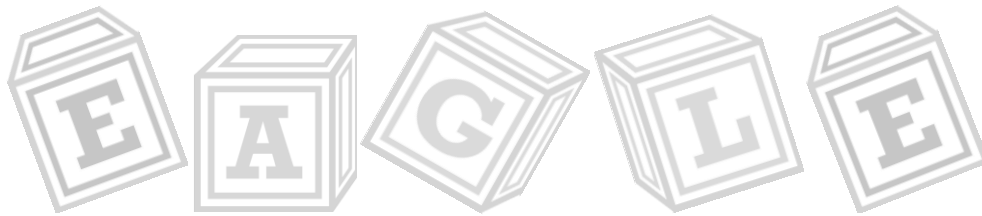




# Parent-Student Handbook

## 2016-2017SY



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Hello!

I would like to welcome you to the 2016-2017 school year at Eagle Academy Public Charter School. We are excited about another year when we “start early and soar high” by providing our young students with rich and robust academic programs, and extracurricular activities that challenge and stimulate their minds as well as enhance their physical development. We are also eager to have you as a partner on the most important job in the world: raising our future leaders.

Please know that we are here to support you in this challenging but rewarding responsibility. There are great things happening at Eagle Academy this year. We will be developing programs that will assist you to understand how we can help all children grow and be ready to do well in life. Eagle Academy will be offering classes in which you will be interested so watch for our notices, emails, and tweets.

Every year we expect all of our students to experience success. We are looking for you to help us help your children to be the best that they can be. Here are some areas where you can help set your child up for success:

1. Please put your children to bed early. Studies have shown that children who sleep for at least 8 hours do better in school.
2. Please give your child a hearty breakfast, or make sure they arrive in time to get breakfast at school. Breakfast is free at Eagle Academy!
3. Please make sure that you get your child to school on time every day and that he/she remains at school all day.

Thank you so much for trusting Eagle Academy to provide your child with an outstanding educational experience.

Warm Regards,



Cassandra S. Pinkney  
Executive Director and Founder

**DISCLAIMER:**

No handbook could possibly take the place of the use of sound judgment. It is expected that all staff members, parents/guardians, and community members will exercise sound judgment in their actions and act in the best interest of all students at all times with total attention to the safety and welfare of everyone in the building.

It is understood that by receiving this handbook and being enrolled at Eagle Academy PCS that all parents/guardians understand the expectations for all the policies and procedures listed in this guide. It is not possible to list everything that we might encounter, but it is expected that all staff, parents/guardians, and community members will support and follow all school-wide decisions, policies, and procedures set at any time. All decisions, policies, and procedures will ALWAYS be in the best interest of all students at Eagle Academy PCS, and will always be made available in their most current form for parents/guardians, community members, and staff.

**MISSION:**

Eagle Academy Public Charter School's mission is to build the foundation for a promising future for all students in a rich, robust learning environment that fosters creativity, problem-solving abilities, emphasizing cognitive, social and emotional growth by engaging children as active learners in an inclusive instructional environment.

**VISION:**

Eagle Academy Public Charter School students become confident individuals with positive self-esteem. They will be respectful, effective communicators; creative problem solvers; critical, reflective thinkers; self-directed lifelong learners; and users of current technology. In our vision, ALL students will develop a strong foundation for continual learning by working to high standards and expectations for achievement. Accountability will be shared between parents, educators and the students themselves. Our school will provide students with a safe and secure learning environment where they will take advantage of a wide variety of resources and learning strategies.

**BELIEF STATEMENTS:**

Eagle Academy Public Charter School, a culturally sensitive Early Childhood Learning Community, believes the following:

- We believe each classroom setting serves as a provocative learning environment to promote learning experiences that provides awe and wonderment for the young learner.
- We believe promoting language acquisition and literacy development through the use of developmentally appropriate practices is a critical component of the early learning years.
- We believe new discoveries are planned with intentionality for students to be independent, critical thinkers developing at their own pace.
- We believe stakeholders must be committed to social competence, emotional well-being, and individual cognitive growth of all students to achieve and exceed District of Columbia Office of State Superintendent of Education (OSSE) Early Childhood Standards.

- We believe students learn at high levels through hands-on, creative and imaginative learning opportunities while building a sense of joy for life-long-learning.
- We believe a carefully constructed bridge between school and home encourages and invites parents/guardians to be partners in the education of their child.
- We believe professional development, training and reflective practices build a common language and a deeper understanding of the teaching and learning process for the faculty and lead to improved academic and social outcomes for students.

### **SCHOOL COLORS, MASCOT AND MOTTO:**

Eagle Academy's colors are red, blue and yellow. When these primary colors are mixed together, they can create beautiful works of art. These primary colors represent our students.

The mascot is the **Eagle**.

The school motto is, "*Starting Early, Soaring High!*"

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

**1-5** New Teacher Academy  
**8-19** Pre-Service Training  
**17-18** Parent Orientation  
**22** First Day of Classes

#Days: T/18; ST/8  
 #Total: T/18; ST/8

**10** Partial PD Day/Students dismissed at 2:00pm  
**15-16** Conferences 4-6:30pm (School is open); APTT data meeting  
**20** Closed – President's Day

#Days: T/19; ST/18  
 #Total: T/127; ST/114

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

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

**5** Closed – Labor Day  
**9** Partial PD Day/Students dismissed at 2:00pm

#Days: T/21; ST/20  
 #Total: T/39; ST/28

**10** Partial PD Day/Students dismissed at 2:00pm  
**31** – Quarter 3 ends

#Days: T/23; ST/23  
 #Total: T/150; ST/137  
 #Days Qtr: 48

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

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

**10** Closed – Columbus Day  
**14** Partial PD Day/Students dismissed at 2:00pm  
**27** – Quarter 1 ends

#Days: T/19; ST/18  
 #Total: T/58; ST/46  
 #Days Qtr: 46

**12-13** Conferences 4-6:30pm (School is open)  
**14** Partial PD Day/Students dismissed at 2:00pm  
**17-21** Closed – Spring Break

#Days: T/15; ST/15  
 #Total: T/165; ST/152

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

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

**9-10** Conferences 4-6:30pm (School is open)  
**11** Closed – Veterans' Day  
**24-25** Closed - Thanksgiving Break

#Days: T/19; ST/19  
 #Total: T/77; ST/65

**29** Closed – Memorial Day

#Days: T/22; ST/22  
 #Total: T/187; ST/174

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

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

**19-30** Closed - Winter Break

#Days: T/12; ST/12  
 #Total: T/89; ST/77

**9** Last Day for Students  
 Quarter 4 ends  
**22-23** Summer School PD  
**26** Summer School Starts

#Days: T/12; ST/10  
 #Total: T/196; ST/181  
 #Days Qtr: 44  
 #Days SS: 5

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

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

**2** Closed – New Year's Holiday  
**13** Partial PD Day/Students dismissed at 2:00pm  
**16** Closed – Martin Luther King, Jr. Day  
**19** – Quarter 2 ends  
**20** Closed – Inauguration Day

#Days: T/19; ST/19  
 #Total: T/108; ST/96  
 #Days Qtr: 42

**3** July Fourth Weekend  
**4** July Fourth Holiday  
**28** Summer School Ends (5 wks)

#Days SS: 18  
 Total #Days SS: 23

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



**Totals:**

Teacher Days: 196

Student Days: 181

Term	Days
1	46
2	43
3	48
4	44

**Key:**

	Student Days
	All-Day PD for staff/No school for students
	Partial PD Day/Students dismissed at 2:00pm
	First/Last Day of School
	Holiday or Break Period/No school for students or staff
	Parent Conferences
	Summer School Dates

**Hours of Operation:**

Students report at 8:30am

Students dismissed at 4:00pm

**Summer School:**

June 26 to July 28

**Snow Days/Make-Up Days:**

1 day No change

2 days June 12

3 days June 13

4 days June 14

**Professional Development Days:**

15 Full Days

6 Partial Days

## Eagle Academy PCS at Congress Heights 2016-2017 SY Calendar of Events

### August 2016

17-18 Parent Orientation  
22 First Student Day  
*Full Day of School for All Students*

### November 2016

1 Canned Good Drive Begins  
2 Principals' Coffee 8:00-9:00 a.m.  
8 Election Day (GO VOTE, School Open)  
9-10 Parent/Teacher Conferences 4:00-6:30pm  
*Full Day of School for All Students*  
10 Joyful Food Market 3:45-5:45 p.m.  
11 SCHOOL CLOSED – Veterans Day  
14-17 Picture Days (Staff, Class, Individual)  
18 Canned Good Drive Ends  
21-22 Turkey Giveaway/Student Lunch  
24-25 SCHOOL CLOSED – Thanksgiving Break  
30 Chat & Chew

### September 2016

5 SCHOOL CLOSED – Labor Day  
7 Principals' Coffee 8:00-9:00 a.m.  
8 Joyful Food Market 3:45-5:45 p.m.  
9 Partial Professional Learning Day -  
*Students Dismissed at 2:00 p.m.*  
21 Back-to-School Night/Value Village  
Fundraiser 4:30-6:30 p.m.  
28 Chat & Chew  
30 Professional Learning Day – *No Students*

### December 2016

4 Principals' Coffee 8:00-9:00 a.m.  
7 Holiday Pictures 4:00-6:00 p.m.  
8 Joyful Food Market 3:45-5:45 p.m.  
14 Chat & Chew  
19-30 SCHOOL CLOSED – Winter Break  
After School Showcase (TBD)

### October 2016

10 SCHOOL CLOSED – Columbus Day  
13 Joyful Food Market 3:45-5:45 p.m.  
14 Grandparents Day 9:00-11:00 a.m.  
14 Partial Professional Learning Day -  
*Students Dismissed at 2:00 p.m.*  
18 Crocheting Class Begins (Every  
26 Chat & Chew  
27 Fall Festival of Learning (Storybook  
Alive)  
28 Professional Learning Day – *No Students*

### January 2017

2 SCHOOL CLOSED – Winter Break  
12 Joyful Food Market 3:45-5:45 p.m.  
13 Partial Professional Learning Day –  
*Students Dismissed at 2:00 p.m.*  
16 SCHOOL CLOSED – MLK, Jr. Day  
18 Literacy Night (Tentative)  
20 SCHOOL CLOSED – Inauguration Day  
25 Chat & Chew

### February 2017

- 3 Black History Month Program
- 8 Math Night (Tentative)
- 9 Joyful Food Market 3:45-5:45 p.m.
- 10 Partial Professional Learning Day -  
*Students Dismissed at 2:00 p.m.*
- 15-16 Parent/Teacher Conferences (as needed)  
*Full Day of School for All Students*
- 15-16 APTT Data Meeting\*\*
- 17 Professional Learning Day – *No Students*
- 20 SCHOOL CLOSED – Presidents Day
- 22 Chat & Chew

### March 2017

- 1 Principals' Coffee 8:00-9:00 a.m.
- 9 Joyful Food Market 3:45-5:45 p.m.
- 10 Partial Professional Learning Day -  
*Students Dismissed at 2:00 p.m.*
- 20-24 International Week
- 29 Chat & Chew

### April 2017

- 6 Joyful Food Market 3:45-5:45 p.m.
- 12-13 Parent/Teacher Conferences 4:00-6:00 p.m.  
*Full Day of School for All Students*
- 14 Partial Professional Learning Day –  
*Students Dismissed at 2:00 p.m.*
- 17-21 SCHOOL CLOSED – Spring Break
- 24-28 Week of the Young Child Celebration
- 26 Chat & Chew

### May 2017

- 1-5 Staff Appreciation Week
- 3 Principals' Coffee 8:00-9:00 a.m.
- 6 Community Day/Value Village Fundraiser
- 11 Joyful Food Market 3:45-5:45 p.m.
- 12 Mother's Day Tea
- 29 NO SCHOOL – Memorial Day
- 31 Chat & Chew
- 31 After School Showcase (TBD)

### June 2017

- 2 Eagle Dads' Griller
- 6 Field Day
- 7 Awards Day
- 8 Grade 3 Promotion Ceremony
- 9 Last Student Day/End of Year Field Trip
- 12-13 Teacher Workdays or Make-Up Snow Days
- 26 First Day of Summer School
- 26 Joyful Food Market (TBD)

### July 2017

- 3 NO SCHOOL - July 4<sup>th</sup> Holiday Weekend
- 4 NO SCHOOL – July 4<sup>th</sup> Holiday
- 28 Last Day of Summer School

\* Crocheting classes will be held every Tuesday until the end of the school year. Sign-up is required.

