



PUBLIC CHARTER SCHOOL



SY 2016–2017 Student and Family Handbook



Dear Sela Families,

The Student and Family Handbook for Sela Public Charter School, (hereinafter “handbook”), includes information about the logistics of the daily operations of the school, student life, and community involvement. You will find information about contacting the school, procedures that students and parents are expected to follow during arrival and dismissal, as well as the names and contact information of Sela’s staff members. It also includes pertinent policies and calendars with important events that are scheduled every year.

This handbook is just one of several ways we keep families informed of what is happening at our school. Sela PCS’s website and Facebook page are updated regularly.

The handbook is revised each summer. It is important for parents to send us ideas for additional information. There is a feedback sheet in the back. Please feel free to complete the feedback form and send it to me. We will use any feedback for consideration in our next version.

We look forward to an amazing school year. The 2016-2017 school year will be a fantastic one!

Sincerely,

Dr. Natalie Smith (Arthurs)
Head of School

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Table of Contents

SY 2016-2017 School Calendar	6
SY 2016-2017 Academic Calendar	7
DAILY SCHEDULES	8
Pre-K3 Schedule(Class 1):	8
Pre-K3 Schedule (Class 2):	8
Pre-K4 Schedule (Class 1):	9
Pre-K4 Schedule (Class 2):	9
Kindergarten Schedule:	10
Grade 1 Schedule:	10
Grade 2 Schedule:	11
Grade 3 Schedule:	11
MISSION STATEMENT	12
Our Name:	12
Our Philosophy:	12
Overarching School Goals:	13
School Culture:	13
INSTRUCTIONAL PROGRAM	14
Hebrew Language Immersion:	14
The Proficiency Approach:	14
Pre-School (PK3) and Pre-Kindergarten (PK4):	15
Kindergarten through Grade 3:	15
Pre-K Program:	15
Kindergarten, 1st, 2 nd , and 3 rd Grade:	16
Homework Policy: K – Grade 3:	17
SCHOOL PROCEDURES	19
Entry:	19
Dismissal:	19
Before Care and After School Program:	19
Inclement Weather Policy:	20
Visitor Policy:	20
Early Pick-up:	20
Birthdays:	21
Snacks:	21
Personal Belongings:	21
Cellular Telephone Policy:	21
Internet Policy:	21
Dress Code:	22
Field Trips:	22

Emergency and Non-Emergency Medical Policy:	22
ADMINISTRATION OF MEDICATION POLICY	23
ATTENDANCE AND TRUANCY	24
Excused Absences are as follows:	24
Unexcused Absences are as follows:	24
Breakfast Procedures:	25
Lunch Procedures:	25
Free and Reduced Meal Lunch Application:	25
HOME AND SCHOOL CONNECTION	26
Progress Reports:	26
Report Cards:	26
SELA PUBLIC CHARTER SCHOOL'S DISCIPLINE POLICY	27
Celebrations and Rewards:	27
Students-of-the day, week, and month:	27
'Good and New':	27
Recognition Communication:	28
Awards:	28
Morning Gatherings:	28
CODE OF CONDUCT	29
Consequences	29
Level I Infractions	29
INTERVENTIONS AND SUPPORTS:	29
Level II Infractions	30
CONSEQUENCES: Suspension	30
Procedure for Suspension	30
Level III Infractions	31
CONSEQUENCES: Expulsion	31
Appeals Process	32
Policy of Zero Tolerance	32
Drug Free Policy	33
Student Promotion and Retention	33
Pre-K	34
Elementary School	34
GRADING & PROMOTION POLICY	35
COMPLAINT RESOLUTION PROCESS	36
PRIVACY/CONFIDENTIALITY	37
Family Educational Rights and Privacy Act (FERPA)	37
Sela SY 2016-2017 Staff Roster	39
PARENT SUGGESTION FORM	40
<u>Parent Acknowledgement of Handbook</u>	41

