4. Enter the parent code below 	Existing ClassDojo user? <ol style="list-style-type: none"> 1. Open the ClassDojo app 2. Sign in to your account 3. Tap "Add parent code" 4. Enter the parent code below
<input type="text" value="PWNX9GF"/>	<input type="text" value="PWNX9GF"/>
Or join our class at www.classdojo.com/PWNX9GF	

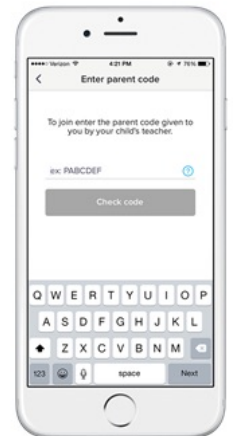
STUDENTS:
Taylor Adams, download or open the ClassDojo app and enter this code to join our class: <input type="text" value="SYD5LAX"/> Or join our class at www.classdojo.com



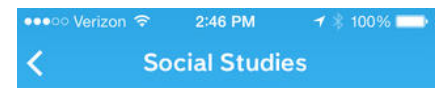
Download the app



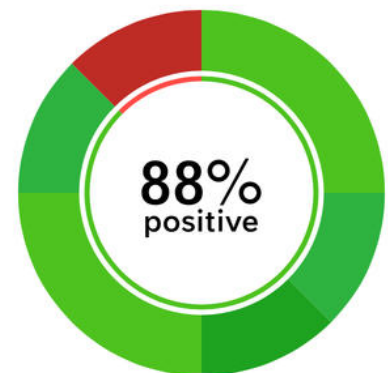
Sign up as a parent



Enter your code!



Mr. Gallagher
Date Range: This week (Dec 16 - Dec 22)



Monday Dec, 16th



Teamwork
2:42 PM



Working Hard

How to read your scholars Dojo percentage	
100% - 95%	Your scholar had excellent day!
95%-90%	Your scholar had a great day!
89% - 85%	Your scholar had good day.
84%- 80%	Your scholar made a few bad choices.
< 80%	Your scholar made many bad choices. Please contact their teacher for more information.

Discipline Policy

Policy Statement

Academic excellence can only be achieved within a highly structured environment. Safety, order, and scholar discipline are fundamental to learning at DCSPCS. While scholars need a challenging curriculum, dedicated teachers and proper materials, they must also have a secure environment in which to learn. Any time spent dealing with scholar misbehavior is lost instructional time. Therefore, DCSPCS teachers and scholars are required to follow the routines and procedures of our school with strict precision. It is our responsibility to maximize every second of our school day to provide our scholars with the knowledge and skills required to grant them access to limitless opportunity. We can achieve this only by creating an environment that serves as the strongest platform for scholar achievement. This platform is built and maintained through structure, intense attention to detail, consequences, rewards, and a deep commitment and care for each and every scholar and our collective community.

At DC Scholars Public Charter School, we have high expectations for the kind of people our scholars will grow to be. We believe that scholars who demonstrate our PATH (Prepared/ Professional, Attentive, Thoughtful, and Hardworking) core values will be empowered and prepared to enter and be successful in high school and on the path to college. We believe that each scholar can reach high academic standards, enjoy learning, achieve success and contribute actively to his or her community.

In order to maintain a school culture that nurtures scholars to develop in such a manner, our school-wide behavior system is a prevention-based model, focused on modeling our core values, helping scholars reflect upon their behaviors (both positive and negative), and teaching them to make positive choices.

The DC Scholars Public Charter School behavior system uses a ladder of consequences to delineate the appropriate response to deter poor behavior. Scholars will progress through the ladder of consequences as their behavior persists. Serious consequences such as suspension and expulsion are only reached after the ladder of consequences has been exhausted, except for some Tier 3 and all Tier 4 offenses. In the event of either a suspension or expulsion, DC Scholars PCS follows PCSB requirements with respect to due process and reporting.

Details of the tiered behavioral system are presented below:

Level 1		
	<ul style="list-style-type: none"> Talking out of turn Minor and/or infrequent defiance Getting out of seat without permission Minor disruption Throwing items without intent to harm Passive profanity (not directed at person) Disrespect of staff or other scholars Tardy to class* 	Teacher-issued consequences: Dojo Deduction Time away from group
Level 2		
	<ul style="list-style-type: none"> Repeat level one offenses Repeated refusal of level one consequences Repeated disruptive defiance Leaving class without permission High levels of verbal aggression Minor destruction of property Unauthorized location 	Dean Referral Dean-issued consequences: Accountability writing Community service Parent contact Mandatory parent conference Mandatory early pickup within 60minutes Out-of-school suspension (1-3 days)
Level 3		
	<ul style="list-style-type: none"> Active profanity (directed at a person) Repeat level two offenses Refusal to serve level two consequences Hitting on another individual with intent to harm (staff member or scholar) Throwing items with an intent to harm others Burglary of school, staff, or student property Sexual misconduct Gross defiance/disrespect Threat to student/teacher but verbal and physical Theft of goods or money from school property valued at less than \$500 Bullying 	Dean referral Dean-issued consequences: Parent conference In-school suspension Out-of-school suspension (up to 10 days) Community service Public apology
Level 4		
	<ul style="list-style-type: none"> Repeat level three offenses Possessing, distributing, selling, giving or loaning any controlled dangerous substance Possession of dangerous item (weapon, drugs, fire source) Theft of goods or money from school property valued at \$500 or more Bomb threats 	Mandatory Suspension and Recommendation for expulsion

The following Dean's Office Cycle begins once a scholar reaches the end of the ladder of consequences above:

1. Teacher completes Office Referral in Class Dojo, indicating if the behavior was Tier II or III
2. For Tier II and III referrals, the teacher must provide details about the behavior/incident, including any other scholars who were involved or witnessed the incident.
3. Tier I infractions only result in a referral if they are persistent and causing severe disruption to the learning time of other scholars.
4. If necessary, the teacher can send the scholar to the Dean's office without the referral, but must then send the referral within 15 minutes in order for administrators to process the office referral.
5. Scholar arrives in the Dean's office and the following occurs:
 - a. Sit in STAR
 - b. Written reflection (scholar must write about why he/she made the choice he/she did)
 - c. Problem solving session (scholar engages in a structured conversation around the poor action with an opportunity for the scholar to outline the future choice he/she would make if faced with the same decision)
 - d. Apologize to teacher (verbal and written)
 - e. Fresh start in class
6. Notification to parents
 - a. **Tier I** offenses, **the teacher** is to notify the parent/guardian of infractions and referrals to the Dean's office (by 8PM that same day)
 - b. **Tier II and Tier III** offenses, **an Administrator** will contact the parent/guardian to notify the adult of the referral and the consequence. The teacher will also include the details in Class Dojo
7. Scholars serving a suspension will be required to attend a reentry meeting with their families the day they return to school. This will ensure a scholar's preparedness to re-enter the school community.

Note: Scholars with behavior plans as part of their IEPs will follow their IEP Behavior Plan in conjunction with the school-wide plan.

Suspension and Expulsion Process

Introduction

The decision to recommend a student for suspension or expulsion will be made by a school administrator (e.g. Principal, Executive Director, Dean or any other school administrator) independent of the student's teacher or other staff. **In recommending suspension or expulsion, the administrator will consider Code of Conduct violations, the severity of the infraction(s), the student's previous infractions (if any), any existing or prior student Discipline contracts, and the student's age.** A student recommended for long-term suspension or expulsion will (subject to certain conditions) have a Disciplinary Hearing to review the recommendation. The Discipline Review Panel (DRP) will make a final decision on the student's long-term suspension or expulsion, with the student having an opportunity to appeal.

Process

When the school receives a report that a student has committed an offense eligible for suspension or expulsion, an investigation into the offense will be conducted by a Dean, or another school administrator. Students for whom suspension or expulsion is being considered after the investigation will be given notice and an opportunity to be heard before a final decision regarding suspension or expulsion is made. Investigation and hearing procedures are as follows:

Short –term Suspension

For students facing suspension of less than 10 days, prior to issuing the suspension, the Dean, or other administrator, will meet with the student, notify the student of what he/she is accused of doing to warrant possible suspension, and the information that the school has to believe that the student engaged in such behavior. The student will be given an opportunity to present his/her side of the story or explanation for his/her behavior. After this meeting, if the Dean or other administrator determines that suspension is appropriate, s/he will issue written notice to the parent or legal guardian detailing the length of, and reason for, the suspension. The Dean or other school administrator may notify the parent/guardian of the suspension via phone or email in addition to providing written notification. Written notification may also be given to the student.

