

Welcome to Chavez Schools



Cesar Chavez Public Charter Schools for Public Policy

**Capitol Hill High School- 709 12th Street, SE
Washington, DC 20003
202.547.3424**

**Chavez Prep Middle School- 770 Kenyon Street, NW
Washington, DC 20010
202.723.3975**

**Parkside Middle and High School- 3701 Hayes Street, NE
Washington, DC 200019
202.398.2230**

www.chavezschools.org

Parent and Student Handbook Revised 8.23.16

History

The Chavez Schools for Public Policy opened with a dream to provide DC youth with a quality high school education focused on public policy. In 1998, Irasema Salcido founded the first school in a grocery store basement with 60 eager students.

From the beginning, the goal was to prepare students to pursue a college education and take an active role in addressing important social issues in their communities.

Now, 18 years later, Chavez Schools provides a rigorous college preparatory curriculum, a unique public policy program, and a safe and supportive learning environment with comprehensive support services. With campus locations in Capitol Hill, Columbia Heights, and Parkside communities, Chavez Schools currently serves more than 1,400 students in grades 6-12.

Mission

Chavez Schools' mission is to prepare students to succeed in competitive colleges and to empower them to use public policy to create a more just, free, and equal world.

Our Vision

Our vision is that all Chavez Alumni have college degrees and lead lives of personal achievement and public engagement in local and national public policy challenges. Further, Chavez scholars are sought out by elected official, civic leaders, community organizers and the media when they are seeking student voices on public policy issues.

Our Values

Chavez Adults

"You cannot uneducate the person who has learned to read. You cannot humiliate the person who feels pride. You cannot oppress the people who are not afraid anymore" – Cesar Chavez

Our core values are driven by our desire to empower students to become change agents in their communities and in the world. These values guide the ways we interact with our students, our partners and with the community at large. They are:

Student Achievement
Innovation
Excellence
Teamwork
Urgency
Integrity

Our students always come first;
We seek new ways to improve our work;
We hold ourselves and our students to the highest possible standards;
We know that two minds are better than one;
There is not a single moment to lose;
We never miss a chance to do the right thing.

Chavez Scholars

"Students must have initiative; they should not be mere imitators. They must learn to think and act for themselves and be free." - Cesar Chavez

As a Chavez Scholar, I live these values:

Citizenship

- ☐ I meet or exceed the expectations of the Chavez Schools community
- ☐ I reflect on my behavior and take responsibility for my actions
- ☐ I work well as a team member by doing my share

Honesty

- ☐ I share accurate information about my progress to my parent/guardian
- ☐ I am a person of integrity
- ☐ I display academic honesty at all times

Achievement

- ☐ I persevere through challenges and push myself to overcome obstacles
- ☐ I acknowledge both my strengths and areas of growth
- ☐ I arrive to school and class on time every day prepared and in uniform

Valor

- ☐ I control my behavior in challenging situations
- ☐ I stand up for what is right and not give in to peer pressure
- ☐ I respectfully advocate for myself and others

Engagement

- ☐ I actively listen and participate in my class and community
- ☐ I positively contribute and ask questions
- ☐ I take advantage of new opportunities that may arise

Zest

- ☐ I display infectious levels of enthusiasm
- ☐ I am social in ways that reinforce community
- ☐ I adapt to different environments appropriately

Principal's Letter

Dear Chavez Scholars, Parents and Guardians,

Welcome back to school! We are incredibly excited to begin the 2016-2017 school year. As an organization, Cesar Chavez Public Charter Schools for Public Policy is committed to preparing students to succeed in competitive colleges and to empower them to use public policy to create a more just, free, and equal world. For the 2016-2017 school year, we are charging ourselves with growing each of our students 1.5 grade levels in reading and math!

Our mission is accomplished through our Chavez Values:

Student Achievement	Our students always come first;
Innovation	We seek new ways to improve our work;
Excellence	We hold ourselves and our students to the highest possible standards;
Teamwork	We know that two minds are better than one;
Urgency	There is not a single moment to lose;
Integrity	We never miss a chance to do the right thing.

As your summer comes to a close, please speak to your child about preparing for the hard work that this year will demand. We truly believe that we have the right teams of teachers, student supports, and school leadership in place to fulfill our mission. It is our promise to you to create a safe, healthy, engaging, supportive and challenging learning environment for each of our scholars.

Please note that school begins the week of August 22, 2016. We have updated our school uniform policy. Please consult our website for more details. If you have any questions or concerns, please feel to reach out to us at www.chavezschools.org.

We look forward to working with you to support your son or daughter's learning.

Respectfully,

Ms. Erin Fisher, Principal, Parkside Middle
Mr. William Massey, Principal, Parkside High
Dr. Kourtney Miller, Principal, Chavez Prep
Ms. Oriel Robinson-Taylor, Capitol Hill High

Bell Schedule

MIDDLE SCHOOL

MONDAY - THURSDAY (LUNCH A)

PERIOD	START TIME	END TIME
1	8:00	9:02
2	9:04	10:06
3	10:08	11:10
Lunch A	11:10	11:40
Advisory	11:42	12:02
4	12:04	1:06
5	1:08	2:10
6	2:12	3:14

MONDAY - THURSDAY (LUNCH B)

PERIOD	START TIME	END TIME
1	8:04	9:06
2	9:08	10:10
3	10:12	11:14
4	11:16	12:18
Lunch B	12:20	12:50
Advisory	12:52	1:12
5	1:14	2:16
6	2:18	3:20

FRIDAY

PERIOD	START TIME	END TIME
1/4	8:00	9:00
2/5	9:02	10:02
3/6	10:04	11:04
Advisory	11:06	11:44

HIGH SCHOOL

MONDAY - THURSDAY

PERIOD	START TIME	END TIME
1	8:20	9:22
2	9:25	10:25
3	10:28	11:28
Advisory	11:31	11:48
4	11:51	1:21
Lunch A	11:51	12:21
Class A	12:23	1:23
Lunch B	12:54	1:24
Class B	11:51	12:51
5	1:27	2:29
6	2:32	3:34

FRIDAY

PERIOD	START TIME	END TIME
Advisory	8:20	8:32
1/4	8:35	9:20
2/5	9:23	10:08
3/6	10:11	10:56
Seminar	11:57	12:00

All students, teachers, and parents will sign the Chavez Schools Commitment to Success and Impact Contract. By doing so the children, parents and teachers are clear on the expectations prior to the beginning of the school year. Because attendance at parent orientation is a mandated condition for full enrollment, students and parents will have time to ask questions of teachers and school leadership teams about the high expectations at Chavez Schools and to discuss how students can attain these expectations.

If a child enrolls after the school year has begun, parents will be scheduled within 48 hours of enrollment to meet with a school leader to review the handbook and sign the contract.

Chavez Schools Student Contract

Chavez Schools believes that parents, students, and the school must work together to ensure each student's success. Chavez Schools pledges to do whatever is necessary to support student achievement. In turn, we expect students and their families to commit to whatever effort and time is necessary for their child to succeed. This agreement describes the responsibilities and expectations that families accept when they enroll at Chavez Schools.

- I will arrive to school and class on time every day, ready to learn
- I will follow the Chavez dress code. I understand that failure to do so, no matter how minor, may result in disciplinary action including possible exclusion from classes and activities.
- I will remain at school until I am dismissed.
- I will not use or display any personal electronic devices including cell phones, iPods, MP3s, etc. (listed in the Student Handbook) in the school or on field trips. Usage or display **will** result in confiscation.
- I will do whatever it takes to be successful at Chavez Schools.

- I will work hard, follow the rules, and remain focused on my academic achievement every day.
- I will invest time beyond the school day to support my learning and success. This includes completing homework, getting tutoring, studying and attending Saturday school, after school, and summer school sessions if recommended.
- I will always work and behave according to the CHAVEZ values.
- I will ask my teachers and/or other adults in my school community for help if I am unsure of the proper way to handle a situation.
- I will always listen to others and give them my respect as I expect them to respect me.
- I will follow the Code of Conduct and school community rules outlined in the Student Handbook.
- I will respect the community my school is located in by monitoring my behavior (noise level, language, horseplay, etc.) to and from school.
- I will follow the laws of the District of Columbia, Maryland and Virginia. I understand that failure to do so may have school-level consequences.
- I am responsible for my own behavior at Chavez Schools. If I make a mistake, this means I will tell the truth to my teacher(s), accept responsibility for my actions and make amends to those I have offended
- I understand that failure to follow the Code of Conduct and community rules may result in an after school detention, an ALC assignment, suspension, expulsion, or other consequences as deemed by school administrators.
- I agree to comply with any consequences determined by Chavez Schools.
- I will abide by the policies around responsible computer and technology use. I understand that failure to do so may result in a loss of privileges.
- I will abide by the following non-violence agreement:
 I agree not to use violence for any reason what-so-ever at Chavez Schools, while representing Chavez Schools, or with any members of the Chavez Schools community. I understand this non-violence pledge applies to all parties involved in any fight, no matter whether I am "right" or "wrong," or whether I am acting in "self defense."

Chavez Schools Parent/Guardian Contract

Chavez Schools believes parents/families, students, and the school must work together to ensure each student's success. We believe that parental involvement plays a major role in children's academic and social success. We pledge to do whatever is necessary to support your child's student achievement. In turn, we expect students and their families to commit to whatever effort and time is necessary for their child to succeed. This agreement describes the responsibilities and expectations that families accept when they enroll at Chavez Schools.

As part of our commitment to Chavez Schools, I will:

- Make earning a Chavez education (college prep, public policy focus) a priority for my student. This means addressing any distractions that stand in the way of their focus on and in school.
- Ensure my student arrives at school and class on time, prepared to learn.
- Make arrangements so my student can remain at school until dismissal time.
- Require my student to invest time beyond the school day to support his/her learning and success. This includes completing homework, getting tutoring, studying and attending Saturday school, after school, and summer school sessions if recommended.
- Communicate with my student's teachers and administrators on a regular basis. This includes attending parent meetings, scholar led conferences and any other meetings as required by Chavez Schools' administration (e.g. re-entry meetings, disciplinary conferences).
- Notify the school if our address and/or telephone number changes.
- Notify the school as soon as possible if my student will be absent. Also, I will send a written letter excusing the absence, for the school to hold on file.
- I will read all the papers that the school sends home to me.
- Communicate concerns and thoughts with my student's teachers and school staff as appropriate.
- Allow my student to go on school field trips, and engage in afterschool activities that are necessary for academic success or required by Chavez Schools.
- Ensure my student follows Chavez School's dress code as listed in the Student Handbook.
- Ensure my student follows school rules.

- Support the school in implementing consequences (e.g. ALC assignment, suspension, involuntary transfer, expulsion) in the event that my student violates the Chavez Code of Conduct.
- Reinforce the expectation that personal electronic devices (including cell phones, iPods, MP3 players, etc.) may NOT be used or displayed in school, or they will be confiscated, to be retrieved only by a parent/guardian at the time indicated by the Chavez Schools' cell phone policy.
- Ensure my child follows the policies around responsible computer and technology use.