\*\* Academic Parent Teacher Team Data Meeting.

Note: Make-up days due to unanticipated school closings will be added to the end of the school year or scheduled closings may be reduced if required. Other events may be added at a later date. Dates and events may change. Always check your child's school folder, emails, and text messages for any changes.

## ACADEMICS

### ASSESSMENTS AND CURRICULUM:

#### *Pre-Kindergarten (3yrs)*

Assessments: GOLD, Scholastics BIG DAY SECI

Curriculum: Scholastics BIG DAY

#### *Pre-Kindergarten (4yrs)*

Assessments: GOLD, Scholastics BIG DAY SECI

Curriculum: Scholastics BIG DAY, Lexia Reading App

#### *Kindergarten*

Assessments: NWEA (Reading & Math), SSIS, F&P

Curriculum: Journeys (Reading), enVision Math, enVision Math App, Lexia Reading App

#### *1<sup>st</sup> Grade*

Assessments: NWEA (Reading & Math), SSIS, F&P

Curriculum: Journeys (Reading), enVision Math, enVision Math App, Lexia Reading App

#### *2<sup>nd</sup> Grade*

Assessments: NWEA (Reading & Math), SSIS, F&P

Curriculum: Journeys (Reading), enVision Math, enVision Math App, Lexia Reading App

#### *3<sup>rd</sup> Grade*

Assessments: NWEA (Reading & Math), F&P, PARCC

Curriculum: Journeys (Reading), enVision Math, enVision Math App, Lexia Reading App



### ASSESSMENT DESCRIPTIONS:

- **Teaching Strategies GOLD:** Online observation-based assessment system based on 38 research-based objectives that include specific predictors of school success. Objectives are aligned to one of the 10 possible Areas of Development and Learning – Social and Emotional, Physical, Language, Cognitive, Literacy, Mathematics, Science and Technology, Social Studies, The Arts, English Language Acquisition. [PK3-PK4]
- **PARCC:** Statewide standards based common core aligned assessment given in the spring to 3<sup>rd</sup> graders to measure each student's mastery of common core state standards. [Grade 3]
- **Fountas & Pinnell [F&P]:** A one-on-one assessment that evaluates a student's reading and comprehension ability. [2-3]
- **Scholastics Big Day SECI:** A one-on-one assessment that evaluates student knowledge in the following areas: oral language development, phonological awareness, alphabet knowledge, mathematics. [PK3-PK4]
- **NWEA Reading and Math:** Measures of Academic Progress (MAP) assessments are computer adaptive assessments that provide insight into a student's core reading and mathematics knowledge. [K-3]
- **Social Skills Improvement System [SSIS]:** An assessment of teacher assessment of individual students to evaluate their social skills development over the course of the school year. [K-2]
- **Lexia Reading App:** An online progress-monitoring tool that provides personalized learning opportunities to assist students with mastering foundational reading skills. [PK4-3]

- **EnVision Math App:** An online progress-monitoring tool directly aligned with the math curriculum to allow for on-grade level math skills practice and monitoring.

## **CLASSROOM ASSIGNMENTS:**

Please note each of the following items are taken into consideration when deciding a student's placement:

- Teacher recommendations for student groupings
- Gender balance
- Student abilities creating heterogeneous classrooms
- Blending students from a variety of diverse backgrounds
- Staffing needs to provide continuous services to all students in the Response to Intervention (RTI)/Student Support Team (SST) process, 504 plans, and Individualized Educational Plan (IEP)
- Student academic needs
- Balancing class size



\*\*\* Parent requests for classroom assignment or changes will be given consideration.

\*\*\* Classroom assignments may change, as enrollment changes.

\*\*\* Classroom changes will be decided by administration, based on the information above ONLY

## **FIELD TRIPS:**

Parents are welcome to chaperone field trips, but spaces will be limited. Field trips are for Eagle Academy students only; no exceptions. Field trips will be fun and educational, and offer opportunities to connect classroom learning with real-world experiences. They will supplement the curriculum and enhance the total educational program of the student. Each grade level will identify various age-appropriate standards-based field trips throughout the year.

There is a general field trip permission slip that all parents/guardians must sign in the enrollment package. This allows your child permission to attend each field trip. A student without an accompanying permission slip will not be permitted on a field trip. Teachers will inform parents in advance of all field trips. If you wish to have your child attend a field trip, you do not need to do anything other than pay the appropriate fee associated with the field trip, if any. If you do not wish to have your child attend, you must inform your child's teacher in writing.

## **HOMEWORK:**

Homework is an essential part of the educational success for every child, when used appropriately. We believe homework should be designed to reinforce skills taught in the classroom, enhance understanding of content, and promote positive study habits. Parents are encouraged to set a homework routine such as a common place to work, have materials needed, and encourage the learning process. It is expected that teachers communicate the expectations around homework for their individual classrooms.

### **PARENT/TEACHER CONFERENCES:**

Parent/Teacher Conferences (PTCs) will be held at the end of the first, second and third quarters. Each parent is required to make an appointment, in advance, for a face-to-face conference with his/her child's teacher on PTC days. PTC days provide parents with an opportunity to receive feedback on his/her child's progress.

### **PROGRESS REPORTS/REPORT CARDS:**

Progress Reports will be completed in the middle of each quarter. Teachers are responsible for keeping parents informed about student progress. A team of caring Eagle Academy teachers and staff will conference with parents when student growth and development deviates significantly from the norm. Report Cards will be issued to parents at the end of each quarter.

### **ADMISSIONS**

Eagle Academy Public Charter School is a free, open enrollment, public charter school in compliance with District of Columbia residency requirements as mandated by the D.C. Public Charter School Board (PCSB). Eagle Academy PCS participates in the MySchoolDC "Common Application-Common Lottery Program." Applications for enrollment should be submitted via [www.MySchoolDC.com](http://www.MySchoolDC.com). Enrollment links can also be found on the school website: [www.eagleacademypcs.org](http://www.eagleacademypcs.org). Applications and waitlists do not carry over from one year to next.



### **POLICY FOR ENROLLMENT OF NON-RESIDENTS:**

Eagle Academy PCS will follow District of Columbia Public School guidelines for Non-District enrollment and enforce all rules vigorously. Eagle Academy PCS does not expect to enroll Non-District residents; however, if the school does not have sufficient enrollment, then it will *consider* enrolling non-District students at full tuition as set by the District of Columbia.

### **PROOF OF RESIDENCY:**

The enrolling parent or guardian must be a resident of Washington, D.C. and able to provide supporting documentation, using the documents outlined in the Office of the State Superintendent of Education's *Residency Verification Guidelines* by the deadline specified by the school, both during initial enrollment, and on each subsequent re-enrollment. If at any time Eagle Academy PCS has reason to believe that a student is not a resident of the District of Columbia, it is required by law to report possible fraud. A residency investigation, conducted by a designee of Eagle Academy PCS, would occur in the event of a possible case. During a residency investigation, families will have one week to provide additional documentation.

### **RE-ENROLLMENT:**

Current students receive first preference to attend Eagle Academy during each subsequent academic school year. Parents are required to complete a re-enrollment form by a specified deadline and all applicable related paperwork by the last day of the current school year.



Reminders will be sent home well before the deadline. Parents of current students who miss the deadlines will not be given preference once open enrollment starts for prospective students.

### **STUDENT WITHDRAWAL:**

When a family moves from Washington, D.C. or decides to withdraw their child for any reason, they must complete a mandatory withdrawal form. Withdrawal forms can be obtained from the Main Office of each school campus. Parents must indicate the new school of enrollment within 5-10 school days of withdrawal, or an Eagle Academy designee is required by law to contact D.C. Child and Family Services. No student records will be released to subsequent schools if a withdrawal form is not completed. Once withdrawn, a student must complete a new student application if planning to re-enroll at Eagle Academy PCS.



### **ATTENDANCE**

**Parents/Guardians are required to do the following:**

- a. **Notify the school if their child will be absent that school day by 8:30am.**
- b. **Submit written documentation stating the reason for the child's absence**  
**(Example: medical/dental appointments, under doctor's care, hospitalized, etc.)**

Regular attendance is essential for success in school. The *Compulsory School Attendance Law* of the District of Columbia requires students in Kindergarten through 12<sup>th</sup> grade to enroll and attend school on a regular basis. Parents have the legal responsibility to ensure that their children conform to this legal mandate. Eagle Academy has the right to administratively withdraw a student with excessive tardiness or absences. As a charter school, Eagle Academy PCS is sanctioned and chartered by the DC Public Charter School Board. It mandates that all students have at least 92% attendance for the school year.

We strive to have all Eagle Academy students reach a 95% attendance milestone, or better. Early childhood education, especially for the three and four year olds students, builds the foundation for student success in Kindergarten, and beyond. Please make sure that as a parent/guardian you bring your children to school every day. Any absences, including a late arrival, early dismissal, or other absence from any portion of the instructional day, without a valid excuse, shall be recorded as an unexcused absence. The following are valid attendance excuses authorized by the Eagle Academy PCS Board of Trustees:

1. Student illness and or Medical/Dental Appointments with documentation.
2. Illness or family emergencies, which require the presence of the child in the home.
3. Death in the immediate family.
4. Exclusion, by direction of the District of Columbia, due to quarantine, a contagious disease, an infestation, or other conditions requiring separation from other students for medical or health reasons.
5. Student attendance to any judicial proceeding as a plaintiff, defendant, witness.
6. Observance of religious holidays as members of a religious group.
7. Lawful suspension or exclusion from school by school authorities.
8. Temporary closing of facilities or suspension of classes due to severe weather, official

activities, holidays, malfunctioning equipment, unsafe or unsanitary conditions, or other condition(s) requiring closing or suspension of classes.

9. Absences to allow students to visit their parent or legal guardian, who is in the military; immediately before, during, or after deployment; and
10. Other absence(s) approved in advance by the Principal upon written request of a parent/guardian.

Truancy is defined as a child's absence from school without the proper knowledge or permission of the parent/guardian or the school. Chronically truant is defined as a student who accrues 10 or more unexcused absences within a single school year. Eagle Academy will report any school age children ages 5-10 to OSSE and Child and Family Service Agency after the accrual of 10 unexcused absences. Eagle Academy will report any school age children ages 5-10 to the Metropolitan Police Department within two days after the 10<sup>th</sup> absence and every 10 thereafter, with written notification to the parent. Eagle Academy will withdraw any PreK-3 and PreK-4 student after accrual of 10 unexcused absences.