Long-Term Suspension or Expulsion

For students facing suspension of 10 days or more, or expulsion, a Dean or another school administrator will meet with the student and notify him/her of the infraction he/she is accused of, the information that the school has to believe that the student engaged in such behavior, and the disciplinary action being considered. The administrator will give the student an opportunity to present his/her side of the story or explanation for his/her behavior.

If disciplinary action is still under consideration after the student provides his/her explanation, the Dean or other administrator will conduct an investigation as appropriate into the circumstances of the student's behavior and any explanation provided by the student. At the Dean's or other administrator's discretion, the student may be suspended pending the results of this investigation and possible recommendation for further disciplinary action from

the Dean or other administrator. This investigation will be completed within 3 business days of notifying the student of his/her infraction(s).

After the meeting with the student and completion of the investigation, the Dean or other administrator will issue written notice to the parent/guardian if a recommendation for long term suspension or expulsion is made and the reason for this recommendation. This notice will explain the information that is being relied on as the basis for the recommendation. The Dean or other school administrator may notify the parent/guardian of the suspension/expulsion via phone or email in addition to providing written notification. Any parent/guardian meetings may occur by phone.

Within 10 school days of the recommendation for long term suspension or expulsion, a Discipline Hearing will be held if requested by a student's parent/guardian to make a final determination about the disciplinary action proposed.

Discipline Hearing

A student will have a Discipline Hearing at the request of a parent/guardian when:

He/she been recommend for expulsion or violated an expellable offense

He/she is recommended for a long-term (10+ day suspension)

The Discipline Review Panel (DRP) will be appointed by the Chair of the Board, and will consist of three faculty/staff and/or Board members who do not have a direct conflict of interest with the student and are not involved in the incident being reviewed. The Board Chair may appoint any non-affiliated faculty/staff member to be on the DRP. The DRP serves as an impartial decision maker. DRP hearings are closed to the public. In making its decision, the Discipline Review Panel will review evidence presented at the hearing, any statements made on behalf of the school or student, the DC Scholars Code of Conduct, and records of the student's prior conduct and/or academic performance, if applicable. The decision of the DPR shall be made by a majority vote of the DRP.

During the hearing, the school administrator(s) will carry out the following procedures:

A statement of the Code of Conduct violation and summary of the Discipline Hearing procedures.

An explanation and review of the evidence or facts for which potential long-term suspension/expulsion is being considered. If video footage is available of the incident, the panel will view the footage.

The student may be represented by his/her parent/guardian and one additional advocate.

The student may present any information that he/she wants to the Discipline Review Panel to consider. The panel may ask questions regarding the matter to anyone present at the hearing. An advocate may speak on the student's behalf. The student has the right not to speak on his/her own behalf. Neither the school's representative at the hearing nor the student nor his/her representative(s) will be given the opportunity for cross-examination during the hearing.

Within 24 hours of the conclusion of the hearing, the panel will make a recommendation regarding the consequence. The panel's recommendation will be effective immediately.

The student/family will be informed of the decision via phone within two (2) school days of the conclusion of the hearing and written notification will be mailed within three (3) school days of the decision. This notice will contain information regarding appeal procedures.

If a parent/guardian does not request a hearing, or fails to attend the hearing at the scheduled date, time, and place, the right to a hearing will be waived.

If a parent/guardian does not request a hearing, or fails to attend the hearing at the scheduled date, time and place, the student's right to a hearing will be waived. In such cases, the DRP will make a determination based on the evidence before it without a hearing.

Following the DRP's determination, the school will proceed to implement the ruling of the Disciplinary Review Panel. The findings from the hearing will be approved and take effect immediately. Appeals will not be accepted from students who do not appear at the initial hearing.

Discipline Panel Hearing Appeal

Any student who is expelled has the right to appeal the decision in writing to the Chairperson of DC Scholars' Board of Trustees within five (5) school days of the written notice of expulsion, provided the student participated in the DRP hearing. The following process shall be implemented for all appeals.

1. An appeal hearing date will be set within seven (7) school days of the receipt of the student's Appeal request.
2. The appeal hearing date will occur within thirty (30) calendar days from the date of the hearing being set.
3. Appeal hearings will be heard by three members of the Board of Trustees appointed by the Chair of the Board and constituted as the "Appeal Panel." A disinterested faculty/staff member or volunteer familiar with the school may replace one member of the Board of Trustees on the "Appeal Panel" at the discretion of the Board Chair.
4. The student may be represented by his/her parent/guardian and one additional adult advocate.
5. The student has the right to speak on his/her behalf at the Appeal Hearing. The student may choose not to speak at the Appeal Hearing.
6. The student may not return to DC Scholars and participate in school activities while an appeal is pending.
7. Appeal hearings are closed to the public.
8. If a parent/guardian fails to appear at the Appeal Hearing the right to appeal is waived, and the original disciplinary decision will stand.

In making its decision, the three-member Appeal Panel will:

1. Review all evidence and documentation from the DPR and any supporting documentation;
2. Review any statements heard at the DPR on behalf of the school or student;
3. Review the DC Scholars' Code of Conduct;
4. Review the student's prior conduct and/or academic performance;
5. The panel may ask questions regarding the matter to anyone present at the hearing. One advocate may speak on the student's behalf. The student has the right not to speak on his/her own behalf. Neither the school's representative at the hearing nor the

student nor his/her representative(s) will be given the opportunity for cross-examination during the hearing.

If the expulsion is overturned, the cumulative record of the student and any other school-maintained records will reflect that conclusion. If the Appeal Panel upholds the expulsion, the expulsion shall be imposed, and such decision will be final. All decisions made by the Appeal Panel will be final and not subject to further appeal.

Special Notes Regarding Audio/Video Recording of Discipline Review Panels (DRP) and Appeal Hearings

All disciplinary hearings are closed to the public. They may not be recorded using a video or audio recording device under any circumstances, except as may be required to provide accommodations in accordance with the Americans with Disabilities Act (ADA) or section 504 of the Rehabilitation Act. A written request to audio-record the hearing pursuant to these laws must be made to the student's Dean no less than 48 hours prior to the hearing.

Participation at School and School Related Activities and Re-Enrollment

Students who have been expelled from DC Scholars shall not be eligible to participate or attend any school functions. Students will not be eligible to re-enroll for subsequent school years. Expulsion is permanent.

Procedures for Suspending and Expelling Students with Disabilities

Subject to all applicable guidelines and requirements of the Individuals with Disabilities Education Act (IDEA), the basis for disciplining, suspending or expelling students with disabilities shall be no different than the basis for such actions taken against students without disabilities. Reasonable accommodation of a student's disabilities shall not prevent the school from applying its discipline policy to students with disability when their behavior is not related to the disability. However, students with disabilities are entitled to certain additional procedural protections during the discipline process. These protections include, but are not limited to, requirements for a meeting to determine if behaviors leading to possible expulsion or suspension longer than ten (10) days are a manifestation of a student's disability. Parents can request more information about this process and a copy of the procedural safeguards by contacting the Special Education Coordinator or Section 504 Coordinator.