Academic Program

Chavez Schools is committed to providing a high quality, college preparatory education to each of our scholars. To accomplish this goal, our teachers design rigorous curricula based on the National Common Core Standards. We are constantly evaluating and working to develop high impact lessons that will ensure our scholars are successful in college and life.

All Chavez Scholars are held to high academic standards that will prepare them for success in college and in life. For non-native English speakers, the curriculum is aligned with the WIDA Consortium Standards for English Language Learners, which DC has adopted as the official standards for speakers of other languages. The curricula at Chavez Schools are designed to ensure that scholars achieve or exceed grade level content and standardized test expectations, graduate from high school, and are prepared for admission and matriculation into competitive colleges.

All scholars are expected to demonstrate mastery of core academic material in English, math, history, science, and public policy as well as competency in a world language, health, art, music, and physical education. ELL instructors focus on non-native English speakers; and Individualized Education Plans and Special Education teachers support scholars with special needs.

For accelerated scholars, the Chavez Schools offer several AP classes. All scholars take standardized tests such as the PSAT, SAT, and ACT, are required to research and select college preferences during their junior year and are expected to gain acceptance to at least one college or university prior to graduation.

Academic Success

A high school education is the stepping-stone to a bright future in college and beyond. At Chavez Schools we aspire to help scholars achieve and to experience success in life, but it all starts with academic success. We expect all our scholars to attend school every day ready to learn; scholars must arrive to class, on time, and with the materials necessary to learn.

At all times, Chavez Scholars need to be knowledgeable about:

- Their daily academic responsibilities (homework, projects, exams, etc.)
- Their academic progress (weekly, bi-weekly, quarterly, and mid-year mark, etc.)
- Their progress towards graduation (meeting all Chavez academic requirements found in this handbook, by meeting with the college counselor, or advisor, etc.)

Every school day, students must have the following:

- Working pencils and pens
- The appropriate binder with ample loose-leaf paper
- A planner
- A book for silent, independent reading
- Any other materials as determined by the classroom teacher (e.g. lab notebook for science class, calculator)

Academic Scholar Records

Parents will receive regular communication from the school, including information on upcoming events, policies, and any concerns that the school has or that has been expressed to the school.

It is crucial that we have updated information on all scholars at all times. If you move during the school year, it is important that you update the school's main office with your new contact information so that you can continue to receive mailings and be reached by phone. To complete this task, you may send a written notice with a copy of your state issued ID to the school, or visit the campus to complete an updated information form.

At the beginning of the school year, scholars must have on file, among other items, current proof of residency and immunization/health forms. New students must also provide a final report card or transcript before a schedule can be created. *Scholars who do not have these items in their file will not be permitted to attend class until they bring the items to the main office.* All official scholar records are confidential and are kept safely, in locked cabinets, in the Registrar's office. Note that each school maintains scholar files according to the requirements of I.D.E.A., adhering to the same security and confidentiality procedures.

In the event that an authorized person requests to see the file, he/she must ask the Admissions Coordinator and sign a log that reveals the person, purpose, time and date. Authorized people include the parent or legal guardian of the scholar, the principal, the vice principals, registrars, special education directors and coordinators, college and guidance counselors, English Language Learner coordinators, teachers, service providers, Home Office Leadership, and other authorized personnel that the law supports, or that the parent or legal guardian allows—via a signed document. Additionally, parents/guardians may request records of their scholar's academic performance (report card, standardized testing results, etc.) from their school's front office.

Comprehensive FERPA Notification of Rights

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 Chavez Schools receives a request for access.

Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal or admissions coordinator 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 Chavez Schools to amend their child's or their education record should write the school principal Admissions Coordinator, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and 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. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district 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, contractor, or consultant who, while not employed by the school, 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 typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [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

See the list below of the disclosures that elementary and secondary schools may make without consent.

FERPA permits the disclosure of PII 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. A 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)(3) are met. (§ 99.31(a)(1))
- 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 if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 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 (SEA) in the parent or eligible student's State. 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, if applicable requirements are met. (§§ 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 for such purposes as 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, if applicable requirements are met. (§ 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 if applicable requirements are met. (§ 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" if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

Academic Dishonesty

Chavez expects all of its scholars to work hard and to perform at their best of their abilities. To this end, it does not tolerate academic dishonesty that any scholar may rely on to excel academically. Academic dishonesty includes, but is not limited to cheating (copying from others' homework, papers, exams, tests, or quizzes), plagiarism (attempting to take credit for another's ideas, words, productions, or other intellectual property without appropriately crediting that individual), or facilitating academic dishonesty (knowingly helping or attempting to help another to commit an act of academic dishonesty). In the event that a scholar is caught cheating, plagiarizing, or facilitating academic dishonesty, he or she will face consequences as determined by the Chavez code of conduct.

Community Service

Chavez Schools requires 100 hours of community service/service learning in order for scholars to graduate. Community service refers to service that a scholar performs for the benefit of his or her community. These services are designed to improve the quality of life for community residents or to solve particular problems related to their needs. At Chavez Schools, scholars will receive 15 hours of Community Service from the successful completion of their 9th Grade Capstone, 15 hours of Community Service from the successful completion of their 10th Grade Community Action Project, and 45 hours from the successful completion of their 11th Grade Fellowship. This provides a typical Chavez Scholar with a total of 75 hours of Community Service towards graduation.

Each scholar will need to perform an additional 25 hours¹ of Community Service, elsewhere, in order to complete the 100 hours that are required to meet the Community Service requirement. These hours must be earned through volunteer work at a 501(c)(3) (*non-profit*) organization under the supervision of an adult

¹ Students who do not have a Capstone credit must complete 40 hours of community service independently.

who is not an immediate member of the scholar's family. Hours cannot be earned during school hours unless it is through an approved school activity, including the public policy projects identified above and through special projects approved by the principal (i.e. Chavez Day of Service). All hours must be properly documented on the *Chavez Community Service Hours Log*.

No scholar will be allowed to graduate without having completed at least 100 hours of community service. In order to participate in graduation ceremonies, a scholar must complete all community service hours by April 1st of his/her senior year. To remain on target with graduation, scholars are expected to have completed 10 hours of community by the end of their sophomore year and 20 hours by the end of their junior year. To be considered a senior, a scholar must have completed 10 hours of external community service.

The Chavez Community Service Guide provides more detailed guidance on the Community Service Requirement as well as the required forms.

Grading and Graduation Requirements

Chavez Schools' first priority is to ensure that students are mastering state-mandated academic standards. This is reflected in the promotion guidelines for all students. We have designed a school model that supports individual pacing; some students might require more than a year to master content standards and other students may accelerate and be ready to move to the next course within the school year after successfully reaching all requirements. Because the student performance data is kept in real time, intervention and support plans are developed and implemented to prevent students from continually falling behind. Until students master the required standards, they will remain "progressing" rather than being "retained". While students are in a "progressing" state, they are required to attend after-school tutoring sessions, Saturday school and may be required to attend summer school. Only when students fail to complete the required course would a grade of "F" be assigned.

The school recognizes the importance attendance plays in the development of each student. We want students to understand that this is a life skill that is necessary for future success. We understand that in order for students to be responsible for their own learning, it begins with them showing up and being accountable for themselves and with a commitment to their own educational achievement.

The following guidelines regarding promotion shall apply for Chavez School students:

Academics	Demonstration	Attendance
End of course exams for each content area and grade level. Students need to reach mastery level for all content standards.	Students will apply the content standards to a performance task, end of course exam or project aligned to the content standards.	Students will maintain excellent levels of attendance.

We have designed school programming that supports each individual student's reading and math intervention needs and we recognize that some students might require more than a year to master content standards while other students may accelerate and be ready to move to the next course within the school year after successfully reaching all requirements. Until students master the required standards, they will remain "progressing" rather than being "retained". While students are in a "progressing" state, they will be required to attend tutoring sessions and may be required to attend summer school.

We believe students need to demonstrate they have mastered their coursework before moving on to the next level or grade

A description of this grading system is below:

- Grades "A", "B" and "C" represent course mastery (70% or above).
- A grade of "I" represents "Incomplete" or emerging mastery (69% or less). When a student earns a grade of "I", they will be required to attend additional tutoring sessions targeted at helping them attain mastery. These sessions will be held on Saturdays, Friday afternoons, after school and during summer school.
- Students who demonstrate mastery of the grade-level content during Saturday school and who meet the participation requirements earn a final grade of "C-" (70%) for the quarter they received an "I". The highest grade possible for the student to earn through is process a "C-"
- Students who do not attend the mandatory tutoring sessions/recovery sessions and do not demonstrate mastery of the content through the completion of the assigned work will receive a final grade of "F" and will have to repeat the course.
- The grade of "I" will be updated after Saturday school sessions (see calendar below)

Saturday Academy & Credit Recovery	
Quarter 1	
November 5, 2016	November 19, 2016
Quarter 2	
January 21, 2017	January 28, 2017

Quarter 3	
March 25, 2017	April 1, 2017
Senior Recovery	
May 22-31, 2017	

Scholars must earn a grade average of 70% or higher to receive credit for any given course at Chavez Schools. We do not award "D" grades. The chart below outlines letter grades and percentage designations.

Grade Point Average

Grade Point Average (GPA) is used to measure and represent students' academic achievement. All courses count towards the GPA. Colleges evaluate students based on their cumulative GPA, therefore maintaining a high GPA is very important. In order to prepare students for the GPA process in high school, we will use a GPA concept in middle school. Students will receive a cumulative GPA in middle school, which will help to determine their course placement in high school. Cumulative GPA is the total average GPA of the student and is computed only at the end of each semester based on the semester average grade. GPA is calculated by multiplying the course grade by the credits earned divided by credits attempted.

GPA VALUE	GRADE	% POINTS
4	A	90-100
3.66	B+	87-89
3.33	B	84-86
3	B-	80-83
2.66	C+	77-79
2.33	C	74-76
2	C-	70-73
0	I/F	55-69
0	F	0

Student Eligibility in Extra-Curricular Activities

In order to participate in extra-curricular activities students must maintain a 2.0 GPA and have no more than one "I" or "F" in any given quarter

Report Cards

Report cards are distributed via mail or during Parent-Teacher Conferences either in person or by phone. Parents are expected to participate in all conferences every reporting period.

Grade Reporting and Distribution Schedule	
Quarter 1	August 22-October 27, 2016
Progress Report Preparation Window	September 30-October 4, 2016
Progress Report Distribution	October 7, 2016
Quarter Grades Window	October 28-November 1, 2016
Quarter Grade Distribution	November 4, 2016
Quarter 2/Semester 1	October 31, 2016-January 12, 2017
Progress Report Preparation Window	December 2-6, 2016
Progress Report Distribution	December 9, 2016
Semester Grades Window	January 13-18, 2017
Semester Grade Distribution	January 23, 2016
Quarter 3	January 17-March 16, 2017
Progress Report Preparation Window	February 17-22, 2017
Progress Report Distribution	February 27, 2017
Quarter Grades Window	March 17-21, 2017
Quarter Grade Distribution	March 24, 2017
Quarter 4/Semester 2	March 20-June 21, 2017

Progress Report Preparation Window	April 7-11, 2017
Progress Report Distribution	April 13, 2017
Semester Grades Window	June 21-23, 2017
Semester Grade Distribution	June 30, 2017

Honor Roll

Honor Roll is calculated for each report period based on only the courses taken during that report period. It uses the same weighted GPA scale as outlined below. Honor Roll is calculated during the regular school year.