## ATTENDANCE RUBRIC



**Parent/Guardian must sign-out anytime student leaves school grounds prior to normal dismissal time.**

	<i>1<sup>st</sup> - 4<sup>th</sup> Tardy (arrival after 8:50am)</i>	<i>5<sup>th</sup> - 9<sup>th</sup> Tardy</i>	<i>10<sup>th</sup> - 14<sup>th</sup> Tardy</i>	<i>15<sup>th</sup> or more Tardy</i>
<i>Tardiness</i>	<ul style="list-style-type: none"> <li>Robo call</li> </ul>	<ul style="list-style-type: none"> <li>Robo call</li> <li>Letter of Concern</li> </ul>	<ul style="list-style-type: none"> <li>Robo call</li> <li>Letter of Warning</li> <li>Family Engagement Coordinator makes parent contact for support</li> </ul>	<ul style="list-style-type: none"> <li>Robo call</li> <li>Required Attendance Meeting with parent/guardian/attendance officer and Family Engagement Coordinator</li> <li>Initiate Attendance SST</li> <li>CFSA is contacted</li> </ul>
	<i>1<sup>st</sup> - 4<sup>th</sup> ED (early dismissal, any time after arrival)</i>	<i>5<sup>th</sup> - 9<sup>th</sup> ED</i>	<i>10<sup>th</sup> - 14<sup>th</sup> ED</i>	<i>15<sup>th</sup> or more ED's</i>
<i>Early Dismissals (ED)</i>	<ul style="list-style-type: none"> <li>Robo Call</li> </ul>	<ul style="list-style-type: none"> <li>Robo Call</li> <li>Letter from Executive Director</li> </ul>	<ul style="list-style-type: none"> <li>Robo Call</li> <li>Meeting with Family Engagement Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>Robo Call</li> <li>Required Attendance Meeting with parent/guardian/attendance officer and Family Engagement Coordinator</li> <li>CFSA is contacted</li> <li>Other Consequence Enforced: Student retention, Administrative withdrawal from school</li> </ul>
	<i>1<sup>st</sup> - 4<sup>th</sup> Excused Absence</i>	<i>5<sup>th</sup> - 9<sup>th</sup> Excused Absence</i>	<i>10<sup>th</sup> - 14<sup>th</sup> Excused Absence</i>	<i>15<sup>th</sup> + Excused Absence Now Truancy</i>
<i>Excused Absences</i>	<ul style="list-style-type: none"> <li>Robo call</li> <li>Excused absence slip from parent/guardian for reason of absence</li> </ul>	<ul style="list-style-type: none"> <li>Robo call</li> <li>Excused absence slip from parent/guardian for reason of absence</li> </ul>	<ul style="list-style-type: none"> <li>Robo call</li> <li>Letter of Concern</li> <li>Family Engagement Coordinator makes parent contact for support</li> <li>Excused absence slip from parent/guardian for reason of absence</li> </ul>	<ul style="list-style-type: none"> <li>Robo call</li> <li>Letter of Concern #2</li> <li>Required Attendance Meeting with parent/guardian/attendance officer and Family Engagement Coordinator</li> <li>Initiate Attendance SST</li> <li>Attendance Contract or Chronic Illness form signed, if applicable</li> </ul>
	<i>1<sup>st</sup> Unexcused Absence</i>	<i>3<sup>rd</sup> Unexcused Absence</i>	<i>5<sup>th</sup> + Unexcused Absence</i>	<i>10<sup>th</sup> + Unexcused Absence Now Truancy</i>
<i>Unexcused Absence</i>	<ul style="list-style-type: none"> <li>Robo call</li> </ul>	<ul style="list-style-type: none"> <li>Robo call</li> <li>Letter of Warning #1</li> <li>Parent/guardian/ Family Engagement Coordinator Meeting scheduled</li> </ul>	<ul style="list-style-type: none"> <li>Robo call to</li> <li>Letter of Warning #2</li> <li>Required Attendance Meeting with parent/guardian/attendance officer and Family Engagement Coordinator</li> <li>Initiate Attendance SST</li> <li>Attendance Contract signed</li> </ul>	<ul style="list-style-type: none"> <li>Robo call</li> <li>Required Attendance Meeting with parent/guardian/attendance officer and Family Engagement Coordinator</li> <li>CFSA is contacted</li> <li>OSSE is contacted</li> <li>Metropolitan Police Department is contacted and every 10 thereafter, with written notification to the parent.</li> </ul>

### **AUTHORIZED PICK-UP:**

Only adults 18 years of age and older listed on a child's Enrollment/Release Form will be able to take students from the school's premises. Relatives other than parents/legal guardians and other designated adults must be listed on the student's Enrollment/Release Form in order for us to allow the student to leave the premises with those persons. In case of a last minute change or addition, please send or fax to the school office a signed and dated note authorizing your child's release to the new person and including the dates for which permission is given. Email authorization is accepted from a parent/guardian's email address that we already have on record. Permission may not be left in a voice mail. The school will not release students to anyone, under any circumstance, other than those stated above. Anyone picking up students must carry a photo ID. If a parent needs to communicate a change of pick-up plans for the school year, the parent must fill out a new Authorization to Release form.

### **CUSTODIAL AGREEMENTS:**

Eagle Academy understands that families go through changes. In the event that changes occur in your home during the school year, please supply the school with proper documentation (i.e. Court orders, temporary stay away-orders, etc.). Eagle Academy will not permit the release of students to unwanted parties when proper documentation is in place. In the event that there is a request for a legal parent/guardian to be banned from pick-up, Eagle Academy will not be able to honor the request without the proper documentation on file. Once a parent/guardian has been identified as the parent/guardian, he/she will have access to student information without proper documents in place. All documents must be submitted to Eagle Academy's Family Engagement Coordinator and added to the student's file. Once the information is verified, a brand new authorized pick-up list must be filled out. If you can provide a photo, please do so for members of the main office if the person is considered a danger to students.

### **INCLEMENT WEATHER POLICY:**



Eagle Academy PCS administrators will determine if and when school is closed due to inclement weather. When school is closed because of inclement weather or any other emergency situation, we will notify parents and staff by using the automated closing line for WJLA-TV Channels 4, 5, 7, 8 and 9. Our goal is to post the closing notice before 5:30 a.m. In addition, a text and email message will be sent, and public messages will be posted on the school's website: [eagleacademypcs.org](http://eagleacademypcs.org) and our [facebook.com/EagleAcademyPCS](https://www.facebook.com/EagleAcademyPCS), and Twitter: [@eagleacademypcs](https://twitter.com/eagleacademypcs).

### **TARDINESS TO SCHOOL/EARLY RELEASE:**

Habitual tardiness to school establishes a pattern of behavior that is contrary to the educational goals of Eagle Academy PCS and the best interests of the students.

It is important that each student arrives to school on time each day, every day, for the full day, in every grade. Late arrivals or early dismissals cause students to miss important instructional time,

which is very difficult to make up when a student is tardy on a regular basis. Just as it is important for students to arrive on time, it is important for students to remain in school for the entire school day at Eagle Academy. **If an early dismissal is required, you must pick-up prior to 3:30 p.m. After 3:30 p.m., you will be required to have a doctor's slip. If you have called ahead to announce an early dismissal, you must be in the building by 3:30 p.m. There will be no exceptions to this policy.** The students' day begins at 8:30 a.m. and ends at 4:00 p.m. Students who are picked up early miss valuable instructional time. Eagle Academy PCS is a school not a child development center or day care, and we need your child in school on time, for the full day, every day, in every grade.

We must comply with the rules of the District of Columbia that require that each student be in school 180 days per year. Parents will not pick up a student before the end of school except during emergencies and with prior approval of the Principal. Parents who violate the rule may be withdrawn and referred to the neighborhood school. It is your responsibility to see that your child comes to school each day prepared to learn. It is this combination of school and home doing their part that will make this a successful school year. Eagle Academy is a public charter school. The DC Public Charter School Board (PCSB), our chartering authority, expects all students to have an average daily attendance of 92%. Eagle Academy's goal is for every student to have 95% average daily attendance. When you choose Eagle Academy PCS, you are choosing to ensure your child attends school on time, every day, for the full day, in every grade!

## **BEFORE AND AFTER SCHOOL PROGRAM**

Eagle Academy offers an outstanding Before and After School Program.

<b>Service Description</b>		<b>Fee</b>
Before (and) After School Services		<b>350.00 monthly</b>
Before School	6:00am-8:30am	<i>Note: Payment must be received by the first (1<sup>st</sup>) of the month. Late charge of \$50 will apply to all payments received after the seventh (7<sup>th</sup>) of the month.</i>
After School	4:00pm-6:00pm	
Before School (or) After School Services Only		<b>175.00 monthly</b>
		<i>Note: Payment must be received by the first (1<sup>st</sup>) of the month. Late charge of \$50 will apply to all payments received after the seventh (7<sup>th</sup>) of the month.</i>
Drop-In Fee		<b>35.00 daily</b>
		<i>Note: Available as needed for children not currently enrolled in Before or After School. Office <u>must</u> receive notice 24 hours prior to the date of service.</i>
<b>Accepted Forms of Payment:</b>		
Debit/Credit Cards Voucher	Money Orders	Cashier Checks
		Child Care Subsidy
<b>*Please note, Cash payments WILL NOT be Accepted in any form*</b>		

## **HEALTH AND SAFETY**

Blood borne pathogens are biological agents that may be present in human blood and can cause disease. Examples of pathogens include the *Hepatitis B Virus (HBV)* *Hepatitis C (HCV)*, and

### *Human Immunodeficiency Virus (HIV).*

In any situation where we may be exposed to blood borne pathogens, we will use Universal Precautions and try to minimize exposure by always:

- Wearing latex gloves
- Covering broken/damaged skin
- Washing hands/skin immediately after exposure and after removal of gloves.

If exposed to blood or bodily fluids we will:

- Wash the exposed area thoroughly with soap and running water. Use antibacterial soap if possible.
- If blood is splashed in the eye or mucous membrane, flush the affected area with running water for at least 15 minutes.
- Report the exposure to the principal and the school nurse as soon as possible.

### **DRUG FREE SCHOOL POLICY:**

Eagle Academy PCS complies with the policies of the District of Columbia regarding a NO drug policy for both students and staff. In addition, it has proclaimed the area around the school as a **Drug Free Zone**. Eagle Academy PCS prohibits the illegal sale, purchase, use, or possession of any intoxicating substances. No student or non-student, including adults and visitors, shall possess, use, or distribute drugs on school grounds.

### **FIRE AND EMERGENCY EVACUATION PLAN:**

#### **Purpose**

To provide for the orderly evacuation of Eagle Academy at Congress Heights and/or Eagle Academy at Capitol Riverfront in the event of a fire or other emergency that would require immediate evacuation.

#### **Objective**

To provide a mechanism whereby all individuals may evacuate both campuses without loss of life or injury.

#### **Applicability**

The plan applies to all persons who may be located in both buildings during times when the facilities must be evacuated.

#### **Responsibility**

All Eagle Academy staff is responsible for ensuring that they are familiar with and comply with all aspects of the evacuation plans.