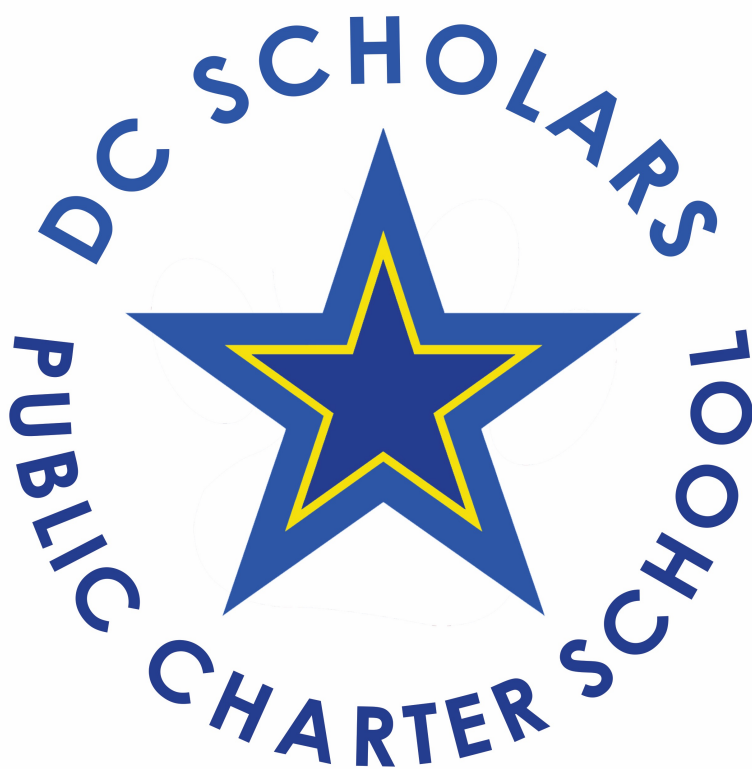
Scholar Rights

1. This policy sets forth guidelines by which scholar rights are to be determined consistent with applicable law.
2. The Board of Trustees has the authority and responsibility to establish reasonable rules and regulations for the conduct and deportment of scholars of this school. At the same time, no scholar shall be deprived of equal treatment and equal access to the educational program, due process, a presumption of innocence, and free expression and association in accordance with these guidelines.
3. Attendant upon the rights established for each scholar are certain responsibilities, which include respect for the rights of others, obedience to properly constituted school authority and compliance with the rules and regulations of this school.

4. A scholar who has reached the age of 18 years possesses the full rights of an adult and may authorize those school matters previously handled by his/her parents.

5. The School Director / Dean of Scholars shall observe the disciplinary procedures consistent with law and Board policy to ensure that scholar rights under varying conditions are properly respected.

HEALTH AND WELLNESS



School Nurse

Scholars who need emergency medical attention during school hours will be examined by the School Nurse. Scholars must have a pass from a teacher to be seen by the Nurse. If necessary, a parent/guardian will be contacted to pick up the child from school. It is extremely important to keep each child's Emergency Contact Form updated with the correct information. Any scholar being dismissed early because of a medical emergency must be signed out in the Main Office. Upon return to the school, the scholar must check in with the nurse. The nurse's office is strictly used for first-aid. It is not a clinic or physician's station; no scholar will be diagnosed or treated for illness. The school nurse is not responsible for treating accidents, injuries, burns, infections, etc., that happen at home. Such care and treatment is the responsibility of the parent. Parents are invited to call the school nurse to discuss any health related issues they may have concerning their child.

Other Health Services

Through trained certified staff and outside agencies, services are provided free of charge for mandated state screenings, vision and hearing screenings, height and weight checks and dental clinic services. Referrals can be made by these services to provide further health care.

Illness and Preventative Care

Since the health of a child will affect his/her learning, it is very important the children get adequate sleep and a good breakfast. To protect your child and prevent the spread of illness to other classmates, please do not send your child to school if he/she has any of the following symptoms within 12 hours of the start of school:

- *Vomiting and/or diarrhea
- *Temperature of 100 degrees or greater
- *Continuous coughing and sneezing
- *Unexplained and/or contagious rash
- *Thick dark yellow-greenish drainage from the nose
- *Yellowish drainage from eye, crusted area (contagious conjunctivitis – Pink Eye)
- *Students with ringworm may return to school after they have completed 24 hours of treatment by a doctor.

Communicable Diseases

Please notify the school office IMMEDIATELY, if your child is diagnosed with any of the following illnesses:

- | | |
|----------------------------|---------------|
| *Conjunctivitis (Pink Eye) | * Measles |
| *Ringworm | *Mumps |
| *Strep Throat | *Rubella |
| *Diarrhea Type Diseases | *Pertussis |
| *Chicken Pox | *Hepatitis |
| *Pediculosis (lice) | *Meningitis |
| *Impetigo | *Tuberculosis |
| *Fifth Disease (rash) | *Tetanus |
| *Influenza | *Encephalitis |
| *Pneumonia | *Food Poison |

Medications in School

DC Scholars shall not be responsible for diagnoses and treatment of a scholar's illness. The practice of taking medication in the school is discouraged. Nevertheless, the administration of prescribed medication in accordance with the direction of a parent and/or family physician to a scholar during school hours will be permitted when failure to take such medicine would jeopardize the health of the scholar or the scholar would not be able to attend school if the medicine were not made available during school hours. At the end of the school year, all medications must be picked up by parents/guardians from the Nurse's Office. Any medicine not picked up by the last day of school will be discarded.

Parents who wish to have prescription medications given to their child during school hours must have on file a "Request for Administration of Medication" (Form MED-I). This form is available from both the nurse's office as well as -the Main Office. The form must be filled out and signed by the child's doctor and the parent. The parent, not the child, should bring the medication to the school. Medication shall include, but not be limited to, all medicines prescribed by a physician, any patent drug, and non-prescription medications (OTC), including, but not by way of limitation, aspirin, Tylenol, Benadryl, Sudafed, decongestants, antihistamines, etc.

Medication will be retained by the school only if it has been packaged and labeled by a Registered Pharmacist according to accepted pharmaceutical standards. The medication label must include: patient's name, pharmacy name, pharmacy address and phone, prescription number, prescription date (current), name of medication, dosage, form, and expiration date, instructions for administration, and name of prescribing health care provider. Medication must be packaged with a safety cap. Over the counter (non-prescription) medications must be in the original manufacturer's container with directions for use intact on the label or box.

If your child has any health problems or is taking prescription medication for any reason, even though it does not have to be given in school, it is important for you to inform the school. Many medications have side effects that the school staff can help you look for.

Student Immunizations

Immunization of Pupils

All pupils must be completely immunized or exempted before admission to any public, private, or parochial school in Washington, DC. The purpose of requiring immunization is to protect pupils from preventable communicable diseases and their medical and educational complications.

Immunization, Disease and Required Number of Doses

1. Diphtheria - 4 doses
2. Tetanus – 4 doses
3. Poliomyelitis - (Oral 3 doses / Inactivated 4 doses)
4. Measles (Rubella) - Two doses of live attenuated measles vaccine at twelve months of age or older and a second dose no sooner than 30 days after the first dose, or serological (blood test) evidence of immunity to measles.
5. Mumps - 1 dose (administered on or after the first birthday, or Physician's Verification of Disease)
6. German Measles (Rubella) – 1 dose (administered on or after the first birthday, or a history of rubella confirmed by blood test)
7. Hepatitis B – 3 doses
8. Varicella (Chicken Pox) - 1 dose on or after first birthday or history of disease.

There are two immunization exemptions:

Religious Exemption - Pupils need not be immunized if the parent or guardian objects in writing to the immunization on religious/ethical grounds.

Medical Exemption - Pupils need not be immunized if a physician or their designee provides a written statement that immunization may be detrimental to the health of the child. When the physician determines that immunization is no longer detrimental to the health of the child, the medical exemption ceases to be valid and the child must be immunized.

In the event of an outbreak of a disease for which the child is exempt from the requirement to be immunized, that child will be excluded from school until a competent medical authority determines that the child may return.

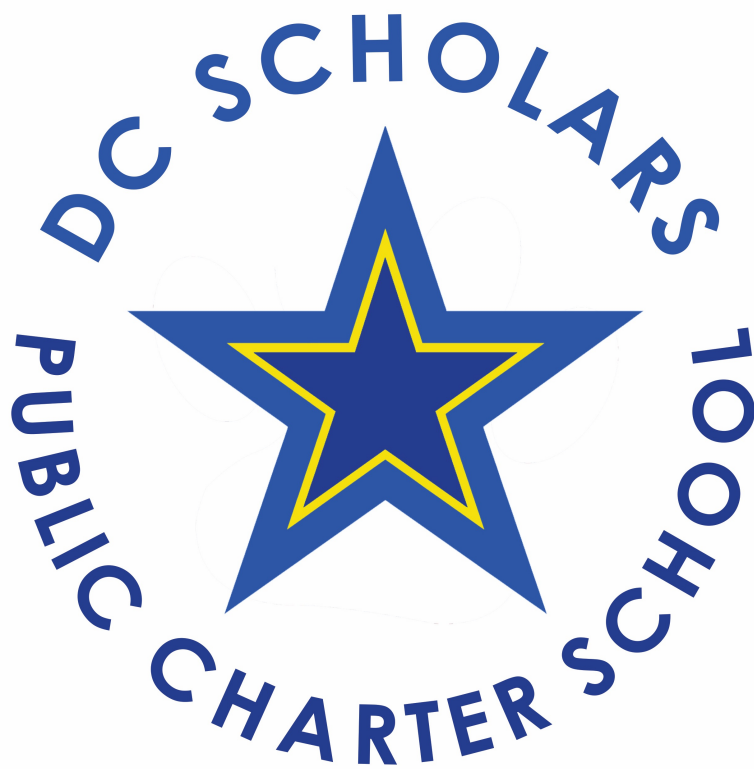
Disposition of Immunization Records

When transferring from one school to another, the parent should request the Certificate of Immunization from the current school and take it to the new school. The Certificate of Immunization will go with the pupil when he/she transfers, graduates, withdraws, or otherwise, leaves DCSPCS.