To be eligible for Honor Roll, a student must pass all of his/her classes. Chavez Schools recognizes students who excel academically with the following designations:

Honor Roll Chart	
Achievement:	GPA Range
Distinguished Honors	≥ 3.75
High Honors	3.5-3.74
Honors	3.0-3.49

Graduation Requirements

Minimum of 24 Credits and completion of the following requirements:

Chavez Schools High School Courses	Credits
English	4
Mathematics Includes Algebra I, Geometry, Algebra II	4
Science Includes Biology, Chemistry and 1 additional lab science	4
History/Social Studies Includes World History I & II, DC History, US Gov't, and US History	4
World Language At least two consecutive years	2
Health & Physical Education	1.5
Art	0.5
Music	0.5
College Prep/Technical Education (CTE) Includes Capstone (.25), Community Action Project (0.25), Fellowship (0.75), and Thesis (1.0); AND Foundations in Public Policy 1 and/or Foundation of Public Policy 2 (0.5)	2.0
Electives	1.5
Minimum Total Carnegie Units Required for a Chavez Diploma	24
Community Service / Service Learning Hours All Chavez Scholars earn 15 service learning hours upon completion of a Capstone and Community Action Project and 45 hours upon completion of Fellowship.	100

*Please note that this is subject to change based on curricular needs, approval by Chavez Schools Board of Trustees, and DCPCSB policy.

All scholars are required to take the courses above, as they progress from grade to grade. The only courses that a scholar can choose are electives. AP courses are assigned via teacher recommendations, and are based on academic performance, initiative and interest.

Promotion-Retention Guidelines

Chavez Schools believes that scholars' academic performance is a significant measure of their learning accomplishments. For a scholar to successfully be on track for higher levels of school, s/he needs to have a sufficient foundation at his/her present level. Chavez Schools believes it is critical for all scholars to build a

strong academic foundation before advancing to higher academic levels. Scholars must meet applicable academic standards in order to be promoted to the next grade level.

Middle School Scholars

To be promoted to the subsequent grade, middle school scholars must successfully pass their four- core classes (ELA, math, social studies, and science). In the event that s/he fails a class, they must attend and successfully complete summer school requirements in order to be promoted to the next grade.

Ninth Grade Scholars

To be on-track for the 10th grade, a 9th grade scholar must, before the next school year:

- Earn 6.0 credits with a grade of C or higher in the 9th grade year
- Successfully complete the Capstone project

Tenth Grade Scholars

To be on-track for the 11th grade, a 10th grade scholar must, before the next school year:

- Earn 6.0 credits with a grade of C or higher in the 10th grade year
- Earn at least 12.0 credits total;
- Successfully complete the Community Action Project.

Eleventh Grade Scholars

To be on-track for the 12th grade, an 11th grade scholar must, before the next school year:

- Earn 6.0 credits with a grade of C or higher in the 11th grade year
- Earn at least 18 credits total (two of which must be from a course in a World Language);
- Complete Fellowship
- Complete SAT Prep
- Complete at least 10 hours of community service in addition to the hours gained through public policy classes

Twelfth Grade Scholars

To graduate from Chavez, Schools, a senior must successfully complete all of the credit requirements included in the Graduation Requirements document by the last Friday before the campus Commencement Ceremony. All community service requirements must be completed by April 1st. A senior who does not complete the requirements in time may complete them during the subsequent summer to graduate, however s/he will participate in the June Commencement Ceremony. The campus principal has final authority on all promotion or grade retention decisions.

Notes and definitions

1. A scholar who is not on track may be permitted to take courses in the subsequent grade if he or she has completed the appropriate course work (e.g., a 10th grade scholar who is not on track for graduation generally but has successfully passed English II will be permitted to take English III).
2. A scholar who is absent 25 or more times may be fully retained in their current grade. The only exception to this policy will be a serious illness where the scholar is required by a doctor to be out of school for an extended period of time.

Testing (AP, PARCC, MAP, and SAT)

Testing scholars helps to determine the level of academic progress and the areas that need to be targeted for continued academic growth. At Chavez Schools, scholars in 9th through 12th grades take a variety of tests, including mid-term exams, final exams, internal assessments, AP tests, MAP, PARCC, PSATs, and SATs. All of these tests are mandatory at Chavez Schools.

AP Tests - Grades 11 and 12

Advanced Placement Tests, or AP Tests, are administered typically in May, to those scholars who took AP courses during the year. College credit can be earned if a scholar obtains a 4 or 5 on an AP exam. The passing score for the AP exam is a 3.

MAP – Grades 6-11

Measures of Academic Progress (MAP) Tests in reading and mathematics are administered three times per year to all scholars in each grade level.

PARCC - Grades 6-8 and 10

All 9th – 11th grade scholars take mandated standardized tests as determined by the District of Columbia. The District of Columbia has moved away from the DC CAS and has partnered with PARCC which will test students to see if the school is making adequate progress.

PSAT – Grades 8 and 11

The Preliminary SAT/National Merit scholarship Qualifying Test (PSAT/NMSQT) is a program cosponsored by the College Board and National Merit scholarship Corporation (NMSC). It's a standardized test that provides firsthand practice for the SAT in critical reading, math and writing.

SAT – Grades 11 and 12

The SAT Reasoning Test (formerly Scholastic Aptitude Test and Scholastic Assessment Test) is a standardized test for college admissions in the United States.

Public Policy Program

At Chavez Schools, students learn to be civic leaders committed to creating a more just, free, and equal world. Civic leaders develop a **vision** for change, use **problem-solving** skills to realize that vision, build **relationships**, and effectively **communicate** their ideas to community leaders. They gain the knowledge, skills, and beliefs necessary to be change-agents for their community.

Chavez Schools aligns curriculum and programs to the following Public Policy Framework to realize this mission:

- Students must **understand** the founding principles of the United States
- Students use that understanding to take **action** in their community
- Student actions allow them to develop a **belief** in their capacity to affect change

This framework manifests itself through advocacy projects that are embedded in the curriculum and specific public policy courses at the high school level, which are meant to develop the critical skills students need to create change:

- Researching
- Writing
- Presenting
- Advocating

Advocacy Projects

Advocacy Projects take place at every grade level of a student's Chavez experience and are designed to apply knowledge gained in the classroom to the real world. Scholars build upon their understanding by taking action in order to develop their belief in their abilities to make positive change in their community.

These experiences include, but are not limited to, the following:

- 6th grade City Council Day
- 7th grade Hill Day
- 10th grade Drug Trafficking Summit

Policy Courses

Public Speaking

The U.S. Civil Rights Movement produced some of the most renowned public writings and oratory in American history, influencing public policies across the country. Students explore the speeches that brought about America's third revolution that ended segregation and ensured everyone's entitled to pursue their American Dream. Using various primary and secondary sources, as well as clips from documentaries and newsreels, students will also acquire the speaking, listening, and interpersonal skills required for effective communication in social, workplace, and academic settings. Throughout the course students will present formal and informal presentations to peers and the school community.

Policy Palooza

At the end of the 9th and 10th grade years, scholars analyze a local or international public problem, propose a solution and advocate for change. This course employs experiential learning, service learning, and develops students' advocacy skills.

Writing for Policy

Empowered students who want to advocate for policy changes must acquire college ready research and writing skills to effectively communicate their arguments. Students explore the complexity of current public problems affecting their community and the nation. They apply research skills such as distinguishing between credible and non-credible sources, navigating the library and online resources, and evaluating claims and evidence; students craft argumentative essays that are organized around thesis statements and supported with convincing evidence. Students will write several 1-2 page essays and two major 3-6 page research papers using various scholarly and popular sources.

Policy Practicum

The foundational understanding and actions students take in 9th and 10th grade, prepare them for more expansive development of relationships with the community in 11th grade. This course focuses on the professional communication skills necessary for the 21st Century workplace and allows students to engage with community organizations on a routine basis to formally practice these skills. The professional development focus of the course is necessary to ensure students' voices are heard on important policy issues and they become exposed to possible public policy careers.

Junior Fellowship

At the end of the 11th grade year, scholars participate in a full-time academic internship, which provides an insider's view of the public policy process through which students gain important professional skills: resume writing, interviewing, networking, and more.

Senior Thesis

By the 12th grade year, scholars have been fully immersed in the Chavez Public Policy curriculum and are ready to take on an even deeper and more independent project to increase their knowledge and understanding of policy issues. The Senior Thesis is the culminating project at Chavez Schools; scholars research a relevant public policy issue and write a 10-15 page research paper, which they present to public policy professionals and community members. The top three seniors are selected to showcase their work at the annual Chavez Schools' Public Policy Symposium.

School Culture

Chavez Schools for Public Policy aim to create a positive and consistent school culture. We believe that all people feel happiest and most successful when they know what is expected of them, receive support when they are not meeting expectations and feel that they are part of a strong collaborative community. Chavez Schools will employ a school wide behavior management system, routines, procedures, Restorative Justice practices, values instruction, and language to support the creation and reinforcement of a positive, consistent culture.

Social and Behavioral Development

Discipline at Chavez Schools is designed to build social and academic *self-discipline*. Chavez Schools implements a comprehensive set of student behavioral standards to ensure the learning environment is free of disruptions, violence, bullying and other incidents that take away from a positive learning climate. Our discipline philosophy is designed to minimize loss of instructional time.