SY 2016-2017 School Calendar



SY 2016-2017 Academic Calendar

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

S: 8 days T: 18

October 2016						
S	M	T	W	T	F	S
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9	10	11	12	13	14	15
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23	24	25	26	27	28	29
30	31					

S: 16 T: 17

December 2016						
S	M	T	W	T	F	S
				1	2	3
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18	19	20	21	22	23	24
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S: 11 T: 12

February 2017						
S	M	T	W	T	F	S
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S: 18 T: 19

April 2017						
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June 2017						
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S: 12 T: 13

September 2016						
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S: 21 T: 21

November 2016						
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20	21	22	23	24	25	26
27	28	29	30			

S: 19 T: 19

January 2017						
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22	23	24	25	26	27	28
29	30	31				

S: 18 T: 19

March 2017						
S	M	T	W	T	F	S
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
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S: 22 T: 23

May 2017						
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23	24	25	26	27	28	29
30	31					

S: 21 T: 22

July 2017						
S	M	T	W	T	F	S
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23	24	25	26	27	28	29
30	31					

S: 0 T: 0

Holidays/No School for Students or Teachers	
Labor Day	Sep 5, 2016
Rosh Hashanah	October 3, 2016
Columbus Day	October 10, 2016
Yom Kippur	October 11, 2016 - October 12, 2016
Veterans Day	November 11, 2016
Thanksgiving Break	November 24, 2016 - November 25, 2016
Winter Break	December 19, 2016 - January 2, 2017
New Year's Day	January 1, 2017
Martin Luther King Day	January 16, 2017
Inauguration Day	January 20, 2017
Presidents Day	February 20, 2017
Good Friday	April 14, 2017
Easter	April 16, 2017
Spring Break	April 17, 2017 - April 21, 2017
Memorial Day	May 29, 2017

School Start and End Dates	
First Day of School (1/2 Day for PK)	August 22, 2016
Last Day of School	June 16, 2017

PD for Staff/No School for Students		
August 8, 2016 - August 19, 2016	January 3, 2017	May 15, 2017
October 31, 2016	February 17, 2017	June 19, 2017
December 2, 2016	March 17, 2017	

Parent Conference Day/Students Dismissed at 12:15	
Sepetmber 30, 2016	
December 12, 2016	
March 3, 2017	

End of Term/Students Dismissed at 12:15	
October 28, 2016	
January 27, 2017	
March 31, 2017	
June 16, 2017	

Half Day for Students/Students Dismissed at 12:15	
November 23, 2016	

Term	K-3 Student Days	PK Student Days	Teacher Days
1	43 Full/2 Half	38 Full/7 Half	55
2	43 Full/3 Half	43 Full/3 Half	49
3	40 Full/2 Half	40 Full/2 Half	44
4	46 Full/1 Half	46 Full/1 Half	49
Totals	172 Full/8 Half = 180	167 Full/13 Half = 180	197

Hours of Operation:

Students report at 8:15 am
Students dismissed at 3:30 pm
Before care: 7:00 am to 8:00 am
After school programming: 3:30 pm to 6:00 pm

New Student Orientation

Friday, August 19, 2016
PK3 & PK4: 9:00 am to 10:30 am
Grades K-3: 10:30 am to 12:00 pm

Inclement Weather Make-up Days:

June 19 - June 23, 2017

PK Transition Week: Students Dismissed at 12:15 pm

August 22-26, 2016

Half Days: PK-3rd Grade

September 30th, October 28th, November, 23rd, December 12th, January 27th, March 3rd, March 31st, June 16th
January 27th, March 3rd, March 31st, June 16th

*Waiver request granted to Sela PCS from PCSB

SY 2016-2017 Academic Calendar

August 2016

August 8th-August 19th: Pre-Service Training Sessions

August 22nd: First Day of School

September 2016

September 5th: Labor Day – NO SCHOOL

September 14th: Back-to-School Night

September 30th: Parent-Teacher Conferences (Students dismissed at 12:15 pm)