#### **General**

1. *Evacuation Doors:* In the event that it is necessary to evacuate the Eagle Academy at Congress Heights or the Eagle Academy at Capitol Riverfront campuses, all persons

located in the facilities will evacuate the facilities through designated doors as reflected in the floor plans.

2. *Student Classroom Evacuation:* The classroom Teacher, assisted by the Teacher Assistant, has the primary responsibility for ensuring all students are evacuated from their respective classrooms. Upon receiving written, verbal or electronic notice of an evacuation, the Teacher will immediately instruct students to proceed in an orderly manner to the classroom door. To ensure a fast evacuation, students and staff are not permitted to hinder the evacuation process by retrieval of personal items, such as coats, book bags, etc.
3. *Outside Assembly Areas:* Once outside, students and staff will assemble in the Outside Assembly Areas.
4. *Assembly Area Supervision:* Unless otherwise instructed, Teachers and Teacher Assistants will remain in Assembly Areas and be responsible for the supervision of all children in the Assembly Area.
5. *Facility Check:* After evacuation and unless instructed otherwise, maintenance staff will check classrooms, offices, restrooms and other required areas of the facility, to ensure that everyone has evacuated the building.
6. *Re-entry into the Facility:* Under no circumstance will anyone re-enter either facility until the “ALL CLEAR” has been given by the Principal.
7. *Drills:* Fire Emergency Evacuation Drills will be conducted on a monthly basis. A record of each drill will be recorded. Critiques of each drill will be conducted no later than 48 hours after the drill.

### **FOOD ALLERGIES:**

Although Eagle Academy is not an allergen free school, we do have students that have serious food allergies. A list of students with serious food allergies is given to teachers and posted in the cafeteria. The school nurse is trained in food allergy management and emergency response. In order to help families in making safe food choices, school menus are sent home at the beginning of the month and copies are available in the school office, and a current menu will be available through the school’s website. To assist the school in our efforts to keep ALL children safe, we do ask parents to refrain from bringing in snacks/treats that contain peanuts, tree nuts, and or products containing nut oils. Classrooms with identified Food Allergies will have a sign posted outside the classroom.

### **ILLNESS POLICY:**

Eagle Academy believes that it is in the best interest of all students to keep a child home that is ill. If the child has the following symptoms please keep them home:

Severe cough or sore throat Stomach pain or diarrhea Skin rash Inflamed or swollen eyes Runny nose with green/yellow mucus	Fever or headaches - If your child has had a fever, he/she must have a normal temperature of (98.6F) for 24 hours before returning to school
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**PROCEDURE FOR RETURNING A SICK CHILD TO SCHOOL (displaying any of the aforementioned illnesses):**

1. Parents must provide a return to school note from doctor, and/or student must remain at home for a period not less than 48 hours.
2. For applicable illnesses (i.e. conjunctivitis—pink eye, ringworm), parent must provide proof of treatment.

**PROCEDURE FOR REMOVING A SICK CHILD FROM SCHOOL:**

1. Parents must provide valid contact information to the school. Any time any of this information changes, parents are required to notify the school office immediately.
2. Parents will be called and asked to take the child home.
3. Parents must pick their child up in a timely manner (preferably within one hour of being contacted).
4. All parents must see the nurse before returning the child to class.

Depending on the severity of the illness, if parent(s)/guardian cannot be contacted, CHILD PROTECTIVE SERVICES AND 911 (POLICE EMERGENCY) WILL BE CONTACTED.

**PROCEDURE FOR RETURNING TO SCHOOL AFTER NOTIFICATION OF BED BUGS:**

1. Parents must provide proof of home treatment (extermination).

**MEDICATIONS:**

Eagle Academy PCS has a strict medication policy. Students may not take medication during the school day unless parents/guardians have submitted a “**Medication Administration Form**” signed by a health care provider and the parent/guardian. The School Nurse will supervise medication distribution and only school personnel who have been trained to do so will dispense medications. All medications will be stored in a secure area in the Nurse’s Office unless directed otherwise, in writing, by the health care provider.

**POTTY TRAINING:**

It is required that all students must be fully potty-trained by the time they are enrolled. It is the responsibility of the Parent/Guardian to see that this takes place. Students who are not fully potty-trained by the end of October will be susceptible to an administrative withdrawal.

**SAFETY PLAN:**

**Purpose**

To provide guidelines geared to ensuring the safety of student, staff and visitors.

**Goal**

To provide an environment conducive to the safety of all individuals located on the premises of Eagle Academy PCS.

## **General**

To ensure safety and to reduce unsafe practices, the following procedures will be followed:

1. *Student Outdoor Activity:* At all times that students are engaged in activities outside, they will be supervised by a member of Eagle Academy. Under no circumstance will students be allowed outside without adult supervision.
2. *Security Rounds:* To demonstrate a security presence and to detect any unsafe conditions, a member of Security will make periodic rounds of all areas occupied by students and staff. These rounds include visiting outdoor areas.
3. *Visitor Control:* All visitors are required to stop in the Main Office, sign in, receive and display a visitor's badge after which they may be allowed to proceed to their destination.
4. *Early Dismissal:* In cases of an extreme emergency or student illness, Parents/Guardians will be permitted to pick-up a student prior to the normal dismissal time (4:00 p.m.). The parent will be required to sign the student out. The Parent/Guardian will be required to present a picture I.D.
5. *Control of Students During Dismissal:* Each student must be picked-up by the parent/guardian/designee. Students not picked-up by 4:15 p.m. are to be escorted to the Main Office. The Late Fee of \$50 will be applied. If the child has not been picked-up and the school has received no communication from the parent/guardian by 4:45 p.m., appropriate authorities will be notified.
6. *Door Usage:* To reduce the possibility of unauthorized entry into both campuses, with the exception of members of the maintenance staff and vendors, access exits from the buildings are restricted to the main entrance doors on Wheeler Road and New Jersey Avenue entrances, respectively. Doors marked as "Emergency Exit" doors will not be used to enter or exit except in the event of an Emergency.
7. *Reporting of Suspicious Persons:* All suspicious persons, whether observed inside or outside, are to be reported to Security.

All members of Eagle Academy PCS are considered members of the Security Team. In this regard, staff members must be alert in recognizing and reporting known or suspected situations that would, if not corrected, adversely affect the safety and well-being of students, staff or authorized visitors. Any known or suspected safety violation may be reported to a member of Security or the Principal.

## **SCHOOL EMERGENCY RESPONSE PLAN:**

### **Lock Down Procedures**

The purpose of a "lock down" is to provide the person in charge with a means for alerting staff and students that there is an emergency situation in the school and that for a period of time movement is restricted.

## **Type of Lock Downs**

1. Lock Down – Continued Instruction
  - When there is an alert within the school neighborhood that is not of imminent threat and the interior and exterior of the school itself is generally safe.
  - **NO ONE CAN LEAVE OR ENTER THE BUILDING** until the “All Clear” signal is given. Any visitor or volunteer must remain where they are assuming they are either in a classroom or in an office. If in neither location, they should report to the nearest classroom or office area and follow instructions. Instruction continues with limited movement within the building. No one is to be outside of the building.
2. Lock Down – Safe Spots – Silent Building
  - When there is an alert that poses an immediate potential threat to the safety of everyone within the school.
  - **NO ONE CAN LEAVE OR ENTER THE BUILDING AND NO MOVEMENT WITHIN THE BUILDING** until the “All Clear” signal is given. Every person in the building must be in a safe hiding spot within designated rooms. No one is to be near a window, door, or glass area. Rooms are to be silent. There is to be no movement within the building unless directed by police or other safety agencies. No one is to be outside of the building.

## **Lockdown Decision**

This is at the discretion of the person in charge when in his/her opinion an emergency crisis has occurred and it requires the holding of students for a period of time. The School Emergency Response Team is activated and its members must report to the Main Office/Command Center.

## **Crisis Threats - Bomb**

1. Notify the Principal immediately.
2. Try to obtain the following information from the informant:
  - a) Identify the informant - his address and telephone number.
  - b) Record any pertinent information that the informant is willing to give.
3. The receiver of the threat should report the following:
  - a) The time the threat was received.
  - b) How it was received, via letter, telephone, in person, etc.
  - c) Name of person receiving threat.
  - d) If anonymous – state whether male or female, adult or teenager.
4. All of the above should be reported to the Principal ASAP.

## **SCHOOL EMERGENCY RESPONSE TEAM:**

Eagle Academy PCS at Congress Heights  
Principals (2)  
Special Education Coordinator  
Office Manager

Eagle Academy PCS at Capitol Riverfront  
Principal  
Administrative Assistant  
School Nurse



IT Office  
School Nurse  
Facilities/Security Director  
Family Engagement Coordinator

Custodian  
Lead Teacher

## **SCHOOL MEALS:**



Eagle Academy participates in the *National School Breakfast and Lunch Program* and the *Healthy Schools Act*. We also participate in the *Fresh Fruit and Vegetable Program*, which gives every child a healthy snack within the school day so no additional snack from home is needed. At this time, breakfast, lunch, and snacks are FREE for every child. If your student packs a lunch, it is recommended the lunch include healthy options. Please do not send unhealthy foods such as candy, chips and soda. The school cannot heat up lunches sent from home.

## **SECURITY PLAN:**

### **Purpose**

The purpose is to establish security procedures for both Eagle Academy campuses and to delineate duties of the security staff in providing a safe environment for students, staff and visitors.

### **Goal**

The goal is to provide a safe environment conducive to uninterrupted teaching and learning.

### **Applicability**

This plan applies to all Eagle Academy staff, students and visitors.

### **General**

Hours of Operation: Both campuses are open during the hours of 6:00 a.m. and 6:00 p.m., Monday through Friday for the purpose of school business and/or student instruction.

### **Security Check/Rounds**

Periodic security patrols will be conducted to ensure safety and security.

### **Response to Calls for Assistance**

Calls for security assistance will receive top priority with security staff responding in a prompt, expeditious manner.

### **Access During Non-Operation Hours**

The use of Eagle Academy campuses during non-operational hours will be coordinated through the Principal and Security.

### **SMOKE FREE SCHOOL POLICY:**

Eagle Academy PCS recognizes the danger smoking and passive smoking causes to health, as well as the need for the school and its staff to provide positive role models to students. Consequently, for the protection of staff and students, smoking is not permitted within any area of the school property, nor at any school related activity or function by parents, staff or visitors.

### **STUDENT HEALTH POLICY:**

The following up-to-date information **MUST** be maintained by parent(s)/guardians regarding the health of their children:

1. Physical Exams
2. Immunizations
3. Dental Exams

Parent(s)/Guardians **MUST** provide the School Nurse with any documentation of all treatments. Failure to comply may result in the child being excluded from school until parent(s)/guardians are in compliance.

### **STUDENT INJURY POLICY:**

1. Injured student(s) should receive immediate attention from the School Nurse, Teacher and/or Principal.
2. The parents/guardians of the student(s) should be notified immediately.
3. Student(s) will be transported to the nearest hospital for further attention whenever necessary.
4. The School Nurse, Office Personnel and/or the Classroom Teacher must complete all appropriate forms.

### **REQUIRED REPORTING - CHILD ABUSE AND NEGLECT LAW:**

It is the policy of Eagle Academy PCS to ensure the safety and well-being of every student. When a concern of possible abuse/neglect arises, we will act swiftly and in an organized manner to respond. As a preventative measure, each staff member of Eagle Academy PCS is a trained mandated reporter and is not required to notify the parent of such reporting by law.