Wellness Policy

DC Scholars Public Charter School strives to develop scholars to become thoughtful decision makers. We implement a comprehensive health and wellness policy to engage scholars in health education, nutrition education, physical education, and healthy food choices so that our scholars become as healthy and well-rounded as possible.

COMMUNICATION



Communication with Families

School Communication to Families

We have several methods of communicating information to our families. First, we send home written letters as well as flyers about school events through your scholar's homework folder. Therefore, it is very important that your scholar maintains his or her folder throughout the year and that you check it every night. Failing to do so will result in missing important information from the school.

Receive our text messages

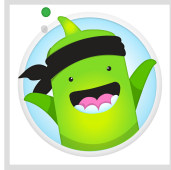
Text @DCSParents to #81010



Class Dojo

www.classdojo.com

Also available in the app store



To receive text messages with events and updates.

Enter this number

Message

@dcsparents

Text this message

Instagram



@DCScholarsPCS

Website

www.dcscholars.org

Receive our emails/phone calls

Make sure you have accurate, up-to-date contact information (home and cell phone numbers and email addresses) on file with the Main Office at all times.

Main Office

Email: info@dcscholars.org

Phone: 202.559.6138

Fax: 202.618.9396

Rebecca Crouch, School Director

Email: rcrouch@dcscholars.org

Tanesha Dixon, Middle School Director

Email: tdixon@dcscholars.org

Tiffany D. Johnson, Chief of Staff

Email: tiffjohnson@dcscholars.org

Jamie Bright, Director of Scholar Support (Special Education)

Email: jbright@dcscholars.org

LeAngelo Emperor, Manager of Student Activities (Extended Day, Clubs, etc)

E-mail: lemperor@dcscholars.org



Main Office Hours

Monday | Tuesday | Thursday | Friday

8:00am - 3:30pm

4:00pm - 4:30pm

Wednesday

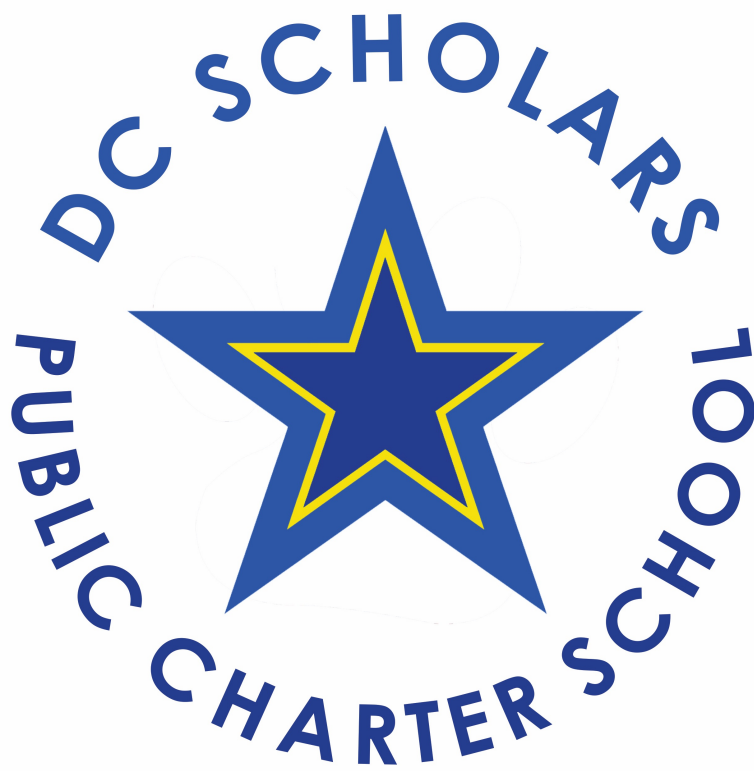
8:00am-12:15pm

1:00pm - 4:00pm

Parent Representation on the Charter School Board

At least two parents will serve as members of DC Scholars Public Charter School Board of Trustees. The parents must have a scholar currently enrolled in the school and will be asked to meet attendance requirements of all board members. Please contact the school if you are interested in becoming a board member or attend a board meeting.

APPENDICES



DC Scholars Public Charter School Computing and Internet Acceptable Use

Purpose

DC Scholars Public Charter School (DC Scholars) is providing its employees and scholars ("users") with access to computing equipment, systems and local network functions such as e-mail and the Internet. Through this policy, DC Scholars intends to: (a) prevent user access over its computer network to, or transmission of inappropriate material via Internet, electronic mail or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

Definitions

A. Technology Protection Measure: The term "technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are:

1. Obscene: as that term is defined in section 1460 of title 18, United States Code;
2. Child Pornography: as that term is defined in section 2256 of title 18, United States Code; or
3. Harmful to minors

B. Harmful to minors: The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
3. Taken as a whole, lacks serious literary, artistic, political or scientific value as to minors.

C. Sexual Act; Sexual Contact: the terms "sexual act" and "sexual contact" have the meanings given such terms in section 2246 of title 18, United States Code.

D. Cyber bullying: is bullying through email, instant messaging (IMing), chat room exchanges, Web site posts, or digital messages or images sent to a cellular phone or personal digital assistant (PDA) (Kowalski et al. 2008).

Access Rights and Privileges

1. DC Scholars Public Charter School has the right to place reasonable restrictions on the use of equipment, resources and materials that scholars and employee may access or post through the DC Scholars IT network. Scholars and employees are also expected to follow the rules set forth in DC Scholar's rules and regulations governing conduct, disciplinary code, and the law in their use of DC Scholar's equipment and network. This access has not been established as a public access service or a public forum. All access and rights are privileges granted by DC Scholars, and users should expect no privacy rights.

2. All DC Scholars employees and scholars will have access to the Internet through DC Scholars' private network. Parents may specifically request that their children not be provided such access by notifying DC Scholars in writing.
3. Scholars may be permitted to access an external Internet e-mail service or their personal e-mail account for the purpose of legitimate instructional or school-based needs. This is a local decision.

Responsibilities

1. DC Scholars makes no warranties of any kind, either expressed or implied, for the technology access it is providing.
2. DC Scholars will not be responsible for any damages users suffer including but not limited to, loss of data resulting from delays or interruptions in services.
3. DC Scholars will not be responsible for the accuracy, nature or quality of information stored on district diskettes, hard drives, or servers; nor for the accuracy, nature or quality of information gathered through DC Scholars -provided technology access.
4. DC Scholars will not be responsible for personal property used to access district computers or networks.
5. DC Scholars will not be responsible for unauthorized financial obligations resulting from DC Scholars -provided access to the internet.

Unacceptable Uses

1. Users may not use the DC Scholar's private network to access material that is profane or obscene (pornography of any kind), that advocates illegal acts, or that advocates violence or discrimination towards other people (hate literature).
2. Users may not post personal information on the Internet about themselves or other people. Personal contact information includes address, telephone, school address, work address, pictures or video bites, clips, etc.
3. Scholars may not agree to meet with someone they have met on the Internet without their parent's approval and participation.
4. Users may not attempt to gain unauthorized access to any other computer system. This includes attempting to log in through another person's account or access another person's files. These actions are illegal, even if only for the purposes of "browsing", "snooping", or "electronic discovery".
5. Users may not deliberately disrupt or harm hardware or systems, interfere with computer or network performance, interfere with another's ability to use equipment and systems, or destroy data.
6. Users may not use the DC Scholar's private network to engage in illegal acts, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, threatening the safety of person, accessing or sharing unauthorized copyrighted music, movies, and other intellectual property, etc.
7. Users may not utilize peer-to-peer file-sharing applications or execute programs to facilitate the downloading or exchange of copyrighted or unauthorized music, movies, and other materials.