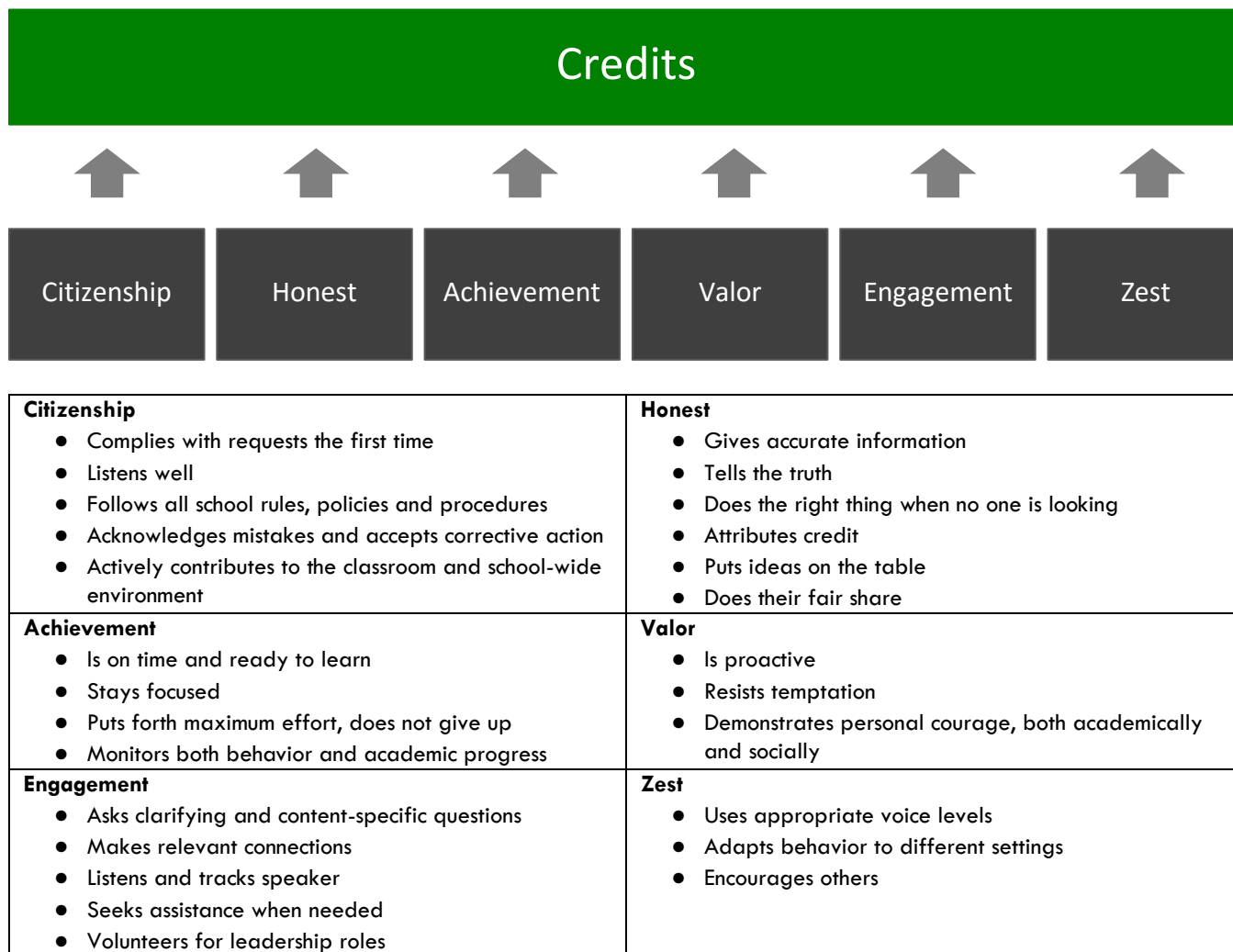
Students are expected to follow all school rules and policies in a manner that respects the rights and safety of others. Students violating the rules and policies of Chavez Schools will be subject to disciplinary consequences. These discipline policies and guidelines for consequences apply any time a student is in school, attending a school sponsored event or traveling directly to/ from school.

While maintaining high academic standards is our focus, we care that our students also develop their character. Standards of behavior, good citizenship, honesty, motivation, perseverance and self-discipline will be deliberately taught and modeled throughout the school. Chavez students will be taught to respect others, to respect themselves, to advocate for themselves, and to be productive members of the community. The strong relationships among members of the community will reinforce the importance of these lessons. These deliberate lessons will take place in many ways: through staff example, through deliberate teaching, through all-school meetings, and through constant, consistent staff reinforcement. Students will be assessed on performance daily and earn credits or debits.

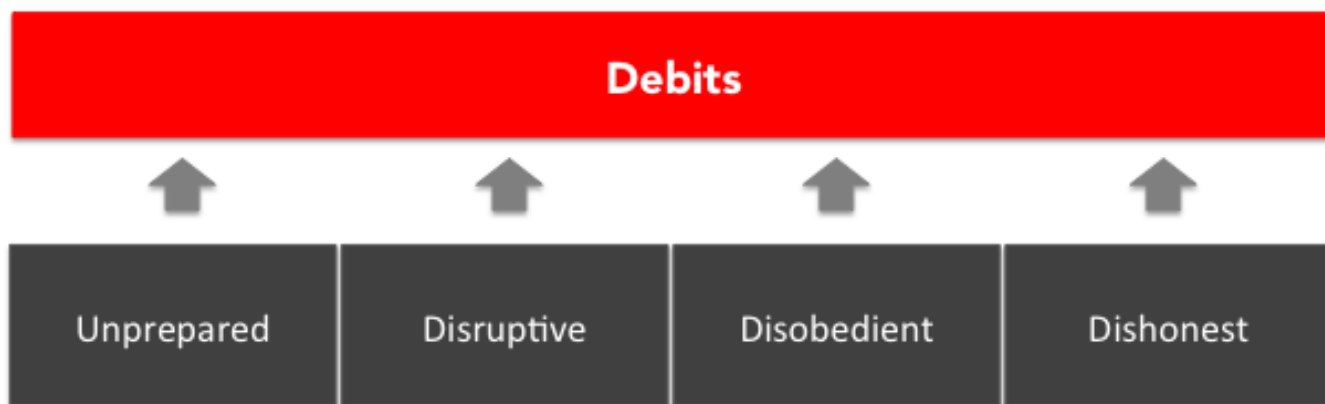
Credit System

The Credit System is designed to reward scholars for behaviors that match the Chavez values. Scholars will receive 10 credits each week and will have the opportunity to earn additional credits based upon their participation in the Chavez community. Each behavior is awarded one credit. One credit is equivalent to a

Chavez Dollar\$. Scholars will receive a paycheck each week, reflecting what they have earned for the past week.



We strongly believe, based on our teaching and school experience, that the majority of potential behavioral issues can be prevented with such deliberate proactive teaching, with the fostering of strong relationships, with clear, high expectations for behavior, and with clear, fair and consistent consequences for infractions. Other disruptive behaviors are prevented by careful planning of the day to allow for physical activity, for healthy food at appropriate intervals, and by the elimination of various barriers to learning that can be frustrating or anxiety producing for students. In the inevitable situations where misbehavior occurs, there will be clear consequences and clear expectations.



Debit System

The Debit System tracks minor (Level 1) infractions. If a student received more than 3 debits in a day the Behavior Intervention Specialist will be notified. Possible interventions could include student conference, referral to ALC (Alternate Learning Center), phone call home, parent conference, detention, and behavior contract. Each infraction is 1 debit. One debit is equivalent to the reduction of one Chavez Dollar. Out of school suspensions will result in 1) 20 debits for each occurrence 2) the inability to accrue additional credits 3) the loss of the student's weekly credit allotment. An administrative referral will result in 5 debits.

Unprepared <ul style="list-style-type: none"> • Tardy for school or class • Not equipped with learning materials – Needs to be addressed intentionally with teachers • Uniform violation • Teasing or insulting others 	Disobedient <ul style="list-style-type: none"> • Not complying with request first time • Disrespectful gestures • Cursing • Negative tone • Violation of cell phone policy
Disruptive <ul style="list-style-type: none"> • Play fighting while on school premises • Out of assigned area • Throwing objects • Talking during inappropriate times • Making inappropriate noises 	Dishonest <ul style="list-style-type: none"> • Hiding something • Omitting/Manipulating the truth • Copying classmates assignment • Telling parents something different than the school

Safe, Orderly School Environment

Safety, order and student discipline are fundamental to learning at Chavez Schools. While students need a challenging curriculum, dedicated teachers and proper materials, they must also have a secure environment in which to learn. It is the policy of Chavez Schools that a safe environment conducive to learning shall be maintained at school in order to provide an equal and appropriate educational opportunity for all students. Chavez does not tolerate the following behaviors: fighting; classroom distractions; possessing, using, or threatening to use weapons; or the unlawful possession, use or distribution of drugs by Chavez students on school properties or at any school sponsored or supervised activity. Chavez will notify our School Resource Officers or MPD directly, for any action that violates local or federal laws. Students will be subject to disciplinary action if they engage in prohibited conduct either while on school property, while attending any school-sponsored activity, or while in transit going to or returning from a Chavez campus, whether on foot, or via train, bus, or car. Such disciplinary action may include but not be limited to the following measures: suspension, expulsion, and/or exclusion from school and all school sponsored activities. Students may also be disciplined for conduct committed away from school property and outside school hours if the conduct adversely affects the school culture, poses a disruption to the school environment, and/or negatively impacts the ability of other students' participation in the school's programs and activities. Specifically, Chavez may issue disciplinary actions should misconduct occur:

1. When the student is on school grounds;
2. When the student is on or off school grounds participating in or attending any function or activity, including field trips, class trips, extracurricular activities, or athletic contests, that are sponsored by or are under the auspices of DCPS;
3. When the student is off school grounds and traveling on transportation provided by Chavez Schools and the activity involves any conduct prohibited by this chapter;
4. When the student commits a prohibited offense that occurs during before- school or after-school programs; and
5. When a student has committed a prohibited offense off school grounds or outside regular school hours that results in a significant disruption to the school environment.

Chavez Schools shall provide a fair and consistent approach to student discipline, within the context of students' rights and responsibilities.

Barring Notices

A barring notice is a civil tool that is used to prevent individuals from entering private property. Chavez Schools reserves the right to issue a bar notice that may prohibit a scholar and/or members of their family from entering Chavez Schools property, if the administration concludes that such access creates an unacceptable safety risk for students and staff.

Non-Violent Community at Chavez Schools

Cesar Chavez's legacy is one of strong, compassionate non-violence. In light of that, safety is an absolute priority and necessity at Chavez Schools. Accordingly, all students who attend Chavez Schools agree to abide by the non-violence contract:

I agree not to use violence for any reason what-so-ever at Chavez Schools, while representing Chavez Schools, or with any members of the Chavez Schools community. I understand this non-violence pledge applies to all parties involved in any fight, no matter whether I am "right" or "wrong," or whether I am acting in "self defense." Students are officially under the jurisdiction of the school, as it relates to adherence to school rules and expectations for behavior, from the time that they arrive in the morning until they reach home in the afternoon. This means the school may issue disciplinary actions in response to infraction that take place as a student is transitioning to school and from school back home.

In the event of an incident for which a student is assigned a long term suspension, or for whom expulsion has been proposed, a disciplinary conference will be held with students, parents, and a Chavez Schools representative(s) to determine if the Chavez Schools non-violence contract was violated. If, after an opportunity for a hearing and the presentation of evidence, it is determined that a violation of the non-violence contract occurred, the likely outcome is a suspension or expulsion. Chavez Schools will follow mandated due process procedures, in accordance with DC and other applicable law, to address any infractions.

Disclaimer: (Violence may include and is not limited to fighting, verbal/physical abuse towards other students or staff members, threats, intimidation, provocation and pre-fight, facilitating violence, bullying, cyber-bullying, gang initiation or any type of gang involvement)

Chavez Discipline Levels

The levels are designed to create a safe, respectful, cooperative community. There are four types of violations: **Level I, Level II, Level III and Level IV:**

Level I (Addressed by the Teacher)

Level I infractions are actions that negatively impact Chavez School's high achievement culture and community of safety, respect, and cooperation consisting of minor infractions of the discipline policy and will be handled by the classroom teacher or staff member who observes the infractions. Any student committing a level 1 infraction will receive a debit(s) accordingly. Continued Level 1 infractions will lead to a referral to the administrator.