If a staff member receives a disclosure of abuse or neglect from a student, or observes something of concern (incident, marking on child, etc.), they are required to **IMMEDIATELY** report their concern to the Principal, Assistant Principal and/or Family Engagement Coordinator. If bruising or markings are observed, or hints of such markings are included in a student's disclosure, the Principal/School Designee will **IMMEDIATELY** escort the child to the Nurse's Office to be examined by the School Nurse. The School Nurse will advise the Parent Liaison.

#### **Abuse or Neglect**

- A student tells a staff member that they are being abused at home, there is drug use in the home, have been sexually abused, are engaging in child pornography or prostitution, have witnessed domestic abuse, are being threatened at home, or don't want to go home because they are afraid.

- A staff member sees physical signs of abuse such as bruises, burns, fractures, etc.
- A staff member notices signs of neglect including lack of basic food and clothing, inappropriate hygiene, lack of appropriate supervision, lack of medical treatment, or the child is residing in an inappropriate or dangerous environment.
- A student is engaging in risky behavior (including sexual behavior, etc.)
- A student has 10 or more unexcused absences or 15 tardiness.
- Parents have withdrawn a student and fail to provide documentation of enrollment in another education institution within 10 days.

## **RIGHTS AND RESPONSIBILITIES**

### **BIRTHDAY CELEBRATIONS:**

Birthdays of children are meant to be celebrated and be a happy time. Eagle Academy students have their birthdays recognized through morning classroom announcements, and receive a special treat from the Principal's office. PK3-Grade 3 parents are invited to supply a one-item treat for the classroom during the time of 3:30-3:45 p.m. only. **This must be arranged ahead of time with the teacher.** Please keep the following policies in mind when planning your child's special day:

- **The DC Healthy Schools Act/Federal Lunch Program/Wellness** policies do not allow special lunches or foods that are in competition with the general daily lunch.
- Parents cannot bring a special lunch or meal to the student or class at the school.
- Parents providing treats for birthdays to classrooms must meet Board of Health regulations and nutrition guidelines within wellness policies.
- Foods offered (not sold) to students for celebration purposes should be offered only during the aforementioned times.
- **Foods brought for the class by students must be store purchased, indicative of being prepared in an establishment licensed by the Board of Health. In addition, please make arrangements with the classroom teacher prior to the sending of any treats to avoid potential allergy issues or conflicts with the date and time.**
- No more than two adults from the family may be part of the celebration.
- Siblings from other classrooms are in instructional time and cannot leave their classrooms.
- Invitations to private birthday parties or any other party are not to be passed out at school unless every child in the classroom is invited to attend.
- Attendance note: Absence due to birthday is not an excused absence.

***Surprises:*** On occasion, parents and guardians wish to send birthday surprises such as flowers and or special balloon bouquets to the school. It is requested that such items not be sent to the school, as they can be a distraction to instruction and learning. If such items are received at the school, they will be left in the office and the student may be called to the office to view if time permits. The items will have to be picked up by the parent or guardian at dismissal.

## **CELL PHONE FREE ZONE POLICY:**

Eagle Academy PCS prohibits the use of portable electronic devices (i.e. radios, cell phones, Ipads, etc.) inside the school building. Students with cell phones must keep them in the power off setting, and in their backpack. Eagle Academy PCS is not responsible for the theft, loss, or damage of any electronic device that students bring to school. Parents, staff, and visitors are asked to not use such devices while in the main areas of the school.

## **CODE OF CONDUCT FOR STAFF, PARENTS, AND VISITORS:**

At Eagle Academy PCS we are very fortunate to have a supportive and friendly parent body. Our parents recognize that educating children is a process that involves a partnership between parents, teachers, and the community. All stakeholders must understand the importance of a good working relationship in order to equip children with the necessary skills for adulthood. For these reasons we continue to welcome and encourage parents, caregivers, and the community to participate fully in the life of our school.

The purpose of this notice is to provide a reminder to all stakeholders about their expected conduct. This is so we can continue to enable children to flourish, progress and achieve in an atmosphere of mutual understanding.

### **Understandings**

- Understand that both teachers and parents need to work together for the benefit of their children.
- Demonstrate that all members of the school community should be treated with respect and, therefore, set a good example in their own speech and behavior.
- Seek to clarify a child's version of events with the school's view in order to bring about a peaceful solution to any issue.
- Approach the school positively to help resolve any issues of concern.
- Avoid using physical actions and/or threats to admonish children's behavior in the school.

In order to support a peaceful and safe school environment, the following behaviors and actions are not acceptable within the school or on school grounds:

- Disruptive behavior which interferes or threatens to interfere with the operation of a classroom, office, or any other area of the school grounds.
- Using loud/or offensive language, swearing, cursing, using profane language or displaying temper.
- Inappropriate or offensive appearance including but not limited to clothing that reveals private body parts and or displays defamation , showing of undergarments, and any other unacceptable appearances deemed by school administration.
- Threatening to harm a member of school staff, visitor, fellow parent, or student.
- Damaging or destroying school or staff property.

- Sending abusive or threatening e-mails or text/voicemail/phone messages or other written communications.
- Defamation of the school or staff character on Facebook or other social networking sites.
- The use of physical aggression towards another adult or child. This includes physical punishment against your own child on school premises.
- Approaching someone else's child in order to discuss or chastise them because of their actions towards your own child or children.
- Smoking and consumption of alcohol or other drugs and or the suspicion based on evidence.
- Pets being brought on to school premises.

Should any of the above behaviors occur on school premises, the school will take any and all necessary actions. We trust that all stakeholders will help in implementing this policy and we thank you for your continuing support.

## **GRIEVANCE POLICY AND PROCEDURES:**

### **Complaint Process**

At Eagle Academy we respect the rights of all stakeholders: parents, students, and staff. Every effort is made to ensure due process is afforded all parties. However, from time to time a complaint will arise between parent and staff, student and staff, or staff and staff. In each case the complaint process is the same:

1. The complainant should let his/her complaint be known in a formal manner to the offending party. This initial complaint may be verbal or in writing. Eagle prefers that the complaint be resolved at this level.
2. If the two sides are unable to come up with a mutually agreed upon solution, then the complainant can take his complaint in writing to the Principal (or Principal's Designee) which is the next level in the process.
3. Once the Principal (or Designee) is made aware of the complaint, the Principal (or Designee) will convene both parties for a conference. The Principal (or Designee) will hear both sides and verbally report a **decision within five (5) Business Days**.
4. The Principal (or Designee) will then report his decision to both parties in writing within **ten (10) Business Days if necessary**.
5. Should the complainant wish to appeal the Principal's decision, he/she must do so within 5 Business Days of the Principal's decision in writing to:

**Chief Operating Officer (or Designee), 475 School Street, SW, Washington, DC 20024**

### **Complaint Process for Discrimination or Harassment**

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

## **Who May File**

Any person, including a student, parent or visitor, who believes they have been discriminated against or been the subject of harassment based on race, color, national origin, sex, age, or disability, in admission or access to, or treatment in, Eagle Academy's programs and activities may make an informal or formal complaint.

## **Informal Complaint**

Eagle Academy PCS recognizes that most if not all disputes are capable of being resolved amicably when there is communication between the person who believes they have been discriminated against or the subject of harassment and the school's administration. Eagle Academy PCS encourages, but does not require, that any person who has a grievance speaks directly with the School Counsel (or Designee) in an effort to resolve the concern(s).

## **Formal Complaint**

### Step 1 - Initiation

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

### Step 2 – Investigation

The School Counsel (or Designee) will promptly conduct a thorough and impartial investigation of the matters outlined in the complaint. Each investigation will consist of obtaining written evidence, interviewing witnesses and allowing parties to present evidence. All matters relating to the investigation and/ or the alleged discrimination or harassment are considered confidential and will not be disclosed to persons not involved in the investigation except as required by law.

### Step 3 - Response

Within thirty (30) days of receiving the written notice, the School Counsel (or Designee) will respond to the grievant in writing, summarizing the information obtained from the investigation, determine whether the grievance was substantiated and if so, propose an appropriate resolution. If the grievance was substantiated immediate action will be taken to rectify the problem.

### Step 4 - Appeal

If the grievant is not satisfied with the decision of the School Counsel (or Designee), he/she may appeal the decision through a signed written statement to the Chief Operating Officer or Designee at 475 School Street SW, 2<sup>nd</sup> Floor, Washington, DC 20024, phone number 202-554-8500, within ten (10) days of receipt of the School Counsel's (or Designee's) response. In an attempt to resolve the grievance, the COO (or Designee) shall meet with the concerned parties and their representatives within thirty (30) days of the receipt of such an appeal. A copy of the COO (or Designee's) disposition of the appeal shall be sent to each concerned party within ten (10) days of this meeting.

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

### **Prohibition of Retaliation**

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

### **NOTICE OF NON-DISCRIMINATION:**

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

The following person has been designated to handle inquiries regarding Eagle Academy’s Non-Discrimination policies:

Chief Operating Officer or Designee  
Eagle Academy Public Charter School  
475 School Street SW, 2<sup>nd</sup> Floor  
Washington, DC 20024  
(202) 554-8500

### **PARENT’S RIGHTS TO KNOW TEACHER QUALIFICATIONS:**

The *Every Student Succeeds Act* requires that school districts receiving federal Title I funding must notify parents of their right to know the professional qualifications of the classroom teachers who instruct their child.

As a recipient of Title I funds, Eagle Academy PCS 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 teachers:

- Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects he or 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.

## **PHOTOGRAPHY POLICY:**

Parents/Guardians are prohibited from taking or publicly posting photographs or video of students other than their own.

## **RIGHTS UNDER FERPA FOR ELEMENTARY SCHOOLS:**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day that Eagle Academy Public Charter School receives a request for access.

Parents or eligible students should submit to the school principal a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask that Eagle Academy Public Charter School amend a record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school administration decides not to amend the record as requested by the parent or eligible student, the school administration will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct



control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Eagle Academy Public Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:  
Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

FERPA permits the disclosure of PII by Eagle Academy Public Charter School from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. Eagle Academy Public Charter School may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests (this includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1)); or to officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer (§99.31(a)(2)).
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside

entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35).

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4)).
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5)).
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6)).
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8)).
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10)).
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11)).

Eagle Academy Public Charter School may disclose, without consent, "directory information" about your student. Eagle Academy considers the following to be "directory information:" the student's name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, grade level, enrollment status (e.g., undergraduate or graduate, full-time or part-time), dates of attendance, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors, and awards received, the most recent educational agency or institution attended and a student ID number, user ID, or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user. You, as the parent or guardian of the student, have thirty (30) calendar days from the earlier to occur of the date of first attendance of the student at Eagle Academy or the date of first delivery of this Handbook to you (whichever occurs first) to opt out of the disclosure of all or any category of such "directory information" by providing written notice of your objection to the inclusion of any or all of the above listed information as "directory information." Such written notice must be addressed to the School Principal at the address set forth on the first page of this Handbook and must be RECEIVED by Eagle Academy at such address within such thirty-day period.

## **SCHOOL VISITATION:**

All visitors must first report to the Main Office and provide identification. Visitors are required to sign the Visitor's Log and obtain a Visitor's Pass, which is to be displayed at all times while in the building. A visitor, including parent/guardian, may be asked to leave the building for any behavior deemed inappropriate by the school. All classroom visits must be arranged in advanced in an effort to preserve maximum instructional time, and prevent unscheduled disruptions.