8. Users may not use the DC Scholar's private network to solicit information with the intent of using such information to cause personal harm or bodily injury to another or others.
9. Users may not post information that could endanger an individual, cause personal damage or a danger of service disruption.
10. Users may not knowingly or recklessly post false or defamatory information about a person or organization.
11. Users may not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users.
12. Users may not indirectly or directly make connections that create "backdoors" to DC Scholars, other organizations, community groups, etc. that allow unauthorized access to DC Scholar's network.
13. Users may not use obscene, profane, lewd, vulgar, rude, inflammatory, hateful, threatening, or disrespectful language.
14. Users may not engage in personal attacks, including prejudicial or discriminatory attacks.
15. Users may not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person.
16. Users may not re-post a message that was sent to them privately without permission of the person who sent them the message.
17. Users may not forward or post chain letters or engage in "spamming". Spamming is sending an annoying or unnecessary message to a large number of people. Users will not install or reproduce unauthorized or unlicensed software on District resources.
18. Users may not plagiarize works that they find on the Internet or other resources.
19. Users may not use technology resources and Internet for private business activities or unreasonable personal use.
20. Users may not use DC Scholar's private network for political lobbying.
21. Scholars will not download files unless approved by their teacher.

System Security Obligations

1. Users are responsible for the use of their individual access account(s) and should take all reasonable precautions to prevent others from being able to use their account(s), including coworkers, friends, or family. Under no conditions should a user provide his/her password to another person.
2. Attempts to log on to DC Scholars' private network or any other network as a system administrator are prohibited.
3. Any user identified as a security risk or having a history of violating this or any other Acceptable Use Policy may be denied access to DC Scholars' private network.
4. Users will avoid the inadvertent spread of computer viruses by following DC Scholars' virus protection procedures if they download software or share common file directory.
5. Users should immediately notify a teacher or system administrator of any possible security problem.

6. Scholars will promptly disclose to their teacher or other appropriate school employee any message received that is inappropriate.

Filtering

As required by law and in recognition of the need to establish a safe and appropriate computing environment, DC Scholars will use filtering technology to prohibit access, to the degree possible, to objectionable or unsuitable content that might otherwise be accessible via the Internet.

Due Process

1. DC Scholars will cooperate fully with local, state, or federal officials in any investigation concerning or relating to any illegal activities conducted through DC Scholars' private network.
2. In the event there is an allegation that a scholar has violated the Computing and Acceptable Use Policy, the scholar will be provided with a written notice of the alleged violation and will be provided with notice and opportunity to be heard in the manner set forth in the Scholar Hearing Process Policy. Disciplinary actions may be taken.
3. Employee violations of the Computing and Acceptable Use Policy will be handled in accord with law, DC Scholars' policies, as applicable.

Administration

1. The School Director has the responsibility and authority for the development, publication, implementation and ongoing administration and enforcement of the processes and techniques required to protect DC Scholars' technology systems and services from unauthorized access, loss or misuse.
2. The School Director has the responsibility to establish a plan to ensure adequate supervision of scholars. They are also responsible for interpreting and enforcing this policy.
3. The School Director has the responsibility to interpret and enforce this policy.
4. The School Director will ensure that all scholars are educated about appropriate online behavior, including interacting with other individuals on social networking websites and its chat rooms and cyber-bullying awareness and response.
 - A. The School will provide yearly instruction to scholars during Community Circle about the online behavior. The curriculum will be teacher developed but will utilize resources from the Olweus program, Safe-Net, and Cyber Smart.

Policy Prohibiting Harassment, Discrimination, and Misconduct

Policy Statement

DC Public Charter School strives to provide a safe, positive learning environment for scholars. Therefore, harassment in any form is not tolerated. DC Scholars prohibits all forms of unlawful harassment of scholars and third parties by all scholars and staff members, contracted individuals, vendors, volunteers, and third parties in the school. DC Scholars encourages scholars and third parties who have been harassed to promptly report such incidents to the designated employees.

General Harassment and Discrimination

For purposes of this policy, harassment and discrimination shall consist of verbal, written, graphic or physical conduct relating to an individual's race, color, national origin/ethnicity, gender, age, disability, sexual orientation or religion when such conduct:

- is sufficiently severe, persistent or pervasive that it affects an individual's ability to participate in or benefit from an educational program or activity or creates an intimidating, threatening or abusive educational environment.
- Has the purpose or effect of substantially or unreasonably interfering with an individual's academic performance, or
- Otherwise adversely affects an individual's learning opportunities.

For purposes of this policy, sexual harassment shall consist of unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal, written, graphic or physical conduct of a sexual nature when:

1. Submission to such conduct is made explicitly or implicitly a term or condition of a scholar's academic status.
2. Submission to or rejection of such conduct is used as the basis for academic or work decisions affecting the individual.
3. Such conduct deprives a scholar or educational aid, benefits, services or treatment, or
4. Such conduct is sufficiently severe, persistent or pervasive that it has the purpose or effect of substantially interfering with the scholar's school performance or creating an intimidating, hostile or offensive educational environment.

Examples of conduct that may constitute sexual harassment include but are not limited to sexual flirtations, advances, touching or propositions; verbal abuse of a sexual nature; graphic or suggestive comments about an individual's dress or body; sexually degrading words to describe an individual; jokes; pin-ups; calendars; objects; graffiti; vulgar statements; abusive language; innuendoes; references to sexual activities; overt sexual conduct; or any conduct that has the effect of unreasonably interfering with a scholar's ability to work or learn or creates an intimidating, hostile or offensive learning or working environment.

DC Scholars directs that complaints of harassment shall be investigated promptly as described in the complaint process, and corrective action be taken when allegations are

substantiated. Confidentiality of all parties shall be maintained, consistent with the school's legal and investigative obligations.

Neither reprisals nor retaliation shall occur as a result of good faith charges of harassment.

Complaint Resolution Policy

Step 1—Reporting

A scholar or parent is encouraged to immediately report the incident in writing to the Chief of Staff. If the Chief of Staff is the subject of a complaint, the employee shall report the incident directly to the School Leader.

If either of these individuals are involved in the reported conduct, or, for some reason the scholar/parent feels uncomfortable about making a report to school Chief of Staff and/or the School Leader, the scholar/parent should report make a report to the Board of Trustees.

DC Scholars will not retaliate, nor will it tolerate retaliation, against scholars/parents who complain in good faith about harassment or discrimination in the school. DC Scholars will investigate any such report as appropriate, and will provide a prompt, thorough, and objective investigation of any unlawful or prohibited discrimination. DC Scholars will take whatever corrective action is deemed necessary, including disciplining or discharging any individual who is believed to have violated these prohibitions against harassment, discrimination, misconduct, and retaliation.

Step 2 —Investigation

Upon receiving a complaint, the Chief of Staff shall immediately notify the School Leader. The School Leader shall investigate the complaint.

The investigation may consist of individual interviews with the complainant, the accused, and others with knowledge relative to the incident. The investigator may also evaluate any other information and materials relevant to the investigation.

The obligation to conduct this investigation shall not be negated by the fact that a criminal investigation of the incident is pending or has been concluded.

Step 3—Investigative Report

The School Leader or another member of the school leadership team identified by the School Leader, shall prepare a written report within fifteen (15) days, unless additional time to complete the investigation is required. The report shall include a summary of the investigation, a determination of whether the complaint has been substantiated as factual and whether it is a violation of this policy, and a recommended disposition of the complaint. The findings of the investigation shall be provided to the complainant, the accused, and the Chief of Staff.

Step 4 —School Action

If the investigation results in a finding that the complaint is factual and constitutes a violation of this policy, the School Leader shall take prompt, corrective action to ensure that such conduct ceases and will not recur. Disciplinary actions shall be consistent with the Scholar and Family Handbook, school procedures, PCSB policies, as well as state and federal laws.

If it is concluded that an employee has knowingly made a false complaint under this policy, such employee shall be subject to disciplinary action.