Examples of Level I infractions include (but are not limited to):

- Lack of preparation
- Disobedience
- Classroom Disruptions

- Dishonesty
- Electronic device violations
- Dress code violations

Pre-Referral process (for any combination of these behaviors)

1. verbal/non-verbal warning
2. private meeting/consult in class
3. debit (including student completion of reflection sheet)
4. 2nd debit & parent call (before the end of the teacher work day)

Level II (Teacher and Administrator Referral)

Level II infractions are violations that **significantly** impact Chavez Schools' high achievement culture and community of safety, respect, and cooperation consisting of more serious infractions that may occur in the classroom or elsewhere on campus. Depending on the severity of the infraction, they can be handled by either the teacher or a member of the administrative team. Such violations include:

Examples of Level II infractions include (but are not limited to):

- Repeated Level 1 responses (see pre-referral process)
- Open defiance
- Instigating a fight
- Cutting class or school
- Skipping a detention
- Attempt to assault any student or staff member
- Endanger the physical safety of another
- Forged notes or excuses
- Extortion
- Trespassing on school property
- Refusal to identify himself/herself to school personnel
- Misbehavior on bus or school transportation, field trip or public policy activity outside of school
- Vandalizing, Damaging or Destroying School Property or Property of Others, valued at less than \$250; (plus restitution).
- Verbal or electronic harassment in school or out of school
- Academic dishonesty
- Use and/or possession of tobacco

Consequences could include one of the following:

- Parent notification
- Administrative conference
- Detention or silent lunch
- Parent/guardian meeting
- Alternative Learning Center (ALC)
- Peer Mediation
- Restorative Circle
- Peer Jury
- Restitution
- School service
- Out of school suspension- short term (1 to 3 days)

***After a suspension a student must return to school accompanied by a parent.**

Level III (Administrator Referral)

Level III violations involve actions that are very serious infractions that may occur in the classroom or elsewhere on campus. In general, these infractions are signified by the potential for serious physical or other threat to other students. These infractions will result in an immediate referral to School Administrator. Consequences range from Alternative Learning Center (ALC) to Out of School Suspension (OSS), to permanent expulsion.

Examples of Level III infractions include (but are not limited to):

- Bullying
- Fighting (in and out of school)

- Repeat fighting (having more than one occasion of participating in a fight during the course of the year)
- Theft
- Gambling
- Verbal or physical sexual harassment
- Taking, or attempting to take, personal property or money from another pupil by means of force or fear
- Incitement of or encouraging any violence amongst peers
- Making a false bomb threat or pull a false emergency alarm
- Possess, use, attempt to use, or transfer of any firearm, knife, razor blade, explosive, mace tear gas, or other dangerous object of no reasonable use to the student in school
- Commit, or attempt to commit arson on school property
- Possess, sell, distribute or use any alcoholic beverage, controlled substance, imitation controlled substance, or marijuana on or off school property or at school sponsored events;
- Assault any other student or staff member
- Intentional cause of physical injury to another person,
- Vandalizing, damaging or destroying school property or property of others (valued between \$250 to \$500)

Consequences could include one of the following:

- Parent/guardian meeting
- Removal to Alternative Learning Center (ALC)
- Parent notification
- Administrative conference
- Detention or silent lunch
- Parent/guardian meeting
- Alternative Learning Center (ALC)
- Peer Mediation
- Restorative Circle
- Peer Jury
- Restitution
- School Service
- Out of school suspension- short term (1 to 5 days), intermediate (6 to 10 days), or long term (11 or more days)
- Involuntary transfer to another Chavez School
- Request for expulsion

***After a suspension a student must return to school accompanied by a parent.**

Level IV Violations (School Principal and Executive Director of School Accountability Referral)

Level IV infractions result in a long-term suspension and notification, if applicable, to the Metropolitan Police Department and likely result in a request for expulsion. In the event of a proposed expulsion, the scholar is entitled to due process. See the “Due Process” section below for more information.

- Alcohol/drug sale or distribution, and/or possession of a large quantity of drugs or packaging of drugs that could be indicative of the intent to sell or distribute
- Repeat fighting (having more than one occasion of participating in a fight during the course of the year)
- Arranging for others to assault a student or staff member
- Possession of Weapon(s) or Explosive(s)
- Theft (Value of property taken is greater than \$500) (plus restitution)
- Vandalizing, Damaging or Destroying School Property or Property of Others (Valued greater than \$500); (plus restitution)
- Arson
- False Fire Alarm or Bomb Threats
- Gang Participation
- Sexual Assault/Rape
- Physical Assault of adult or scholar
- Extreme Violence

Consequences could include one of the following:

- Parent/guardian meeting
- Peer Mediation
- Restorative Circle
- Peer Jury
- Restitution
- School Service
- Out of school suspension-short term (1 to 5 days), intermediate (6-10) or long term (11 or more days)
- Involuntary transfer to another Chavez School
- Contacting of law enforcement if necessary
- Request for expulsion

Discipline involving Special Education Students

Chavez Schools recognizes that it may be necessary to suspend, remove, or otherwise discipline students with disabilities to address disruptive or problem behavior. The Schools also recognizes that students with disabilities enjoy certain procedural protections whenever school authorities intend to impose discipline upon them. Chavez is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations. In the event that your student with a disability is suspended for more than 10 school days, you are entitled to a Manifestation Determination Review at the Committee on Special Education. You may contact the Special Education Program Manager for further details.

Types of Consequences:**Alternative Learning Center**

The alternative learning center (ALC) can be assigned in lieu of out of school suspension for non-violent offenses. The ALC Coordinator ensures that there is:

- Interactive Supervision
 - The referring teachers to send students to ALC with current assignments each day.
 - Set aside time for individual counseling focused on behavior identification and replacement.
 - Keep files for each student, tracking the behavior modification progress and following up with teachers to ensure that behavior is improving
- Consistency/Coordination
 - A well-run safe and healthy educational environment,
 - Coordination of a school-wide understanding of the process and goals of an effective ALC program,
 - Clarity on what outcomes are expected.
- Parental Involvement
- Parent notification that an infraction has occurred.

Suspensions**Short Term and Intermediate Term Suspensions (out of school 1-10 days)**

School administration may impose a short-term suspension. Before imposing a short-term suspension, the School Leader will meet with the student, notify the student of what he/she is accused of doing and the information that the school has to believe that the student engaged in such behavior, and give the student an opportunity to present his/her side of the story or explanation for his/her behavior. The School Leader will conduct any investigation necessary to determine what occurred before suspending a student except in the case of emergency. Once the decision to suspend has been made, school administration will immediately notify the parent(s) or guardian(s) in writing that the student has been suspended from school. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident, or incidents, which resulted in the suspension and shall offer the opportunity for a conference with the school administration. Short-term suspensions may be appealed within 24 hours of the suspension to the Director of Student Enrollment and Parent Engagement.

Long-Term Suspension (more than 10 days) or Expulsion

A student who is determined to have committed any of the Level 3 or Level 4 infractions listed may be subject to a long-term suspension, unless the school administration determines that an exception should be made based on the circumstance of the incident and the student's disciplinary record. Such a student may also be subject to any of the disciplinary measures outlined elsewhere in this document; referral to law enforcement authorities; and/or expulsion. In addition, a student who has multiple short-term suspensions may be subject to a request for expulsion at the principal's discretion.

Due Process For Long-Term Suspensions

The principal may recommend a long-term suspension. Such a recommendation may be made final only after a hearing and determination by a preponderance of the evidence that the student violated the code of conduct in a way that warrants long-term suspension. Long-term suspension hearings are presided over by the Director of Student Enrollment and Parent Engagement.

Upon determining that the student's action warrants a possible long-term suspension, the School Leader will meet with the student, notify the student of what he/she is accused of doing and the information that the school has to believe that the student engaged in such behavior, and give the student an opportunity to present his/her side of the story or explanation for his/her behavior. The School Leader will conduct any investigation necessary to determine what occurred before suspending a student except in the case of emergency. At the School Leader's discretion, a student facing possible recommendation for long term suspension may be suspended pending the investigation and recommendation. In most cases, the investigation will be concluded within 3 days. The School Leader shall immediately notify the student's parent(s) or guardian(s) in writing of any suspension and/or pending investigation. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 48 hours of suspension at the last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident, or incidents, which resulted in the proposal of a long-term suspension and shall propose two dates for the suspension hearing. The notification and formal conference shall be in the dominant language used by the parent(s) or guardian(s).

All relevant information will be provided to the parent and student at least 48 hours before the suspension hearing. At the discretion of the School Leader, students who are recommended for long term suspension and awaiting a hearing will not be permitted to return to school or participate in any school activities. At the suspension hearing, the School Leader will present the information relied on to support the recommendation for long term suspension; the student will be given an opportunity to fully respond to that information; the student may be represented by an attorney; and the student may present any information that he/she wants to decision maker to consider. The Director of Student Enrollment and Parent Engagement will serve as the impartial decision maker and issue a final decision regarding the recommendation for long term suspension after considering all of the information presented at the hearing. The final decision will be provided in writing to the parent/guardian within 24 hours of the hearing. Long-term suspensions may be appealed within 48 hours of the hearing decision to the Executive Director of School Accountability.

Involuntary Transfer

Involuntary transfers may be implemented if such transfers are determined to be in the best interest of the student or the school. Transportation will not be provided to facilitate involuntary transfers. All students receiving an involuntary transfer will be required to attend the Chavez Summer School Retool program in order to re-enroll in the upcoming school year.

Formal Behavior Contract

All students who receive a long-term suspension, are repeatedly suspended for acts of violence, involuntarily transferred or who are transferred in lieu of expulsion will be placed on a formal behavior contract. The principal, parent or guardian and the Director of Student Recruitment and Parent Engagement will meet to determine the provisions of the formal behavior contract for continued enrollment. If the provisions of the contract are violated the student may not be allowed to re-enroll for upcoming school year. A student will be afforded a hearing as described below before he/she is not allowed to re-enroll for violation of a behavior contract. Any student receiving a formal behavior contract will be required to attend the Chavez Summer School Retool program in order to re-enroll in the upcoming school year.

Due Process For Expulsions

Expulsion from Chavez Schools will be the last step in a lengthy process that aims to correct poor behavioral habits. If a student commits frequent and/or serious infractions, that student's parent(s) or guardian(s) will be notified of the behavioral problems and a conference with the parent/guardian(s) will be requested. At this conference, the school and the parent/guardian(s) will form an intervention plan to correct the student's behavior.

If interventions do not improve the behavior of a student, or if a student commits a Level 4 violation, the student may be recommended for expulsion. If a student is being considered for expulsion, the school will do the following to ensure due process:

- The School Leader will meet with the student, notify the student that a recommendation for expulsion is being considered and why, and give the student an opportunity to present his/her side of the story or explanation for his/her behavior. The School Leader will conduct any investigation necessary to determine what occurred before making a recommendation for expulsion. At the School Leader's discretion, a student facing possible recommendation for expulsion may be suspended pending the investigation and recommendation. In most cases, the investigation will be concluded within 3 days.
- Provide written notice of the recommendation for expulsion and basis for that recommendation to the child's parent/guardian.
- The School Leader shall notify the student's parent(s) or guardian(s) in writing of any suspension and/or pending investigation. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 48 hours of suspension at the last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident, or incidents, which resulted in the proposal of a long-term suspension and shall propose two dates for the suspension hearing. The notification and formal conference shall be in the dominant language used by the parent(s) or guardian(s).
- The Executive Director of School Accountability will hold an administrative conference to determine whether or not the school will move forward with a formal expulsion hearing with an independent hearing officer. Following the administrative conference, the parent/guardian will receive verbal and written documentation of the findings from the Executive Director of School Accountability. If the request for expulsion is upheld in the administrative conference, the parent/guardian will be informed in writing of the scholar's formal expulsion with the Chief of Staff or Independent Designee. If the decision is overturned, Executive Director of School Accountability will place the student on a behavior contract and notify the Parent/Guardian when the student may return to school or if the student will be given an involuntary transfer to another Chavez school.
- The School will notify the parent/guardian of the scheduled expulsion hearing date and time. The hearing must be held within ten (10) school days of receipt of the notice of the proposed expulsion.