## **SCHOOL VOLUNTEER PROGRAM:**

### **Purpose of the School Volunteer Program**

The purpose of the School Volunteer Program is to augment the educational and support resources available to students through the use of the diverse talents and skills of invested community members. Eagle Academy Public Charter School's Board of Trustees recognizes that community volunteers can make valuable contributions to the educational program. Therefore, the Board endorses the use of community volunteers, subject to legal requirements and administrative procedures.

### **Volunteer Processing Procedures**

Volunteers, as categorized, must acquire and/or submit the following:

<b>No Direct Contact with Students</b>	<b>Direct Contact with Students</b>
Principal Approval	Principal Approval and HR Clearances (Background Check + TB Test)

If a volunteer feels there is something unsafe and or a student is engaged in an inappropriate activity, the volunteer should immediately report this to the teacher or administration. Volunteers MAY NOT engage in ANY form of student discipline. A volunteer may be asked to leave the building and or have their volunteer status revoked for any behavior deemed inappropriate by the school. Volunteers must sign in and out every time they are on the premises. Volunteers must wear Eagle Academy identification at all times. All required clearances will be kept on file in the Security and Human Resources Offices of Eagle Academy PCS.

## **SOLVING ISSUES/CONCERNS:**

Parents/Guardians needing help with an issue or concern are to contact the person or department directly. Issues or concerns are best handled by those who are directly involved at the source as soon as the need arises. Parents/Guardians should direct questions and concerns to classroom teachers, special area teachers, etc. prior to involving administration. When the people directly involved address issues, the results are usually more beneficial to your child as well as yourself. In the event that the two parties cannot reach an amicable agreement, the concern should be reported to the Family Engagement Coordinator. The administrators are more than willing to assist you when needed, however there may be times when the principal may not be available and an appointment may be necessary. The policy established by Eagle's Board of Trustees is that Principals spend their workday in classrooms helping teachers.

## **TITLE I:**

Title I, Part A of the Elementary and Secondary Education Act (ESEA), as amended, provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards and to increase parental involvement. Federal funds are currently allocated through four statutory formulas that are based primarily on census poverty estimates and the cost of education in each state. Eagle Academy receives Title I funds.

## **SPECIAL EDUCATION**

### **CHILD FIND:**

Eagle Academy PCS implements policies and procedures to ensure that all children with disabilities attending Eagle Academy PCS, regardless of the severity of their disability, are located, identified, and evaluated. Eagle Academy utilizes a practical method to determine which children should be receiving needed special education and related services. Child Find is provided by Eagle Academy PCS for students age three through nine years, who are suspected of having an educational disability and who may be eligible for special education and related services. Students are screened and the data is reviewed within 45 days of entering Eagle Academy; various screening instruments are used. All services are provided at no cost to the families, regardless of the severity of the student's disability. Special services are available to students identified with a disability as defined in the Individuals with Disabilities Education Act (IDEA) as: *Autism, Orthopedic Impairment, Hearing Impairment, Deafness, Other Health Impairment, Deaf/Blindness, Specific Learning Disability, Developmental Delay, Speech or Language Impairment, Emotional Disturbance, Traumatic Brain Injury, Visual Impairment, Intellectual Disability, and Multiple Disabilities.*

### **DISCIPLINE - STUDENTS WITH DISABILITIES:**

Discipline of a student classified as Special Education will be in accordance with the following:

1. Students for whom the Individualized Educational Plan (IEP) includes specific disciplinary guidelines will be disciplined in accordance with those guidelines. If the disciplinary guidelines appear not to be effective, or if there is concern for the health and safety of the student or if those guidelines were followed with respect to a specific infraction, the matter will be immediately referred to the Special Education Director and the Multi-Disciplinary Team (MDT) for action.
2. Students for whom the IEP does not include specific disciplinary action may be disciplined in accordance with standard school policy relating to each infraction. The Special Education Director and Principal must be notified immediately of any suspension from classes, and will arrange appropriate alternate instruction.
3. Upon the accrual of 10 days of suspension, the MDT will explore whether the infraction is a result of the disability. If a student identified as having a disability is suspended during the course of the school year for a total of ten days, such student must be immediately referred to the MDT for manifestation meeting. Special education services are not to be interrupted during the manifestation process or long-term suspension. If it is determined

that the behavior was not a manifestation of the student's disability and the student is suspended beyond ten (10) days, educational services, including access to the general curriculum, must continue.

4. In considering the placement of the students referred because of disciplinary problems, the Director of Special Education will follow its ordinary policies with respect to parental notification and involvement.

### **RESPONSE TO INTERVENTION (RTI):**

Eagle Academy PCS uses a multi-tier approach to early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction, a positive behavior support system, and universal screening tools for all students in the general education classroom. Students who score at risk are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, and/or specialists.

Once a student's needs have been identified, they receive *tiered instruction*. Eagle Academy provides a multi-tier approach to efficiently differentiate instruction. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs. Students identified as being "at risk" through universal screenings receive supplemental instruction during the school day in the regular classroom. The length of time for this step can vary. During this time, student progress is closely monitored. At the end of this period, students that have shown significant progress are generally returned to the regular classroom program. The students that have not shown adequate progress are moved to Tier 2.

Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. The intervention services are provided in small-group settings in addition to instruction in the general curriculum. A longer period of time may be required for this tier. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3. Supports can be provided for academics and or social-emotional needs. The Department of Behavioral Health may provide additional social-emotional supports to certain students. Services can include walk-in sessions, group sessions, and or individual therapeutic sessions. The school and or parents can recommend a student for these supports and an official referral may be completed.

At Tier 3, the students receive individualized intensive interventions that target the students' skill deficits. Students that do not achieve the desired level of progress in response to these targeted interventions are then referred for a comprehensive evaluation and considered for eligibility for special education services under the *Individuals with Disabilities Education Improvement Act of 2004* (IDEA 2004).

Each individual student's progress is closely monitored throughout the RTI process to assess both learning rate and level of performance. An educational decision about the intensity and duration

of interventions are based on individual student response to instruction. Throughout the RTI process, student progress is monitored frequently to examine student achievement. Decisions are made regarding students' instructional needs based on multiple data points taken in context over time. The data is used to determine which students need closer monitoring or intervention. Ongoing student assessment and progress monitoring provides information about a student's learning rate and level of achievement. Anytime during the RTI process, students may begin the Student Support Team Process (SST). This process allows the school and home to come together on a consistent base to closely monitor a student's growth and provide additional strategies for continued success.

Eagle Academy parents are involved in both the RTI and SST process. Parents are provided with information about their child's progress, instruction and interventions used, the staff delivering the instruction, and the specific academic or behavioral goals for their child. Parents are also informed that under IDEA 2004, at any time during the RTI process, they may request a formal evaluation to determine if their child is eligible for special education services.

### **SECTION 504 OF THE REHABILITATION ACT OF 1973:**

Section 504 is a federal statute designed to eliminate discrimination on the basis of a disability in any program or activity receiving federal financial assistance. In accordance with Section 504, a qualified student with a physical or mental impairment that substantially limits one or more major life activities shall not, on the basis of that disability, be excluded from participation in, be denied the benefits of, or be subject to discrimination in any program or activity offered by Eagle Academy PCS.

Qualifying a student under Section 504 is made on a case-on-case basis. The Student Support Team (SST) along with the Section 504 Coordinator at the individual campuses will review each referred child's individual profile to determine whether there is a physical or mental impairment that substantially limits a major life activity.

The SST/Section 504 Coordinator will convene a Section 504 meeting with the parent(s) to review the nature and severity of the impairment, its duration or expected duration and the impact of the impairment on the child's opportunity to access and benefit from programs and activities offered by Eagle Academy.

If a student is determined eligible for services under Section 504, a plan will be developed that specifies the adaptation, accommodations and modifications that a student may need to participate in programs and activities offered by Eagle Academy.

If you believe that your child has a physical or mental impairment that substantially limits one or more major life activities, you may contact the Section 504 Coordinator at the campus where your child attends. The name of the Section 504 Coordinator for each campus may be obtained from the school's front office.

## **SECTION 504 – NOTICE OF PARENTAL RIGHTS:**

This is a notice of your rights under Section 504 of the Rehabilitation Act of 1973 (“Section 504”). These rights are designed to keep you fully informed about the school’s decisions about your child and to inform you of your rights if you disagree with any of those decisions.

If your child is in the process of being considered for Section 504 eligibility or has been identified for Section 504 accommodations/services, you may have the right to the following:

- Have your child participate in and benefit from the school's education program without discrimination based on disability.
- Receive notice with respect to any action taken regarding the identification, evaluation, or placement of your child.
- Refuse consent for the initial evaluation and initial placement of your child.
- Have your child receive a free appropriate public education, this includes your child's right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the school provide related aids and services to allow your child an equal opportunity to participate in school activities.
- Have your child educated in facilities and receive services comparable to those provided to non-disabled students.
- Have evaluation, educational, and placement decisions for your child based upon information from a variety of sources, by a group of persons who know your child, your child's evaluation data, and placement options.
- Have your child be provided an equal opportunity to participate in non-academic and extracurricular activities offered by the school.
- Have educational and related aids and services provided to your child without cost except for those fees imposed on the parents/guardians of non-disabled children.
- Examine your child's education records and obtain a copy of such records at a reasonable cost unless the fee would effectively deny you access to the records.
- A response to your reasonable requests for explanations and interpretations of your child's education records.
- Request the school to amend your child's education records if you believe that they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child. If the school refuses this request, you have the right to challenge such refusal.
- Request mediation or an impartial due process hearing to challenge actions regarding your child's identification, evaluation, or placement. You and your child may take part in the hearing and have an attorney represent you. Hearing requests can be made pursuant to the school’s grievance procedure.

## **SPECIALIZED SERVICES**

### **ENGLISH LANGUAGE LEARNERS (ELL):**

Eagle Academy PCS uses the Home Language Survey (HLS) as a means of identifying potential ELL students. The parents of each enrolled student are required to complete the Home Language Survey as part of the enrollment process. Once each student has met the requirements for enrollment, a member of the Eagle Academy staff, to determine if they are candidates for the ELL program, reviews the HLS of each student. Each survey that indicates a language other than English is spoken in the home is flagged as a possible candidate for ELL. Depending on the age of the student, we send the names of suspected ELL students to the Bilingual office to ascertain if indeed any of the students are already in the program. If any of them are, the Bilingual office will identify these students and tell us what assistance each needs. Based on their needs, Eagle Academy would hire service providers to address the needs of these students. If none of the students were identified by the bilingual office, Eagle Academy would then administer the English language Proficiency Assessment placement test. Followed by English Language Proficient (ELP) assessment K-12 to determine the oral skill levels (i.e. *Non-English Proficient (NEP)*, *Limited English Proficient (LEP)*, and *Fluent English Proficient (FEP)*).

Eagle Academy utilizes the *Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS for ELLs)*, a large-scale language proficiency test for grades K-3 students, a component of the World-Class Instructional Design and Assessment (WIDA) Consortium's comprehensive, standards-driven system. The purpose of ACCESS for ELLs is to monitor student progress in English language proficiency.