DC Scholars Public Charter School Local Wellness Policy

DC Scholars Public Charter School strives to develop scholars to become thoughtful decision makers. We will use the requirements above to develop and implement a comprehensive wellness policy to engage scholars in health education, nutrition education, physical education, and healthy food choices so that our scholars become as healthy and well-rounded as possible.

The U.S. Congress established a requirement in the Child Nutrition and Women, Infant, and Children (WIC) Reauthorization Act of 2004, that all school districts with a federally funded school meal program draft a local school wellness policy. This requirement was re-established in the Healthy, Hunger-Free Kids Act of 2010, a reauthorization of the Child Nutrition and WIC Reauthorization Act of 2004, and amended in 2011.

The law requires that the wellness policy must, at a minimum, include (1) goals for nutrition education, nutrition promotion, physical activity, and other school-based activities that promote student wellness; (2) establish nutrition guidelines for all foods available on each school campus during the school day with the objectives of promoting student health and reducing childhood obesity; (3) provide assurance that those guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture; (4) establish a plan for measuring the implementation of the local wellness policy, including designation of one or more persons within the local education agency or at each school, with operational responsibility for ensuring that each school fulfills the local wellness policy; (5) involve parents, students, teachers of physical education, school health professionals, and representatives of the school food authority, school administrators, and school community, in the development, implementation, and periodic review and update of the local wellness policy; and (6) inform and update the public (including parents, students, and others in the community) about the periodic measurement and assessment of the local wellness policy, including the extent to which the school is in compliance with the local wellness policy, the extent to which the local wellness policy compares to model local wellness policies, and to describe the progress made in attaining the goals of the local wellness policy.

Section 1: Ensuring Quality Health Education, Nutrition Education, Physical Education, and Opportunities for Physical Activity

Health and Nutrition Education

DC Scholars PCS will provide health education at every grade level (K-3) that is sequential, comprehensive, and standards-based. Health education includes a strong nutrition education component. Health classes taught at least 15 minutes each week (to increase to at least 75 minutes per week by 2014-2015) and is integrated into other content areas such as math, science, language arts, and elective subjects. Classes also includes developmentally appropriate and engaging participatory activities

Physical Education

DC Scholars PCS will provide physical education at every grade level (K-6) that includes a variety of both individual and cooperative kinesthetic activities, as well as aesthetic movement forms, integrates topics in health and nutrition when relevant and is taught at least 30 minutes per week. Physical education ensures that students are participating in moderate to vigorous physical activity at least 50% of the class time and provides appropriate alternative activities for students with physical disabilities when necessary. Physical education takes into account environmental conditions and limits the amount or type of physical exercise required of students during air pollution episodes and excessively hot or cold weather. DC Scholars PCS prohibits the requiring or withholding of physical activity as punishment.

Physical Activity

DC Scholars PCS will provide daily opportunities for physical activity by ensuring that recess and/or physical education blocks occur for 20 minutes each day. Physical activities will provide Kinesthetic “brain breaks” are incorporated into the academic schedule. Physical activity is incorporated into the DC Scholars PCS afterschool program

Section 2: Establishing Nutritional Guidelines for All Foods Served and Sold on Campus During the School Day

Free Lunch

All students at DC Scholars receive “free lunch” since we have been identified as a part of the “Community Eligibility” program.

Free Breakfast

DC Scholars will operate a Universal “Free for All” School Breakfast Program providing free breakfast to all students.

Meal Times and Scheduling

Students will have a minimum of 20 minutes to eat lunch once they are seated, as well as, sufficient time to pass through the lunch line. Lunch will be scheduled after recess whenever possible.

Nutritional Quality of School Meals

All meals served at DC Scholars PCS will meet the serving requirements of the USDA's Healthier U.S. Schools Challenge (HUSSC) Gold Award Level for fruits, vegetables, and whole grains. School meals will meet the following requirements as required by the USDA through participation in the National School Lunch Program:

- School meals will limit saturated fat to fewer than 10% of total calories and 0 grams of trans fat.
- School meals will see gradual reductions in sodium until reaching the following levels by 2020: Less than 430 mg in a breakfast meal for grades K-5 and less than 640 mg in a breakfast meal for grades K-5 all school
- Meals will provide only non-flavored reduced fat (1%), fat-free milk, or nutritionally-equivalent non-dairy alternatives.
- No school meals will contain high-fructose corn syrup.
- All cereals will have six grams or less per serving of sugar.

- A vegetarian option will be offered every day.

DC Scholars will provide meals that meet the dietary needs of children with diagnosed medical conditions as specified by a physician. DC Scholars will post breakfast and lunch menus, the nutritional content of each menu item, the ingredients of each menu item, information regarding the origin of foods, and whether farmers are engaged in sustainable agriculture practices (if known) in the front office and on the school's website. Meals will include locally grown ingredients from farms engaged in sustainable practices whenever possible and this will be highlighted during at least one special celebration each year. Meals will include whole and minimally-processed foods whenever possible. Staff will be encouraged to model healthy eating habits for students and refrain from consuming foods in front of students that do not meet the Healthier U.S. School Challenge at the Gold Award for Competitive Foods.

After School Snacks and Suppers

All snacks served during the school day and after school will comply with the nutritional requirements of the National School Lunch Program and the HUSSC with an emphasis on serving fruits, vegetables, and whole grains. Snacks will be served during the day to students based on the timing of school meals, children's nutritional needs, children's ages, and other considerations.

Competitive Food Guidelines

Competitive foods are defined as foods and beverages available or sold outside of the federally-reimbursable child nutrition programs in vending machines, a la carte lines, and fundraisers.

All food offered and sold at the school, including foods used for classroom and school celebrations, and fundraisers, will meet the Healthier U.S. School Challenge at the Gold Award Level for Competitive Foods, which include:

- Portion Size: equal to or smaller than items served in the school lunch program, or in packages of 200 calories or less.
- 35% or less of calories from total fat (excludes nuts and reduced-fat cheese).
- Trans-fat free meals.
- Less than 10% of calories from saturated fat (excludes reduced-fat cheese).
- 35% or less sugar by weight (excludes fruits, vegetables, and milk).
- Sodium: 480 mg or less per side dish and 600 mg or less per entrée.
- Beverages will be limited to low fat or skim milk, 100% fruit/vegetable juice, or water.

At DC Scholars PCS there will not be any vending machines in the building. DC Scholars PCS will limit celebrations that involve food during the school day to no more than one party per class per month. DC Scholars PCS shall develop a "Healthy Snacks" and "Healthy Parties" policy, and provide parents and teachers with a list of healthy, affordable food choices for snacks and parties. Students will not be permitted to bring foods for lunch or snack that are high in sugar content (e.g. soda, fruit juice that contains added sugar, candy, and other dessert items).

DC Scholars PCS will not use food or beverages as incentives, prizes, or awards for good

behavior. DC Scholars PCS will limit food and beverage marketing to promotion of foods and beverages that meet the nutritional standards above, and prohibit the marketing and promotion of foods and beverages of minimal nutritional value. DC Scholars PCS will prohibit third-party vendors from selling foods or beverages of any kind to students on campus from 90 minutes before the school begins to 90 minutes after the school day ends.

Section 3: Assurance Guidelines for School Meals are Not Less Restrictive than Those Issued by the Secretary of Agriculture

The Chief of Staff, or her designee, will periodically review this policy and ensure that the standards in this policy are not less restrictive than those issued by the Secretary of Agriculture.

Section 4: Improving Environmental Sustainability

DC Scholars PCS will seek to improve its environmental sustainability and engage in sustainable agriculture practices through contracting with food service vendors that utilize locally grown and locally unprocessed foods from growers engaged in sustainable agriculture practices and establishing a school-wide recycling program.

Section 5: Community Engagement

DC Scholars will solicit input from school staff, students, and families regarding nutritious and appealing meals. DC Scholars PCS will solicit input from school staff (including teachers of physical education and school health professionals), students, and families to inform decisions and revisions regarding this Local Wellness Policy. DC Scholars PCS will keep the community informed about the Local Wellness Policy by posting it in the front office and on the school's website and sharing it with food service staff and parent organizations. DC Scholars PCS will work with teachers and parents to establish a Wellness Committee that will take the lead on providing feedback on and promoting the Local Wellness Policy. This committee will also be responsible for monitoring the implementation of the policy and measuring its impact. DC Scholars PCS will notify and update the public regarding the implementation and periodic assessment of the Local Wellness Policy.