September 14th: Rosh Hashanah – NO SCHOOL

September 23rd: Yom Kippur– NO SCHOOL for Students

October 2016

October 3rd: Rosh Hashanah – NO SCHOOL

October 10th: Columbus Day – NO SCHOOL

October 11th – 12th: Yom Kippur– NO SCHOOL

October 28th: End of Term – STUDENTS DISMISSED AT 12:15 PM

October 31st: Staff Development – NO SCHOOL for Students

November 2016

November 11th: Veterans Day – NO SCHOOL

November 23rd: Half Day for Students (Students dismissed at 12:15 pm)

November 24th – 25th: Thanksgiving – NO SCHOOL

December 2016

December 2nd: Staff Development – NO SCHOOL for Students

December 12th: Parent-Teacher Conferences (Students dismissed at 12:15 pm)

December 19th – 30th: Winter Break – NO SCHOOL

January 2017

January 2nd : Winter Break – NO SCHOOL

January 3rd : Staff Development – NO SCHOOL

January 16th: Martin Luther King, Jr. Day – NO SCHOOL

January 20th: Inauguration Day – NO SCHOOL

January 27th: End of Term – STUDENTS DISMISSED AT 12:15 PM

February 2017

February 17th: Staff Development – NO SCHOOL for Students

February 20th: President's Day – NO SCHOOL

March 2017

March 3rd: Parent-Teacher Conferences (Students dismissed at 12:15 pm)

March 17th: Staff Development – NO SCHOOL for Students

March 31st: End of Term – STUDENTS DISMISSED AT 12:15 PM

April 2017

April 14th: Good Friday – NO SCHOOL

April 17th – 21st: Spring Break – NO SCHOOL

May 2017

May 15th: Staff Development – NO SCHOOL for Students

May 29th: Memorial Day – NO SCHOOL

June 2017

June 16th: Last Day of School for Students (STUDENTS DISMISSED AT 12:15 PM)

June 19th: Staff Professional Development/Close-Out – NO SCHOOL for Students

DAILY SCHEDULES

Pre-K3 Schedule(Class 1):

TIME	Pre-K3 Schedule
8:15 am – 8:30 am	Arrival and Free Play
8:30 am – 9:00 am	Breakfast and Clean-Up
9:00 am – 9:30 am	Outdoor Play
9:35 am – 10:00 am	Hebrew Morning Meeting (with English Support)
10:00 am – 11:00 am	Centers/Small Groups (Hebrew)
11:00 am – 11:30 am	Lunch
11:30 am – 1:30 pm	Nap
1:30 pm – 1:40 pm	Snack
1:40 pm – 2:25 pm	Choice Time/Centers/Small Groups (English and Hebrew)
2:25 pm – 2:45 pm	Read Aloud (English)
2:45 pm – 2:55 pm	Closing Circle
2:55 pm – 3:25 pm	Structured Play
3:30 pm	Dismissal

Pre-K3 Schedule (Class 2):

TIME	Pre-K3 Schedule
8:15 am – 8:30 am	Arrival and Free Play
8:30 am – 9:00 am	Breakfast and Clean-Up
9:00 am – 9:30 am	Hebrew Morning Meeting (with English Support)
9:30 am – 10:00 am	Outdoor Play
10:00 am – 11:00 am	Centers/Small Groups (with English Support)
11:00 am – 11:30 am	Lunch
11:30 am – 1:30 pm	Nap
1:30 pm – 1:40 pm	Snack
1:40 pm – 2:00 pm	Read Aloud
2:00 pm – 2:30 pm	Structured Play
2:30 pm – 3:15 pm	Choice Time/Centers/Small Groups
3:15 pm – 3:30 pm	Closing Circle
3:30 pm	Dismissal

Pre-K4 Schedule (Class 1):