Eagle Academy's service providers will identify students needing assistance and instruct them in or outside their classroom setting or both depending on need. Service providers are asked to keep a daily log of activities and time spent with each ELL student. Weekly progress reports are submitted to Mrs. Jett-Jones, Director of Special Education, and the student's classroom teacher. At the end of the year, each student is administered the ACCESS assessment to determine rate of progress. Students who score in the 90<sup>th</sup> percentile are transitioned out the program. Service providers will then only meet with such students to aide in the transition back into the regular classroom.

The Principal and the Director of Special Education monitor the program to make sure that each identified student receives the required services. They also monitor service providers by reviewing their lesson plans each week and by requiring each service provider to provide a summary of the activities used with their students, indicators of student mastering and/or progress.

Students who have transitioned to the regular program will exit the ELL program once it has been determined that they no longer need the assistance of the service provider.



## **STUDENT SUPPORT TEAM (SST) PROCESS:**

School-based student support teams coordinate services and initiatives related to academics, attendance, positive school culture, and health and wellness to ensure that all students receive appropriate support and necessary intervention, from general school-wide programming through intensive wrap-around support involving a wide range of service providers.

## **STUDENT CONDUCT**

Developing good citizenship is a major objective of Eagle Academy PCS. It is the expectation of Eagle Academy and its Board of Trustees that all students be taught to observe The Code of Conduct (A manual available upon request from the school's Principal).

We strive to teach and display the following character traits:

**RESPECT**

**RESPONSIBILITY**



















**TRUSTWORTHINESS**









**FAIRNESS**

**CARING**

**CITIZENSHIP**

## **ABCs of Eagle Pride**

	EVERYWHERE	CLASSROOM	HALLS AND STAIRS	RESTROOM	MEAL TIME	RECESS	BUS
 <b>ALWAYS</b> do your best	<ul style="list-style-type: none"> <li>- Follow adult directions</li> <li>- Help others</li> <li>- Ask for help</li> </ul> 	<ul style="list-style-type: none"> <li>- Do as asked</li> <li>- Use inside voice</li> <li>- Raise hand to speak</li> </ul> 	<ul style="list-style-type: none"> <li>- Stay together</li> <li>- Walk quietly</li> <li>- Use listening ears</li> </ul> 	<ul style="list-style-type: none"> <li>- One person in the stall</li> <li>- Flush toilet</li> <li>- Turn off the water</li> </ul> 	<ul style="list-style-type: none"> <li>- Use inside voice</li> <li>- Push chairs in</li> <li>- Eat your food</li> </ul> 	<ul style="list-style-type: none"> <li>- Follow directions</li> <li>- Take turns</li> <li>- Keep hands, feet and objects to self</li> </ul> 	<ul style="list-style-type: none"> <li>- Back to Back, seat to seat</li> <li>- Use inside voice</li> </ul> 
 <b>BE</b> prepared	<ul style="list-style-type: none"> <li>- Wear uniform</li> <li>- Be on time</li> </ul> 	<ul style="list-style-type: none"> <li>- Sit in assigned seat</li> <li>- Have pencil and paper</li> <li>- Turn in homework</li> </ul> 	<ul style="list-style-type: none"> <li>- Take one step at a time</li> <li>- Keep hands on rails</li> </ul> 	<ul style="list-style-type: none"> <li>- Wash hands with soap and water</li> <li>- Dry hands with one paper towel</li> </ul>  	<ul style="list-style-type: none"> <li>- Ask for what you need</li> <li>- Wait your turn</li> </ul> 	<ul style="list-style-type: none"> <li>- Dress for the weather</li> </ul> 	<ul style="list-style-type: none"> <li>- Keep on seatbelts</li> <li>- Take care of own things</li> </ul>  

 <p>Consider your <b>CHARACTER</b></p>	<ul style="list-style-type: none"> <li>- Follow school rules</li> <li>- Use kind words</li> <li>- Use inside voice</li> </ul> 	<ul style="list-style-type: none"> <li>- Use materials correctly</li> <li>- Use kind words</li> <li>- Share and listen to others</li> </ul> 	<ul style="list-style-type: none"> <li>- Use nice words</li> <li>- Keep hands and feet to self</li> </ul> 	<ul style="list-style-type: none"> <li>- Throw paper in the trash can</li> </ul> 	<ul style="list-style-type: none"> <li>- Say "please" and "thank you"</li> <li>- Ask to throw away your plate</li> <li>- Chew with your mouth closed</li> </ul> 	<ul style="list-style-type: none"> <li>- Share with others</li> <li>- Solve problems in positive ways</li> <li>- Help make recess fun for everyone</li> </ul> 	<ul style="list-style-type: none"> <li>- Keep hands and feet to self</li> <li>- Thank the driver</li> </ul> 
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## EAGLE ACADEMY PCS Behavior T-Chart

Discipline offenses handled by the Teacher/Staff	Discipline offenses that result in an Office Referral
<ul style="list-style-type: none"> <li>• <b>Physical Aggression:</b> Non-serious, but inappropriate physical contact that is not wanted by another &amp; done in an unfriendly manner (such as bumping into others, kicking under the desk, or rough-housing)</li> <li>• <b>Minor Theft:</b> Taking something of minimal value that can be easily replaced</li> <li>• <b>Minor Vandalism/Property Damage:</b> Misuse of property and/or minor destruction resulting in damage that can be easily fixed (by student w/o w/o help)</li> <li>• <b>Teasing/Taunting:</b> Name-calling, words or gestures that are used to make someone unhappy, but do not include serious threat or intimidation</li> <li>• <b>Defiance/Disrespect:</b> Brief or low intensity failure to respond to adult requests</li> <li>• <b>Disruption:</b> Behavior that interferes with the ability of others to engage in learning activities (such as talking out, moving out of area, and making noise)</li> <li>• <b>Inappropriate Language:</b> Low intensity instance of profanity or rude language</li> <li>• <b>Other:</b> Any other minor problem behaviors</li> </ul> <p><b><u>When intervention attempts have not been successful in reducing/eliminating behaviors read below:</u></b></p> <p><i>Before</i> referring students to the office for offenses listed above, Teacher/Staff will:</p> <ol style="list-style-type: none"> <li>1. Have implemented and taught the school-wide common expectations, procedures, and routines</li> <li>2. Utilize intervention strategies to address/redirect/correct problem behaviors (such as choice/choice, choice/consequence)</li> <li>3. Follow individual classroom management plan</li> <li>4. Contact parents to problem-solve.</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Fighting/Serious Physical Aggression:</b> Actions involving serious physical contact where injury is intended or highly likely (such as two individuals exchanging blows that could result in serious injury) or contact of a sexual nature</li> <li>• <b>Theft:</b> Student in possession of, having passed on, or being responsible for removing someone else's property that has significant value and cannot be easily replaced</li> <li>• <b>Vandalism/Property Damage:</b> Student participates in an activity that results in substantial destruction or disfigurement of property: damage that cannot easily be fixed</li> <li>• <b>Harassment/Bullying:</b> Student delivers sustained or intense, disrespectful messages (verbal or gesture) to another person that includes threats and intimidation, pictures or written notes</li> <li>• <b>Defiance/Disrespect:</b> Refusal to follow directions, talking back and/or socially rude interactions that <u>continue despite several interventions</u></li> <li>• <b>Disruption:</b> Behavior causing serious interference in a class or activity that <u>continues despite adult intervention</u>. Disruption includes CONTINUOUS loud talking out of turn, yelling or screaming, noise with materials; horseplay/rough-housing, and/or SUSTAINED out-of-seat behavior.</li> <li>• <b>Abusive language:</b> Words used to threaten/intend harm or profanity used to hurt another individual</li> <li>• <b>Inappropriate Language:</b> Student continues to curse or use profanity <u>despite adult intervention</u></li> <li>• <b>Other:</b> Student engages in other major problem behaviors that do not fall within the above categories or behavior that escalates or continues <u>despite repeated intervention strategies</u></li> </ul>

	Examples of Behaviors by Tier	Responses/Approaches	Consequences/Escalation of Behavior
Tier #1 Behaviors: - Handled by classroom teachers, does not include removal from classroom - Teacher must document behavior in writing - Teacher can inform parent/guardian when appropriate	<b>1.1</b> Attendance (tardiness, excessive absences, unexcused absences) <b>1.2</b> Dress (out of uniform) <b>1.3</b> Disrespectful Behavior (walking away, talking back, false information, swearing, inappropriate gestures, derogatory written materials) <b>1.4</b> Disruptive (talking during lesson/activity, rude noises, leaving seat without permission, horseplay, throwing minor objects, false alarms), <b>1.5</b> Insubordination (refusal to work in class, refusal to participate in school alternatives, refusal to comply with direction or instruction), <b>1.6</b> Intimidation (harassing, teasing, instigating, minor threatening towards a peer) <b>1.7</b> Possession/Misuse of Personal Property (using toys in class, using cell phones and listening to music devices during school hours) <b>1.8</b> Improper Use of Technology (damaging computer software, accessing inappropriate websites), 1.10 Theft (of minor items such as toys brought to school by other students)	- Avoid power struggles - Refer back to classroom or school rules, ask the student to repeat the rule - Restate expectations and the expected behavior (model, engage in positive practice, or watch videos about expected behavior) - Redirect student - Sit the student in closer proximity to teacher or assistant, move them to a seat away from distracting student - Parental contact in writing or by phone - Track student behavior weekly or daily - In-class time out for an identified time - Loss of classroom privileges	- Behavior contract - Teacher/Parent conference - In-school disciplinary action (exclusion from extracurricular activities, and/or written reflection, mediation, or similar actions of short duration minimizing the student's loss of academic instruction time) *Three consecutive offenses within same day or three continual days of a specific behavior may escalate to Tier 2
Tier #2 Behaviors: - Can be handled by teacher with assistance from administrator if needed, does not include removal from school - Teacher/administrator must document behavior/resolution in writing - Teacher informs parent	<b>2.1</b> Disruptive (excessive talking, refusing to remain in seat, throwing objects that may cause injury or damage property) <b>2.2</b> Disrespectful Behavior (continual walking away and talking back, directing profanity or obscene offensive gestures towards staff) <b>2.3</b> Intimidation/Threats to others (threatening behavior directed towards a staff member or adult of authority, inappropriate/threatening physical contact between students) <b>2.4</b> Insubordination (chronic refusal to follow staff direction or participate in school activities, refusal to serve detention, refusal to report to office, unauthorized presence in hallway during class time, running out of the classroom or other common space, unintentional injuries to others) <b>2.5</b> Improper use of Technology (using computer equipment without permission, intentional misuse of school equipment, accessing files/school information without permission) <b>2.6</b> Theft (possession of property less than \$250) <b>2.7</b> Documented pattern of persistent Tier 1 behavior	- Avoid power struggles - Redirect student - Reinforce expectation/rules and provide student with clear, direct and concise consequences/options - Speak to student one-on-one - Take away privileges and unstructured time - Parental contact in writing or by phone - Track student behavior weekly or daily - In-class time out for an identified time	- Administrator/parent conference - Temporary removal of student from classroom for less than 1 hour 1. Buddy Room (Try 1 <sup>st</sup> ) 2. Pride Room (Try 2 <sup>nd</sup> ) - Behavior contract - In-school disciplinary action exclusion from extracurricular activities, and/or written reflection, mediation, or similar actions of short duration minimizing the student's loss of academic instruction time) - Possible suspension for K-3 students at administrator's discretion
Tier #3 Behaviors: - Generally handled by teacher or administrator depending on the situation and severity - Administrator involves SPED team when appropriate - Teacher/administrator must document behavior/resolution in writing - Administrator notifies guardian	<b>3.1</b> Academic Dishonesty (cheating, altering report cards or notes) <b>3.2</b> Bullying/harassment (using severe humiliating and/or intimidating language/behavior including on the internet) <b>3.3</b> Abusive language (written or verbal use of slurs, based on actual or perceived race, color religion, national origin, sex, age, personal appearance, sexual orientation, gender identity, familial status, disability, and/or place of residence, including derogatory sexual language) <b>3.4</b> Fighting/Serious Physical Aggression (engaging in reckless behavior that may cause harm to self or others, fighting where there is no injury or weapon) <b>3.5</b> Defiance/Disrespect (excessive lying to or giving misleading information to school staff, possession or distribution of obscene/pornographic material on school premises) <b>3.6</b> Inappropriate language (obscene and/or seriously offensive language or gestures) <b>3.7</b> Disruption (verbal, written or physical threat to person/property, continuous talking out of turn, yelling, noise with materials; horseplay/ rough-housing and/or sustained out of seat behavior when redirected) <b>3.8</b> Theft (possession of stolen property more than \$250) <b>3.9</b> Documented pattern of persistent Tier 2 behavior	- Verbal redirection - Temporary student removal from classroom for less than half of the day 1. Buddy Room 2. Pride Room - Behavior contract - In-school disciplinary action (exclusion from extracurricular activities, and/or written reflection, mediation, or similar actions of short duration minimizing student's loss of academic instruction time) - Parental contact in writing or by phone by administrator - Administrator/student conference - In-school suspension for ½ day for first time offense (with instructional work)	- Parent conference - Alternative assignment or academic penalty - Out of school suspension, excluding Pre-K (Second offense: one day out of school suspension, third offense: two days out of school suspension)
Tier #4 Behaviors: - Handled by administrator and may include additional actions to support the student and stimulate corrective behaviors - Administrator involves SPED team when appropriate - Administrator documents the incident Administrator notifies parent	<b>4.1</b> Fighting/Serious Physical Aggression (fighting which creates substantial risk of or results in injury to an individual, assault with a weapon) <b>4.2</b> Harassment/Bullying (inciting other to violence or disruption, using an article that is not normally considered a weapon to intimidate or threaten another person) <b>4.2</b> Theft/Property Damage/ (cause of major damage to another student's property, vandalizing school/staff property that cause disruption to the school environment) <b>4.5</b> Abusive language (continual/excessive written or verbal use of slurs based on actual or perceived race, color religion, national origin, sex, age, personal appearance, sexual orientation, gender identity, familial status, disability, and/or place of residence, including derogatory sexual language) <b>4.6</b> Other offenses (any behavior/conduct including, but not limited to, possession/distribution of alcohol and/or drugs,	- Parent conference - Seek administrator support	- In-school suspension for 1 day (with instructional work) - Out of school suspension for 1-3 days - Expulsion