Section 6: Establish a Plan for Measuring the Impact and Implementation of the Local Wellness Policy

DC Scholars PCS will establish a School Wellness Committee comprised of parents, students, school staff (including teachers of physical education and school health professionals) and representatives from the school community. The DC Scholars PCS Wellness Committee will be in charge of creating a plan to monitor the implementation and measure the impact of the Local Wellness Policy. The Office of the State Superintendent of Education will also monitor the implementation of the Local Wellness Policy while conducting reviews and site visits. DC Scholars PCS will review and update the Local Wellness Policy periodically with the input of staff, students, and families (to be updated during the 16-17 school year).

Notification of Rights under FERPA

General Information

FERPA is a Federal law that applies to educational agencies and institutions that receive funding under a program administered by the U. S. Department of Education. The statute is found at 20 U.S.C. § 1232g and the Department's regulations are found at 34 CFR Part 99. Under FERPA, schools must generally afford students who are 18 years or over, or attending a postsecondary institution:

- access to their education records
- an opportunity to seek to have the records amended
- some control over the disclosure of information from the records.

Access to Education Records

Schools are required by FERPA to:

- provide a student with an opportunity to inspect and review his or her education records within 45 days of the receipt of a request
- provide a student with copies of education records or otherwise make the records available to the student if the student, for instance, lives outside of commuting distance of the school
- redact the names and other personally identifiable information about other students that may be included in the student's education records.

Schools are not required by FERPA to:

- Create or maintain education records;
- Provide students with calendars, notices, or other information which does not generally contain information directly related to the student;
- Respond to questions about the student.

Amendment of Education Records

Under FERPA, a school must:

- Consider a request from a student to amend inaccurate or misleading information in the student's education records;
- Offer the student a hearing on the matter if it decides not to amend the records in accordance with the request;
- Offer the student a right to place a statement to be kept and disclosed with the record if as a result of the hearing the school still decides not to amend the record.

A school is not required to consider requests for amendment under FERPA that:

- Seek to change a grade or disciplinary decision;
- Seek to change the opinions or reflections of a school official or other person reflected in an education record.

Disclosure of Education Records

A school must:

- Have a student's consent prior to the disclosure of education records;
- Ensure that the consent is signed and dated and states the purpose of the disclosure.

A school MAY disclose education records without consent when:

- The disclosure is to school officials who have been determined to have legitimate educational interests as set forth in the institution's annual notification of rights to students;
- The student is seeking or intending to enroll in another school;
- The disclosure is to state or local educational authorities auditing or enforcing Federal or State supported education programs or enforcing Federal laws which relate to those programs;
- The disclosure is to the parents of a student who is a dependent for income tax purposes;
- The disclosure is in connection with determining eligibility, amounts, and terms for financial aid or enforcing the terms and conditions of financial aid;
- The disclosure is pursuant to a lawfully issued court order or subpoena; or
- The information disclosed has been appropriately designated as directory information by the school.

Annual Notification

A school must annually notify students in attendance that they may:

- Inspect and review their education records;
- Seek amendment of inaccurate or misleading information in their education records;
- Consent to most disclosures of personally identifiable information from education records.

The annual notice must also include:

- Information for a student to file a complaint of an alleged violation with the FPCO;
- A description of who is considered to be a school official and what is considered to be a legitimate educational interest so that information may be shared with that individual; and
- Information about who to contact to seek access or amendment of education records.

Means of notification:

- Can include student newspaper; calendar; student programs guide; rules handbook, or other means reasonable likely to inform students;
- Notification does not have to be made individually to students.

Complaints of Alleged Violations:

Complaints of alleged violations may be addressed to:

Family Policy Compliance Office
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

Complaints must:

- Be timely submitted, not later than 180 days from the date you learned of the circumstances of the alleged violation
- Contain specific allegations of fact giving reasonable cause to believe that a violation has occurred, including:
 - Relevant dates, such as the date of a request or a disclosure and the date the student learned of the alleged violation;

- o Names and titles of those school officials and other third parties involved;
- o A specific description of the education record around which the alleged violation occurred;
- o A description of any contact with school officials regarding the matter, including dates and estimated times of telephone calls and/or copies of any correspondence exchanged between the student and the school regarding the matter;
- o The name and address of the school, school district, and superintendent of the district;
- o Any additional evidence that would be helpful in the consideration of the complaint.

Notification of Rights under Protection of Pupil Rights Amendment

Protection of Pupil Rights Amendment (PPRA) affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams.

These include the right to:

- **Consent, before scholars are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole, or in part, by a program of the U.S. Department of Education (ED):**
 1. Political affiliations or beliefs of the scholar or scholar’s parent;
 2. Mental or psychological problems of the scholar or scholar’s family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the scholar or parents; or
 8. Income, other than as required by law to determine program eligibility.
- **Receive notice and an opportunity to opt a scholar out of:**
 1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a scholar, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 3. Activities involving collection, disclosure, or use of personal information obtained from scholars for marketing or to sell or otherwise distribute the information to others.
- **Inspect, upon request and before administration or use:**
 1. Protected information surveys of scholars;
 2. Instruments used to collect personal information from scholars for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a scholar who is 18 years old or an emancipated minor under State law. DCSPCS has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect scholar privacy in the

administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. DCSPCS will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. DCSPCS will also directly notify, such as through U.S. Mail or email, parents of scholars who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. DCSPCS will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

**Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901**

Information on Title I

DC Scholars Public Charter School receives federal funding through Title I, Part A – Improving Basic Programs. This federal program provides financial assistance to schools with high percentages of economically disadvantaged scholars to ensure that children meet challenging state academic standards.

Since more than 40 percent of the DC Scholars scholar body are classified as economically disadvantaged (as determined by participation in the National School Lunch Program), DC Scholars uses Title I funding to operate a school wide program to upgrade the instructional program for the whole school. Our school wide Title I program is based on effective means of improving scholar achievement and includes strategies to support parental involvement.

More than 50,000 public schools across the country use Title I funds to provide additional academic support and learning opportunities to help low-achieving children master challenging curricula and meet state standards in core academic subjects. For example, funds support extra instruction in reading and mathematics, as well as special preschool, after-school, and summer programs to extend and reinforce the regular school curriculum.

If you have questions about the Title I Funds, please contact the Main Office.

Annual Title I Meeting:

DC Scholars invites parents to attend our annual Title I information meeting, which will be announced in the fall. At this meeting we will describe our participation in Title I,

Part A programs, explain the requirement of Title I, and explain parents' right to be involved (including developing our Title I Parent Involvement Policy and Parent Compact).

Parent Rights under Title I:

Under Title I, Part A, DC Scholars parents have the right to:

- **Be involved in our Title I, Part A programs** – DC Scholars, with the help of its parents, will develop and implement a Title I Parent Involvement Policy and a School-Parent Compact.
- **Request regular meetings** – Requests for meetings to discuss Title I programs should be put in writing and submitted to Tracy MacArthur, tmacarthur@scholaracademies.org
- **Know teacher and paraprofessional qualifications** – Parents may request, and then will provide, certain information on the professional qualifications of the scholar's classroom teachers and paraprofessionals providing services to their children. Requests should be submitted to Tracy MacArthur, tmacarthur@scholaracademies.org
- **Know non-highly qualified teachers** – DC Scholars will provide to each individual parent timely notice that the parent's child has been assigned, or taught for 4 or

more consecutive weeks by a teacher who is not highly qualified as defined by No Child Left Behind guidelines.

Title I Complaint Procedures

A parent who feels that the school is not meeting its Title I or other responsibilities as outlined in this policy, should first discuss the problem with Federal Programs Coordinator. Examples of violations would be such things as:

- An annual meeting was not convened by the principal to explain Title I offerings to parents.
- Parents were refused information on the professional qualifications of their child's classroom teacher.

If the concern was not resolved at the school level, a parent should begin a formal DC Public Charter School Board complaint procedure as outlined below. A complaint is defined by the DC Scholars Public Charter School as a written, signed statement. It must include the following:

1. A statement that DC Scholars Public Charter School has violated a requirement of federal statute or regulations which apply to programs under the No Child Left Behind Act.
2. The facts on which the statement is based.
3. Information on any discussions, meetings or correspondence DC Scholars regarding the complaint.