All relevant information will be provided to the parent and student at least 48 hours before the expulsion hearing. At the discretion of the School Leader, students who are recommended for expulsion and awaiting a hearing will not be permitted to return to school or participate in any school activities. At the expulsion hearing, the School Leader will present the information relied on to support the recommendation for expulsion; the student will be given an opportunity to fully respond to that information; the student may be represented by an attorney; and the student may present any information that he/she wants to decision maker to consider. The Executive Director of School Accountability will serve as the impartial decision maker and issue a final decision regarding the recommendation for expulsion after considering all of the information presented at the hearing. The final decision will be provided in writing to the parent/guardian within 72 hours of the hearing.

- If a parent/guardian and/or student do not attend the expulsion hearing, he/she automatically waives the right to a hearing and the expulsion recommendation will be upheld.
- A scholar who is expelled may not apply for readmission into any Chavez school campus.
- Expulsions may be appealed within 48 hours of the hearing decision to the Chief of Executive Officer or designee.

Scholars on suspension are not permitted on any Chavez school campuses, to attend schools activities or functions, and will only be allowed to pick up missed homework and classwork assignments by appointment

and after school hours. Scholars must arrange an appointment time with the Principal, Assistant Principal or the Program Manager.

Anti Bullying and Sexual Harassment Policy

Chavez Schools prohibits acts of bullying and sexual harassment. Sexual harassment is defined as unwelcome conduct of a sexual nature. Sexual harassment can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment includes sexual violence, which the school defines as physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent. Sexual harassment can be carried out by school employees, students, or third parties.

Bullying is any severe, pervasive, or persistent act or conduct whether physical, electronic, or verbal that:

- May be based on a youth's actual or perceived race, color, ethnicity, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, intellectual ability, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, place or 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
- Can reasonably be predicted to:
 - Place the youth in reasonable fear of physical harm to their person or property;
 - Cause a substantial detrimental effect on the youth's physical or mental health;
 - Substantially interfere with the youth's academic performance or attendance; or
 - Substantially interfere with the youth's ability to participate in or benefit from the services, activities, or privileges provided by the school.

Bullying and sexual harassment are strictly prohibited on school grounds and immediately adjacent property, at school-sponsored events, on transportation to and from school or school-sponsored events, through use of electronic devices that are the property of the school, and at any location/function not school-related and through personal electronic devices if the bullying creates a hostile environment at school for the victim of witnesses or that materially and substantially disrupt the orderly operation of the school. In determining the appropriate response to students who commit one or more acts of bullying or sexual harassment, school leadership will consider the following factors: the developmental and maturity levels of the parties involved, the levels of harm, the surrounding circumstances, the nature of the behaviors, past incidences or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on the facts and surrounding circumstances. Considering these factors, an appropriate consequence will be determined from among the consequences detailed in the discipline policy.

School administration (social worker, program manager, assistant principal and/or principal) is responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to school leadership (social worker, program manager, assistant principal and/or principal). All other members of the school community, including students, parents, volunteers and visitors, are encouraged to report any act that may be a violation of this policy. Oral reports also shall be considered official reports. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report. The school's principal or their designee is responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, school administration shall conduct a prompt, thorough and complete investigation of the alleged incident.

Chavez Schools prohibits reprisal or retaliation against any person who reports an act of bullying or sexual harassment. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by school leadership after consideration of the nature and circumstances of the act, in accordance with case law, federal and state statutes and regulations.

Reporting and Investigation of Complaints of Sexual Harassment/ Discrimination and Bullying

Any Employee who witnesses, receives an oral or written account of, or otherwise reasonably suspects the occurrence of, any act constituting harassment, discrimination or bullying must promptly notify an administrator (principal, program manager, and/or assistant principal) both verbally and in writing. All students, parents, visitors and others are strongly encouraged to report any such conduct. Retaliation or reprisal by any employee, student or parent against any individual who, in good faith, reports or assists in the investigation of harassment, discrimination or bullying is strictly prohibited (and, for students and

employees, will result in severe discipline).

The principal or assigned administrator will lead or supervise the prompt and thorough investigation of all such reports. If such investigation results in a finding of a violation of the school's anti-harassment/discrimination/bullying policies, the School will take prompt action, reasonably calculated to end the harassment/discrimination or bullying, eliminate any hostile environment, prevent recurrence of the behavior, and ensure the safety and educational opportunities of the student(s) or employee(s) against whom such behavior was directed.

The School reserves the right to notify an appropriate law enforcement agency when it is believed that any harassment/discrimination/bullying constitutes criminal conduct.

Complaints or reports of bullying/sexual harassment/retaliation will be investigated in an adequate, reliable and impartial manner. Each investigation will include, as necessary, interviewing witnesses, obtaining documents and allowing parties to present evidence. All documentation related to the investigation will remain confidential. Chavez Schools will take steps to ensure the safety of all parties involved and determine whether the incident was one of bullying/sexual harassment/retaliation. Chavez Schools will also take steps to provide the complainant with periodic updates on the status of the investigation.

Within ten (10) school days of receiving a report of bullying, the principal or their designee will conduct the investigation and respond to the parents of the students involved in writing, summarizing the course and outcome of the investigation and identifying an appropriate resolution. If it is determined that bullying has occurred, appropriate corrective and remedial action will be taken. Chavez Schools will make determinations as to whether a reported incident constitutes bullying based on all of the facts and circumstances surrounding the incident. Chavez Schools will use a preponderance of the evidence standard (i.e., more likely than not that bullying occurred) when resolving complaints.

Steps will be taken as necessary to protect suspected victims of bullying during the course of the investigation process. Chavez Schools will make every effort to protect confidentiality during the course of the investigation. The individual responsible for conducting the investigation will be responsible for making determinations about confidentiality.

Any party who not satisfied with the outcome of the initial investigation and response from Chavez Schools may appeal in writing to the Compliance Officer, Tamera Lewis. Appeals must be made within 30 days of the conclusion of the initial investigation. The secondary investigation shall be completed within 30 days of receipt of an appeal, unless: (1) circumstances require additional time to complete a thorough investigation; (2) the higher-level authority sets forth those circumstances in writing; (3) the additional time is not to exceed 15 days. The party not satisfied with the outcome shall be informed of his/her right to seek further redress under the Human Rights Act.

Use and Possession of Tobacco, Alcohol, and Other Controlled Substances

The school buildings and grounds of the Chavez Schools are free of controlled substances (marijuana, narcotics, prescription drugs). The sale, use, or possession of any of these in any form is prohibited in all Chavez Schools buildings, grounds, and at any school-sponsored activities. Consequences will be assigned in accordance to the previously written disciplinary "Levels".

Search Policy

To protect the school community against illegal substances and objects and material which may pose a hazard to the safety, sanitation and good order of the school; school bags, lockers and clothing can be inspected randomly without probable cause.

Lockers

Lockers are provided for the use of students but remain the property of the school. Students may not use a locker to store a substance or object which is prohibited or which constitutes a threat to the health, safety or welfare of the occupants of the school building or the building itself.

Students are required to:

- keep their lockers locked at all times.
- use only the one locker assigned to them.
- notify the administration when a lock is lost or a locker is malfunctioning.

Parents/Guardians and students should be aware that:

- The school keeps a record of every locker number and every lock combination.

- The school assumes no responsibility for loss of student's personal property.
- Random "locker sweeps" are conducted periodically throughout the year.
- When school authorities have a reasonable suspicion that the locker contains materials that pose a threat to the health, welfare or safety of students in the school, student lockers may be searched without prior warning. Illegal or prohibited materials seized during a student search may be used as evidence against the student in a school disciplinary proceeding. At least two staff members will be present when searching a student's locker.

Bags

Parents/Guardians and students should be aware that:

- The school assumes no responsibility for loss of student's personal property.
- Random bag searches are conducted periodically throughout the year.
- When school authorities have a reasonable suspicion that a bag contains materials that pose a threat to the health, welfare or safety of students in the school, the bag may be searched without prior warning. Illegal or prohibited materials seized during the search may be used as evidence against the student in a school disciplinary proceeding. At least two staff members will be present when searching a student's bag.

Person

Parents/Guardians and students should be aware that:

- The school assumes no responsibility for loss of student's personal property.
- When school authorities have a reasonable suspicion that a student is holding materials that pose a threat to the health, welfare or safety of students in the school, the person may be searched. Illegal or prohibited materials seized during the search may be used as evidence against the student in a school disciplinary proceeding. Person searches will be limited to shoes, outerwear, pockets and pat-downs unless performed by the police. At least two staff members will be present when searching a student.
- Some campuses may require all students / staff / visitors to enter through a metal detector and pass all personal belongings / bags through a scanner.

Attendance Policies

Chavez Schools believes students need to be at school daily to maximize their learning opportunities. Chavez students are expected to maintain an attendance rate at or above 95%. We strongly request that students and their parents make every effort possible to be on time and minimize the number of days they miss school. Every minute missed is a minute that could be spent learning.

School Hours

Please see the school hours for your school below

School	Monday- Thursday School day begins	Monday- Thursday School day ends	Friday School day begins	Friday School Day ends
Chavez Prep	8:00 AM	3:20PM	8:00AM	12:20PM
Parkside Middle School	8:00 AM	3:20PM	8:00AM	12:20PM
Capitol Hill	8:20AM	3:35PM	8:20AM	12:35PM
Parkside High School	8:20AM	3:35PM	8:20AM	12:35PM

Excused Absences

We realize that there are times when scholars will not be in school, but we strongly believe that scholars' education must be both theirs and their families' priority. Regular attendance is crucial if scholars are to improve academically. The ONLY excusable reasons for absence are:

- Religious holiday
- Illness confirmed by a doctor's note (expectation is for every attempt to be made to schedule appointments on early dismissal or school holiday date)
- Necessity for scholar to attend any judicial proceeding as a plaintiff, defendant, witness, or juror. The scholar must return with court documentation
- Absences to allow students of military to visit with their parent or legal guardian immediately before, during, and after deployment, as appropriate
- Suspension from school

All excused absences must be accompanied by an excuse note or direct phone call to an administrator or attendance monitor that explains one of the above reasons (except for Suspension). **Excuses notes or phone calls should be submitted within 72 hours of the absence.** We will not accept any notes excusing dates older than the first day of the previous month. Voicemail messages are not acceptable. Scholars are responsible for collecting and completing all work assigned during excused absences.