	gambling, arson, possession of knife, explosives/handgun, or other illegal conduct that causes disruption to the school operation or causes substantial harm to self or others) 4.7 Documented pattern of persistent Tier 3 behavior		
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## **BULLYING POLICY:**

### **Objectives and Purpose**

A key responsibility of Eagle Academy PCS is to provide educational services in a respectful and positive environment free of disruption to the educational process. Acts of bullying, harassment and intimidation violate core Eagle Academy values. Eagle Academy has established a bullying policy. This policy protects the dignity and safety of the Eagle Academy community and describes Eagle Academy's prevention strategies to identify and prevent incidents. Eagle Academy will promptly report and investigate incidents of bullying, harassment and intimidation and provide appropriate remedies for victims of an incident. The school may attempt all it can through reasonable actions to curb such instances, but cannot fully control the actions of others. Each person is responsible for his/her own behavior choices and the resulting corrective actions.

### **Definition**

Eagle Academy defines bullying as follows:

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

### **Prohibition against Bullying**

Acts of bullying, including cyber bullying, are prohibited:

1. On Eagle Academy grounds and immediately adjacent property, at Eagle Academy sponsored or related events on and off Eagle Academy grounds, on any vehicle used for Eagle Academy business, through the use of any electronic devices owned by Eagle Academy, leased by Eagle Academy or used for Eagle Academy business;
2. And at a location or function unrelated to Eagle Academy, through the use of any electronic devices, including those not owned or leased by Eagle Academy, if the acts of

bullying or cyber bullying create a hostile environment at Eagle Academy for the victim or witnesses, infringe on their rights at Eagle Academy, or materially and substantially disrupt the orderly operation of Eagle Academy.

Retaliation against anyone who reports bullying, provides information about an act of bullying, or witnesses an act of bullying are also prohibited. The intentional filing of false claims and allegations of acts of bullying that are proven may be considered to be an act of bullying itself and may be reported to authorities. The full policy may be requested from the school.

### **DISCIPLINE:**

Corporal punishment of any kind is strictly forbidden. **Corporal punishment may not be used on a student even with parental approval.** Parents may not use corporal punishment in the school or on school grounds. Failure to comply with this policy may result in a parent/guardian's immediate removal from school premises, and DC Child & Family Services and/or the Metropolitan Police Department may be notified.

Discipline is one aspect of the school's operation that is of equal concern to teachers, parents and students. Without some system of order, very little learning takes places.

The dictionary defines discipline as "training that teaches one to obey rules and control behavior." Before we consider some guidelines concerning discipline, we should first be aware of the fact that the parent is the first teacher.

Our goal at Eagle Academy PCS is to create a caring school community where everyone is treated with dignity and respect. To discipline is to teach acceptable behavior and respect to each student, teacher, parent, and staff.

All outward expressions of concern and support for students are applauded. Efforts to improve behavior and study habits are also encouraged. The following suggestions may be of help to parents

1. Try to find ways for your child to achieve in class. Help them to know that they always belong.
2. Do not hold the threat of failure over a child's head. Your child's reaction may be, "If I must fail, I will have a good time doing it."
3. Make homework exciting and meaningful. Help the teacher at home by continuously selling the teacher's subject.
4. Establish routines at the beginning of the school year. Discuss with your child why it is important to have rules and regulations. Allow them to take part in establishing rules and regulations at home and as well as what is expected of them in school.

## **STUDENT UNIFORM POLICY:**

Students are to wear the school uniform every day that school is in session unless otherwise specified. Uniforms must be worn daily.

<b>PreK3, PreK4, and Kindergarten:</b> Red, blue, yellow polo shirts, denim pants, skirts or skorts, and closed-toe shoes. <b>Shirts must be tucked inside pants, skirts or skorts.</b>	<b>First Grade:</b> Yellow polo shirts, Khaki pants, and closed-toe shoes. <b>Shirts must be tucked inside pants, skirts or skorts.</b>	<b>Second Grade:</b> Blue polo shirts, Khaki pants, and closed-toe shoes. <b>Shirts must be tucked inside pants, skirts or skorts.</b>	<b>Third Grade</b> Red polo shirts Khaki pants, and closed-toe shoes. <b>Shirts must be tucked inside pants, skirts or skorts.</b>
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No sandals or open toe shoes are permitted.

Skirts, skorts, or shorts must be no more than two inches (2") above the knee.

### **Consequences:**

Students must arrive in full uniform every day. Uniform shirts/tops must have the Eagle Academy logo either silk-screened or embroidered. However, if you are unable to obtain shirts with the logo, plain polo shirts of the appropriate grade level color are acceptable. If a student is not in uniform, the child will not be admitted into school or the classroom. Parents will be contacted and asked to bring the appropriate clothing. Multiple infractions will result in the student being assigned a daily uniform that will remain at school. Please contact the Family Engagement Coordinator to see if the school can be of any assistance with this matter.

### **Accessories:**

Earrings larger than a half inch in circumference cannot be worn.

## **SUSPENSION/EXPULSION POLICY:**

Eagle Academy PCS recognizes that suspension or expulsion from the school is the most severe disciplinary procedure that can be imposed on a child and will only be considered after all other disciplinary measures and procedures have been exhausted. Children, under parent representation, must be given due process in all disciplinary situations. A parent has the right to a conference with the Principal regarding the reason(s) for suspending their child. The parent has the right to appeal the Principal's decision within three (3) days after the conference. All appeals must be made in writing to the Chief Operating Officer and addressed to Eagle Academy PCS at 475 School Street SW, 2<sup>nd</sup> Floor, Washington, DC 20024.

**"Required Parent/Guardian Shadowing"** is a disciplinary measure that may be taken prior to suspension/expulsion for significant misbehavior. The parent/guardian will be required to accompany the child to school, and remain with the student during class, lunch, enrichment, etc. for a designated time, to be determined by Administration. Refusal, or partial compliance, to shadow a student may result in suspension or expulsion.

**“Suspension”** is the temporary exclusion of a student from the Eagle Academy PCS program. Students may receive in-school suspension as well as suspensions that prevent the student from entering the school for a specified period of time. Students may be temporarily excluded from school/class for up to three days by the Principal. Longer periods of suspension need to be approved by the Chief Operating Officer or Designee.

### **Suspension of Special Needs Students**

**Special needs students** will not be suspended until the Principal has consulted with the Director of Special Education and they agree that suspension is warranted. If a suspension or expulsion is requested for a child who is a special education student, the Multi-Disciplinary Team (MDT) will meet to determine whether the student’s behavior is a result of his or her disability. If the behavior in question is judged to be a result of the student’s disability, the disciplinary process will be discontinued and the record of the suspension or expulsion requested removed. If the behavior in question is determined to be unrelated to the student’s disability, the case will follow normal protocol.

**“Expulsion”** shall be the permanent exclusion of a student from Eagle Academy PCS. No student shall be expelled from school without the approval of the Chief Operating Officer or Executive Director.

### **Causes for Suspension or Expulsion of Students**

An Eagle Academy PCS student shall not be suspended or expelled from school unless that student has materially and substantially interfered with the maintenance of good order in Eagle Academy PCS or unless it is necessary to protect the students’ physical or emotional safety and well-being.

Any student who commits an assault upon a Teacher, Administrator, and/or other employee of Eagle Academy PCS acting in performance of duties and in a situation where authority to so act is apparent, shall be immediately suspended from Eagle Academy PCS consistent with procedural due process.

The Federal Gun-Free Schools Act of 1994, which applies to public schools, states that a student who is determined to have brought a weapon to school must be suspended for at least one calendar year. School Administrators, however, may modify this suspension requirement on a case-by-case basis. Weapon, as used in this law, means a “firearm,” as defined by 18 USC s982 I, and includes firearms and explosives.

### **Suspension/Expulsion Procedures**

1. No student shall be deprived of the right to an education at Eagle Academy PCS without notice of the changes and an opportunity to be heard in his/her own behalf before the Principal or Chief Operating Officer.
2. Each student shall be afforded an informal hearing before the start of a short-term suspension or if circumstances prohibit, as soon as possible after the suspension begins.
3. If a suspension is to last ten (10) days or more, then a full due process hearing will be held. Such a full hearing shall take place not later than twenty-one (21) calendar days.



4. All parents/guardians of suspended students will be notified by telephone and official letter at the time the suspension is instituted. No student will be permitted to leave school until a parent or guardian appears to take custody of the student.