Education of Homeless Children and Youth Program Educational Rights Public Notice

The mission of the Education of Homeless Children and Youth Program is to ensure free, appropriate, public educational opportunities for homeless children and youths; to provide technical assistance to schools, shelters and the community; and to heighten awareness of homeless issues. Homeless children and youth should have equal access to the same educational opportunities and services as non-homeless children and youth. In addition, homeless children and youth should have the opportunity to meet the same challenging academic achievement standards to which all scholars are held pursuant to Title X of No Child Left Behind; McKinney-Vento Homeless Assistance Act federal law.

1. What is the definition of homeless children and youths? The term “homeless child and youth” means:
 - Children and youth who lack a fixed, regular, and adequate nighttime residence; and includes 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, trailer parks, or camping grounds due to lack of alternative adequate accommodations; are living in emergency or transitional shelter (including D.C. transitional housing); 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 cars, parks, public spaces, abandoned building, substandard housing, bus or train stations, or similar settings;
 - Migratory children who qualify as homeless because they are living in circumstances described above; and
 - Unaccompanied youth, including youth who are not in the physical custody of a parent or guardian, who qualify as homeless because they live in circumstances described above.
1. Can a homeless child enroll in school? Yes. The child may continue enrollment in the school of origin for the duration of homelessness. The school is the one the child attended prior to becoming homeless or the school in which the child was last enrolled. The child may also enroll in the school for the attendance area where he or she is living temporarily. If a dispute arises over school selection or enrollment, the school must immediately enroll the homeless scholar in the school, pending resolution of the dispute. If the local school cannot resolve the dispute, the school must follow the Dispute Resolution Process, not to exceed fifteen (15) days. The local school must provide the parent, guardian or unaccompanied youth with a written statement of the school placement decision and the appeal rights.
2. Whom should be contacted if a dispute arises regarding enrolling a homeless child or youth in school or if other assistance is needed? The Education of Homeless

Children and Youth Program has been designed to assist children and youth who are experiencing homelessness and their families regarding educational issues. If a homeless child or youth is experiencing difficulty in enrolling in school, please contact the Education of Homeless Children and Youth Office at (202)741-0470.

3. **What services are provided by the Homeless Children and Youth Program?** The Homeless Children and Youth Program provides the following services: transportation assistance; dispute resolution; emergency school enrollment assistance; special projects; Homeless Awareness Month; staff development; and interagency collaboration.

Non-Discrimination Notice

The U.S. Department of Agriculture prohibits discrimination against its customers, employees, and applicants for employment on the basis of race, color, national origin, age, disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or if all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs and/or employment activities.)

If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, or at any USDA office, or call (866) 632-9992 to request the form.

You may also write a letter containing all of the information requested in the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202)690- 7442 or email at program.intake@usda.gov.

Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish). USDA is an equal opportunity provider and employer.

Also, the District of Columbia Human Rights Act, approved December 13, 1977 (DC Law 2-38; DC Official Code §2-1402.11 (2006), as amended) states the following: "It shall be an unlawful discriminatory practice to do any of the following acts, wholly or partially for a discriminatory reason based upon the actual or perceived: race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, family responsibilities, genetic information, disability, matriculation, or political affiliation of any individual." To file a complaint alleging discrimination on one of these bases, please contact the District of Columbia's Office of Human Rights at (202) 727-4559 or ohr@dc.gov.



ATTENDANCE POLICY AND DOCUMENTATION

- ☐ I will ensure that my scholar(s) comes to school every day on time by 8:30am.
- ☐ I understand that if my scholar has 10, 15, 20 or more unexcused absences, DC Law requires DC Scholars to report it to Child and Family Services.
- ☐ I understand that if my scholar has 20 or more unexcused absences, DC Scholars reserves the right to automatically un-enroll your student, which would require me to enroll them at another school.
- ☐ I understand that if my scholar has 20 or more excused or unexcused absences, he or she will likely be retained. DC Scholars does not distinguish between excused or unexcused absences when considering retention.
- ☐ I understand that three unexcused tardies will equal one absence.
- ☐ I understand that three unexcused early dismissals will equal one absence.
- ☐ I understand that if a scholar arrives after 11:00am or leaves prior to 1:00pm, they will be considered absent.
- ☐ I understand that my scholar will not be allowed to enter the building after 9:00am without an excuse note from a doctor or other official personnel.
- ☐ I understand that scholars who are absent from school cannot attend or participate in any school-sponsored activities occurring on the day of the absence.
- ☐ I will review my scholar's attendance letter every other Friday and notify the school within 5 days of any discrepancies.
- ☐ I understand that an absence is excused only if I have contacted the school and written a detailed note regarding student illness, family emergency (as defined in the Family Handbook), required court appearances, or religious observance.
- ☐ I understand only one handwritten note per quarter (four notes in a school year) may be provided to excuse one day of absence or two consecutive days. For all other absent days, I understand that I must provide either a doctor's note or documentation of a court appearance or family emergency.
- ☐ I understand that all excuse notes must be provided within five days of the absence or the note will not be accepted.

ARRIVAL

- ☐ I understand that no scholars or parents will be permitted to enter the building or classrooms before 8:00am unless it is raining or the weather is below 40 degrees. (Unless your scholar is in before care)
- ☐ I understand that I may walk my scholar to class up until 8:30am (PS-K). At 8:30am, my scholar must walk him or herself to class.
- ☐ I understand that I must exit my scholar's classroom by 8:30am because instruction begins at that time.
- ☐ I understand that breakfast is served from 8:00am to 8:30am each day. I understand that if my scholar arrives close to 8:30am, he or she may not have time to finish their breakfast. Therefore, if I want my scholar to receive breakfast, my scholar must arrive at school no later than 8:15am to have enough time to eat without feeling rushed. Teachers stop serving breakfast at 8:20am.
- ☐ I understand that my student is tardy if my student is not in the doors of the building at 8:30am.

DISMISSAL

- ☐ I understand that I must be in the Main Office by 3:30pm on Monday-Thursday or 12:15pm on Friday in order to pick up my student for early dismissal. If I enter the building after those times, I will have to wait until normal dismissal time to pick up my scholar (4:00pm on Mon. – Thurs. or 1:00pm on Fri.).
- ☐ I understand that the Main Office is not able to communicate dismissal information to students or teachers. Any instruction regarding when or how they are to be dismissed from school should be communicated to the student or their teacher directly.
- ☐ I understand that if my scholar is not in aftercare, I must pick up my scholar by 4:00pm on Mon.-Thurs. or 1:00pm on Fri. I understand that at 4:15pm and 1:15pm, respectively, the school will begin to reach out to emergency contacts and at 4:30pm and 1:30pm, respectively, the school will reach out to state authorities, if contact has not been made with the family.

HOMEWORK

- ☐ I agree to check my scholar's homework daily to ensure that it is complete.
- ☐ I agree to ensure my scholar reads independently for 30 minutes every day and to sign his or her reading log each evening.
- ☐ I understand that my scholar may be required to stay after-school or arrive before school for extra help or tutoring, if necessary.

FAMILY COMMUNICATION

- ☐ I agree to sign-up for DC Scholars text notifications (Text @DCSPARENTS to 81010 – cell phone users only).
- ☐ I agree to check my student's homework folder daily for information and communications and to return the folder to school each day.
- ☐ I agree to make sure my contact information is always up-to-date, and to notify the Main Office of any changes in phone numbers, e-mails, or addresses.

CODE OF CONDUCT

- ☐ I agree to promote and support the rules of behavior as outlined in the Family Handbook, and accept responsibility as a partner in my scholar's learning.
- ☐ I understand that cursing, screaming, threatening, or other inappropriate behavior directed towards staff, or students will not be tolerated at DC Scholars. Upon the first incident, I understand that there will be an in-person meeting with the Leadership to review our communication expectations, and I will receive a follow-up warning letter. Upon the second incident, I understand that I will no longer be able to enter the building.

FAMILY SUPPORT

- ☐ I agree to support my scholar's academic work by communicating regularly with my scholar's teachers, by scheduling appointments to speak with them as needed, by attending all Parent-Teacher Conferences, and by sending my scholar to school each day with a backpack and his or her HW folder.
- ☐ I agree to attend family meetings and other school-sponsored events on a regular basis.
- ☐ I agree to respond to phone calls from any school staff member promptly.

Parent/Guardian Signature	Homeroom Teacher Signature	Student Signature