Tardies/Scholar Lateness

Tardiness must also be limited as much as possible. Please see school hours above. Classroom instruction and work time is essential for your child's success. Morning tardiness is inexcusable (unless documentation is provided for the following reasons: funerals, doctor appointments, and court appearances). Chavez Schools students with multiple tardies in a given week will have consequences which may include afterschool detention, ALC assignment, etc.

In the event that your child is going to be late or absent, please call ahead to inform the school's front office administrative assistant, even if you have informed your child's teacher(s).

Early Dismissal

The school must be provided with a note or verbal confirmation that a student needs to leave early. Students are expected to pick up their work that they are missing and find ways to ensure they are caught up.

Saturday School

Saturday School will be held quarters 2-4 (12 times total) from 8 am until 12 noon. Attendance is mandatory in order to complete the program and improve a student's grade.

Truancy Policy/Procedures

The intervention process for scholars identified as a "truancy risk" is as follows:

1. Calls are made to parents when a scholar accumulates 3, 5, 10, and finally 15 absences. Documentation of all calls to the parents will be maintained.
2. If a scholar accumulates **5 unexcused absences**, a “notice of concern” will be sent to parents via mail and a referral will be made to the CARE Team.
3. If a scholar accumulates **10 total unexcused absences**, an “attendance warning” letter will be mailed home along with CARE Team documentation/meeting request along with a referral to Child and Family Services by the School Social Worker.*
4. If a scholar under 14 years of age accumulates **10 total unexcused absences**, an “attendance warning” letter will be mailed home along with CARE Team documentation/meeting request along with a referral to Child and Family Services by the School Social Worker.*
5. If a scholar aged 14 years of age or over accumulates **15 total unexcused absences**, an “attendance warning” letter will be mailed home along with CARE Team documentation/meeting request along with a referral to Court Social Services by the School Social Worker.**
6. If a scholar accumulates **10 consecutive unexcused absences**, the Admissions Counselor will send a “notice of referral” letter. This process includes a referral to the Program Manager by the Admissions Coordinator, a School Social Worker review of all attendance documentation and a referral to the Child Family Services Agency if the scholar is under 14 years of age.
7. **If a scholar accumulates 20 full school day consecutive unexcused absences, the scholar will be dropped from enrollment. The “formal drop” letter is certified mailed home and the scholar is removed from the rolls within 5 school days of the date the certified letter was mailed.**

*Scholars under fourteen (14) years of age shall be referred by Chavez Schools to the Child and Family Services Agency (CFSA) and to the Court Social Services no later than two (2) school days after the accrual of ten (10) unexcused absences within the course of one (1) school year.

**Scholars age fourteen (14) and over shall be referred by Chavez Schools to the Court Social Services and to the Office of Attorney General-Juvenile Section no later than two (2) school days after the accrual of ten (10) unexcused absences at any time within one (1) school year.

Uniform Policy

In order to improve the school's educational environment, promote a more effective climate for learning, foster school unity and pride, and allow students to focus solely on learning and not on attire, the school has a dress policy for students that applies to school days and school-sponsored events. Chavez Schools believes that a person's dress communicates attitudes and values. Every profession or workplace sets particular expectations for appropriate dress. Attending school and being an active learner is the student's profession. For this reason, the school will be implementing consistent and strict dress expectations.

All Chavez Schools (Chavez Schools) students must be in the Chavez Schools uniform during all school hours unless stated by Chavez Schools. The Chavez Schools uniform must be displayed neatly, fitted, cleanly, proudly and without exception at all times throughout the academic year, with the exception of dress down days (which require a pass). All of the uniform pieces must be purchased from the vendor listed below in order to ensure a consistently dressed student body. This policy will be strictly enforced. If you foresee an issue, please notify the school immediately.

Chavez Schools students who come to school without the completed Chavez Schools uniform will have their parent/guardian contacted and will be sent home. Parents will be contacted to pick up the student or to deliver the proper articles of clothing needed in order for students to partake in the academic day. Students can be reinstated once they are properly wearing the complete Chavez Schools uniform.

The Chavez school uniform vendor is Risse Brothers. Chavez will be hosting a uniform roadshow at each campus. The Risse Brothers website at <https://www.rissebrothers.com/index.cfm> or their store location at 9700 Martin Luther King Jr Highway Suite B Lanham, MD 20706. Risse Brothers can be reached by phone at 301-220-1985.

DAILY Middle School uniform:

SHIRT Solid RED Polo shirt with Cesar Chavez logo (long/short sleeved)

PANTS/SKIRT Khaki (TAN) pant or skirt (*skirt must be purchased at Risse Brothers*)

SHOES Solid black or brown shoes

SWEATER Solid black sweater/vest with Cesar Chavez logo (optional)

BELTS Solid black or brown belt

DAILY High School uniform:

SHIRT White Oxford shirt with Cesar Chavez logo (long/short sleeved)

PANTS/SKIRT Khaki (TAN) pant or skirt (*skirt must be purchased at Risse Brothers*)

SHOES Solid black or brown shoes

SWEATER Solid black sweater/vest with Cesar Chavez logo (optional)

BELTS Solid black or brown belt

TIES Grade level specific tie for 9th, 10th, 11th or 12th (required)

Ties

All Chavez High School students in grade 9 and new to Chavez grade 10 students will be required to wear their grade-level specific tie. Students in grades 10 (who are returning students) – 12 are required to wear their grade level tie when wearing their oxford shirts.

Grade	Tie Design
9	Red and black diagonal stripes
10	Red, Black and grey diagonal stripes
11	Red and silver diagonal stripes
12	Grey, silver and burgundy diagonal stripes

Sweaters:

Chavez sweaters or sweater vests are the only acceptable outerwear within school buildings. All Chavez Schools uniform sweaters contain the embroidered "Chavez Schools" school name and logo. Non "Chavez Schools" sweatshirts, "hoodies", pullovers, etc. are not acceptable and may not be worn. Chavez hoodies may only be worn on identified dress down days.

Pants:

All students must wear khaki slacks. Pants **MUST** have belt loops, zipper and button. The following styles of pants are **NOT** allowed:

Drawstring	Sweat pants	Low-rise pants	Excessively tight pants
Corduroy	Exercise pants	Bell-bottoms	Ripped or overly worn pants
Cargo pants	Pajama pants	Pants with designs in the fabric	Pants dragging on the ground
Jeans	Skinny pants	Pants worn below the hips	Lace or translucent pants

Pants must extend from the waist to the top of the shoe. Students are not permitted to wear jeans or other long pants beneath their uniform pants.

Skirts:

Only plain khaki knee length skirts purchased from Risse Brothers (the official uniform vendor for Chavez) may be worn. Chavez students are not permitted to wear jeans or other long pants beneath their uniform skirts.

Belts:

Belts must be worn with all pants at Chavez Schools. Only solid brown or black belts are acceptable. Belt buckles must be simple in design. Belt buckles must not contain any pictures, designs or emblems. Decorative belts or belt buckles are not acceptable at Chavez Schools.

Shoes:

Only black, tan, red, white or brown, closed-toed shoes are acceptable at Chavez Schools. The following footwear is **NOT** acceptable: footwear with designs or decorations; sandals, flip-flops, heels, clogs, etc. Chavez students must wear sneakers to gym.

Socks/Leggings:

Only plain solid black, white, and brown socks are acceptable. Striped, designed, decorated or brightly colored socks are not acceptable at Chavez Schools. Only black solid leggings and/or tights are allowed under skirts.

Long-Sleeved Undershirts:

Not allowed to be worn under short-sleeved shirts. If worn under a long-sleeved shirt they must not be visible.

Jewelry:

Students may wear modest jewelry at Chavez Schools. Excessively large, dangling earrings of any kind are not allowed. Large statement necklaces are not allowed.

Hats and Head Coverings:

Hats, doo rags, bonnets, rollers (of any type) bandanas or other types of headgear are not to be worn at Chavez Schools at any time.

Coats and Jackets:

Coats and jackets are not to be worn in the Chavez Schools school building at any time unless entering or exiting the building and within ten feet of the exit/entrance way.

Additional Uniform Guidelines

- The uniform shirt must be tucked into the pants and the pants worn at the waist level. Stained, torn or overly worn uniform shirts are not acceptable.
- All bottoms, pant or skirt, should fit properly and not sag below the waist.
- Leggings, black only, are permitted underneath skirts in cold weather.
- Scholars who arrive at school out of uniform may not attend class until they change into appropriate uniform. Students who are excessively out of uniform may receive further disciplinary action.
- There are **NO** regularly scheduled dress down days. Dress down days are given as rewards for specific actions by the scholars and will be announced to parents/guardians, in a phone message and posted on the website when assigned.
- Parents/guardians should not permit scholars to attend school out of uniform, unless you have been informed by the school through one of these methods.

Religious Considerations:

Students may wear head coverings or other garments for religious purposes. In order to obtain the school approval, a parent/guardian must contact the school. Exceptions are limited to the following:

- Head coverings that do not cover the face. Veils are never permitted.
- Long traditional shirts should be worn underneath a Chavez Schools uniform shirt and said shirt must be black, gray or white.

Technology

At Chavez Schools, we are privileged to get to use technology to learn and grow. Because computers and technology are an integral part of learning at our schools, we insist upon the thoughtful use and care of computers and other technology.

1. We take care of our technology. We:

- Retrieve and carry our learning devices safely, walking slowly and holding them with two hands.
- Keep our devices from getting dirty. We keep our hands clean and keep all food or drink away from them.
- Always put our computers down on a safe surface where they cannot fall.
- Treat our devices gently. We know that our computers should never be slammed shut or have heavy things placed on them.
- Put computers back in proper place after using them.

2. We use our technology respectfully. We:

- Only use our computers at the “right time and right place”, as instructed by teachers.
- Know that our technology is a learning tool. We are always “on task”.
- Act as professionally online as we do offline; we never engage in behaviors (such a bullying or posting or downloading inappropriate materials) that would threaten our reputation as individuals or a community.
- Lower our computer screens or remove our headsets when someone is talking to us so we can hear them.
- Always ask before touching a device that is not our own.
- Never “take our feelings out” on the device when we feel frustrated, sad, or angry.

3. We are becoming technology experts. We:

- Memorize our computer names and passwords and never share them with anyone other than our teachers.
- Follow instructions for saving and sharing our work.
- Know how to keep safe by never sharing our personal information online.
- Ask for help when we need it.
- Offer our help to others if they need it.

Internet Safety Policy

It is the policy of Chavez Schools to: (a) prevent school network access to or transmission of inappropriate material via the Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of student personal information; (d) provide Internet safety education to students and (e) comply with the Federal Communications Commission’s Children’s Internet Protection Act (CIPA).

Chavez Schools takes reasonable measures to ensure that students do not access material and content that is potentially harmful to minors. As required by CIPA, Chavez Schools utilizes a technology protection measure (“filter”) that blocks access to material that is potentially harmful to minors. The filtering technology blocks Internet content and visual depictions including, but not limited to: pornography, child pornography, sexual acts or conduct, and other obscene material that may be deemed harmful to minors.

District administrators, supervisors, or other authorized staff may disable technology protection measures for legitimate educational purposes, bona fide research or other lawful purposes. Chavez Schools may override the technology protection measure for a student to access a site with legitimate educational value that is wrongly blocked by the technology protection measure.

Chavez Schools staff monitor student use of the Internet, through either direct supervision, or by monitoring Internet use history, to ensure that network services are used within the context of the school's instructional program, educational goals, and to enforce the Internet Safety Policy and Acceptable Use Policy. Additionally, the school takes reasonable precautions to prevent unauthorized access ("hacking") to electronic student records and information. These precautions may include, but are not limited to: network firewalls, confidential passwords, data encryption, electronic monitoring and physical data security.

Chavez Schools provides instruction to minors on the topics of Internet Safety and appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response. Internet Safety education topics may include, but are not limited to: online behavior and ethics, social networking safety, chat room safety, cyber-bullying awareness and response and other online privacy and security issues.

Chavez Schools network and computing systems are for educational use only. The school makes no assurances of any kind, whether expressed or implied, regarding any Internet, network, or electronic communication services. Even with the above provisions, Chavez Schools cannot guarantee that a student or staff member will not gain access to objectionable or inappropriate Internet material.

Acceptable Use Policy

Chavez Schools provides technology resources to its students for educational purposes. The goal in providing these resources is to further Chavez Schools mission of providing every student with a personalized education program that prepares them to succeed in college and the world of work. These resources include, but are not limited to, hardware, application software and Internet resources.

With access to computers and the Internet comes the potential availability of controversial material that may not be considered to be of educational value in the context of the school setting. Chavez Schools firmly believes that the value of educational materials and communication tools available online outweigh the possibility that users may obtain material that is not consistent with the educational goals of the school. Proper behavior, as it relates to the use of computers, is no different than proper behavior in all other aspects of the school.

All users are expected to use the computers, network(s) and technology resources in a responsible, ethical and polite manner. This policy is intended to clarify those expectations as they apply to computer and network usage. Through this, and other policies, it is the intent of Chavez Schools to comply with the provisions of the Children's Internet Protection Act.

Student Acceptable Use Policy

The use of these technology resources is a privilege, not a right. The user is personally responsible for his/her actions in accessing and utilizing the school's computer resources. The students are advised never to access, keep, or send anything that they would not want their parents or teachers to see. Network administrators may review communications to maintain system integrity and to insure that students are using the system responsibly.

The following list, though not covering every situation, specifies some of the conduct that violates the acceptable use of technology policy:

- Intentional damage to hardware or software, or the creation or distribution of viruses, worms or other forms of electronic damage
- Creating, displaying or transmitting threatening, racist, sexist, obscene, or abusive or harassing language or materials
- Unauthorized use of a computer account or distribution of a password
- Copying other people's work or intruding into other people's files
- Using electronic mail (e-mail) to harass or threaten others, including sending repeated, unwanted email to another user
- Giving your name, address, or phone number to anyone over the Internet
- Unauthorized Internet access - only students, faculty and staff and approved guests are permitted Internet access
- Unauthorized downloading and/or installation of any software including, but not limited to, executable files, games, MP3 files or players, video files, or zip files
- Circumvention of the filtering policy
- Connecting personal electronics to the network. This includes, but is not limited to, laptops, cell phones, PDA's, or other devices not provided for use by Chavez Schools Newark

The resources provided by the school are intended for school-related, educational purposes only. Please see the full Student Acceptable Use of Chavez Schools Technology Policy (SAUP) for more information. Failure to

comply with the guidelines for acceptable use will result in disciplinary action, which may include suspension of computer privileges.

Electronic Devices including Cell Phones

We understand that our students travel throughout the city and might need electronic devices. However, in order to provide the proper learning environment for students we do not allow electronic device to be seen or heard during school hours.

Cell Phones, portable gaming devices (PSPs, GBAs, etc.) and personal music players (iPods, mp3 players, etc.) are also strictly prohibited during the school day.

If an electronic device is seen or heard:

- 1st infraction: electronic device will be confiscated and returned to student at the end of the day
- 2nd infraction: electronic device will be confiscated and a parent has to retrieve device and sign contract for student to turn in device in daily.

Please be advised that Chavez Schools is not responsible for lost or damaged electronic devices.

Grievance Procedures

It is the policy of Cesar Chavez Public Charter Schools for Public Policy that all employees, students, parents, and visitors have the right to voice their complaints or grievances about matters pertaining to its schools.

Cesar Chavez PCS recognizes the meaningful value and importance of full discussion in resolving misunderstandings and in preserving good relations between management and employees. Accordingly, the following grievance procedure should be employed to ensure that complaints receive full consideration.

1.1. What May Be Grieved

The Cesar Chavez PCS grievance process should be used as follows: (1) to deal with complaints and concerns pertaining to educational environment, employment arrangements, or interpersonal conflicts; and (2) to resolve complaints of discrimination and harassment based upon race, color, national origin, sex, age, disability, religion, personal appearance, sexual orientation, gender identity or expression, or otherwise.

1.2. Who May Grieve

The procedures set forth below may be used by grievants who are employees, students, parents, or visitors.

1.3 Other Remedies

The existence of this procedure does not bar grievants from also filing claims in other forums to the extent permitted by state or federal law.

1.4. Informal Grievance

Because most difficulties can be resolved by communicating a concern to someone, grievants are encouraged to discuss their concern or harassment complaint promptly and candidly with their immediate supervisor, the school principal, or the Head of School.

The grievant is not required to discuss his or her complaint with the alleged harasser or perpetrator in any manner or for any reason prior to initiating a formal grievance.

1.5. Formal Grievance

Within ninety (90) days of encountering the harassment, discrimination, or complaint that is the subject of the grievance, a grievant shall file a written notice with the school principal or with the Chief Executive Officer. Grievants may use the Grievance Form, which is attached hereto and is also available online from the school website, the Cesar Chavez PCS intranet (for employees only), or from the school principal or Chief Executive Officer. The written notice shall identify the nature of the complaint, the date(s) of occurrence, and the desired result, and shall be signed and dated by the person filing the grievance. In the event a grievance is being filed by the legal guardian or parent of a student, the student and the legal guardian and/or parent shall sign and date the grievance. The principal and the Chief Executive Officer can be reached at the contact information provided below.

The Principal or Chief Executive Officer will immediately initiate an adequate, reliable impartial investigation of the grievance. Each formal complaint will be investigated, and depending on the facts involved in each situation, will be decided after receiving information from the appropriate individuals. Each investigation will include interviewing witnesses, obtaining documents, and allowing parties to present evidence.

All documentation related to the investigation and discussions held in this process are considered EXTREMELY CONFIDENTIAL and are not to be revealed to or discussed by any participant with, persons not directly involved with the complaint, with its investigation, or with the decision making process. This provision does not include discussions with governmental authorities.

Within thirty (30) business days of receiving the written notice, the Principal or Chief Executive Officer shall respond in writing to the grievant (the "Response"). The Response shall summarize the course of the investigation; determine the validity of the grievance and the appropriate resolution.

If, as a result of the investigation, harassment, or a valid grievance is established, appropriate corrective and remedial action will be taken.

1.6 Appeals

If the grievant is not satisfied with the Response, the grievant may appeal in writing to the Chair of the Board of Trustees within thirty (30) days of the date of the Response summarizing the outcome of the investigation. The written appeal must contain all written documentation from the initial grievance and the grievant's reasons for not accepting the Response. The appeal, in letter form, may be submitted to the Chief Executive Officer who will relay it to the Chair of the Board of Trustees.

Within twenty-one (21) days from receiving the written appeal, the Chair of the Board of Trustees will respond in writing to the appellant as to the action to be taken and the reasons therefore.

1.7. Prohibition Against Retaliation

Cesar Chavez PCS pledges that it will not retaliate against any person who files a complaint in accordance with this policy, or any person who participates in proceedings related to this policy.

In addition, Cesar Chavez PCS will not tolerate any form of retaliation against any person who makes a good faith report or complaint about perceived acts of harassment, discrimination, or concern, or who cooperates in an investigation of harassment, discrimination, or a concern. Any person who is found to be engaging in any kind of retaliation will be subject to appropriate disciplinary action.

1.8. Modification

Cesar Chavez PCS may approve modification of the foregoing procedures in a particular case if the modification (a) is for good cause, and (b) does not violate due process rights or policies of Cesar Chavez PCS.

1.9. Contact Information

Joan Massey, Chief Executive Officer
Cesar Chavez Public Charter School
709 12th Street, SE
Washington, DC 20003
Joan.massey@chavezschools.org; 202-547-3975

Tamera Lewis, Compliance Officer
Cesar Chavez Public Charter School
709 12th Street, SE
Washington, DC 20003
Tami.lewis@chavezschools.org; 202-627-3996

Oriel Robinson-Taylor, Principal
Capitol Hill High School
Cesar Chavez Public Charter School
709 12th Street, SE
Washington, DC 20003
Oriel.Robinson-Taylor@chavezschools.org;
202-547-3424

William Massey, Principal
Parkside High School
Cesar Chavez Public Charter School
3701 Hayes Street, SE
Washington, DC 20019
William.massey@chavezschools.org; 202-398-2230

Kourtney Miller, Principal
Chavez Prep Middle School
Cesar Chavez Public Charter School

Erin Fisher, Principal
Parkside Middle School
Cesar Chavez Public Charter School I

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"), and the District of Columbia Human Rights Act of 1977, applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Cesar Chavez PCS are hereby notified that Cesar Chavez PCS does not discriminate on the basis of race, color, national origin, sex, age, disability, marital status, personal appearance, sexual orientation, gender identity or expression, family status, family responsibilities, matriculation, political affiliation, genetic information, source of income, status as a victim of interfamily offense, or place of residence or business in admission or access to, or treatment or employment in, its programs and activities.

Students, parents and/or guardians having inquiries concerning Cesar Chavez PCS compliance with sexual harassment and or bullying policy implementation, Section 504, ADA, Title VI, Title IX, the Age Act, and/or DC Human Rights Act as they apply to **students, employees or third parties** or who wish to file a complaint regarding such compliance should contact: Tamera Lewis, Compliance Officer at tami.lewis@chavezschools.org who has been designated by Cesar Chavez PCS to coordinate its efforts to comply with the regulations implementing Section 504, ADA, Title VI, Title IX, the Age Act, and the DC Human Rights Act.

FORMAL ACKNOWLEDGEMENT OF 2016-2017 STUDENT HANDBOOK RECEIPT AND REVIEW

We, the undersigned, understand that this handbook contains important information for parents, guardians and students. We acknowledge that we have received a copy of the 2016-2017 Cesar Chavez Public Charter School handbook. We are aware that this handbook contains information and policies for our review. We also understand that our signatures indicate that we have had the opportunity to speak with a Chavez administrator about the policies and ask any questions we might have and agree to adhere to the rules, policies and expectations outlined within.

- 1.) Student and Parent/Guardian review handbook.
- 2.) Student and Parent/Guardian sign handbook acknowledgement below.

DATE: _____

NAME OF STUDENT _____

SIGNATURE of STUDENT _____

NAME OF PARENT/LEGAL _____

SIGNATURE OF PARENT/LEGAL
GUARDIAN _____