TIME	Pre-K4 Schedule
8:15 am – 8:30 am	Arrival and Free Play
8:30 am – 9:00 am	Breakfast and Clean-Up
9:00 am – 9:25 am	Hebrew Morning Meeting (w/English Support)
9:25 am – 9:55 am	Specials
9:55 am – 10:20 am	Read Aloud (w/English Support)
10:20 am – 10:50 am	Outdoor Play
10:50 am – 12:00 pm	Centers/Small Groups
12:00 pm – 12:30 pm	Lunch
12:30 pm – 2:00 pm	Nap
2:00 pm – 2:45 pm	Choice Time/Centers/Small Groups (snack center)
2:45 pm – 2:55 pm	Closing Circle
2:55 pm – 3:25 pm	Structured Play
3:30 pm	Dismissal

Pre-K4 Schedule (Class 2):

TIME	Pre-K4 Schedule
8:15 am – 8:30 am	Arrival and Free Play
8:30 am – 9:00 am	Breakfast and Clean-Up
9:00 am – 9:25 am	Hebrew Morning Meeting (w/English Support)
9:25 am – 9:55 am	Specials
9:55 am – 10:20 am	Read Aloud (w/English Support)
10:20 am – 10:50 am	Outdoor Play
10:50 am – 12:00 pm	Centers/Small Groups
12:00 pm – 12:30 pm	Lunch
12:30 pm – 2:00 pm	Nap
2:00 pm – 2:45 pm	Choice Time/Centers/Small Groups (snack center)
2:45 pm – 2:55 pm	Closing Circle
2:55 pm – 3:25 pm	Structured Play
3:30 pm	Dismissal

Kindergarten Schedule:

TIME	A-Day Schedule	B-Day Schedule
8:15 am – 8:25 am	Hebrew Assembly	Hebrew Assembly
8:25 am – 8:45 am	Hebrew Breakfast	Hebrew Breakfast
8:45 am – 9:05 am	Hebrew Morning Meeting	English Morning Meeting
9:05 am – 10:05 am	Hebrew Language Acquisition	English/Language Arts
10:05 am – 11:15 am	English Morning Meeting English/Language Arts (ELA)	Hebrew Morning Meeting and Hebrew
11:15 am – 11:45 am	Recess	Recess
11:45 am – 12:30 pm	Specials (Hebrew Art/PE)	Specials (Hebrew Art/PE)
12:30 pm – 1:00 pm	Lunch	Lunch
1:00 pm – 1:30 pm	Hebrew Math OR Math Intervention (English)	Hebrew Math OR Math Intervention
1:30 pm – 2:30 pm	Math	Math
2:30 pm – 3:30 pm	STEM/Science/S.S. (Heb./Eng.)	STEM/Science/S.S.
3:30 pm	Dismissal	Dismissal

Grade 1 Schedule:

TIME	Grade 1 Schedule
8:15 am – 8:25 am	Hebrew Assembly
8:25 am – 8:45 am	Hebrew Breakfast
8:45 am – 9:05 am	Hebrew Morning Meeting
9:05 am – 10:45 am	English/Language Arts (ELA)
10:45 am – 11:15 am	Recess
11:15 am – 12:15 pm	Math
12:15 pm – 12:45 pm	Lunch
12:45 pm – 1:30 pm	Specials (Hebrew Art/PE)
1:30 pm – 2:30 pm	Hebrew Language Acquisition
2:30 pm – 3:30 pm	Science/STEM/S.S. (Hebrew/English)
3:30 pm	Dismissal

Grade 2 Schedule:

TIME	Grade 2 Schedule
8:15 am – 8:25 am	Hebrew Assembly
8:25 am – 8:45 am	Hebrew Breakfast
8:45 am – 9:05 am	Hebrew Morning Meeting
9:05 am – 10:45 am	English/Language Arts (ELA)
10:45 am – 11:35 am	Specials (Hebrew Art/PE)
11:30 am – 12:30 pm	Math
12:30 pm – 1:00 pm	Lunch
1:00 pm – 1:30 pm	Recess
1:30 pm – 2:30 pm	Science/STEM/S.S. (Hebrew/English)
2:30 pm – 3:30 pm	Hebrew Language Acquisition
3:30 pm	Dismissal

Grade 3 Schedule:

TIME	Grade 2 Schedule
8:15 am – 8:25 am	Hebrew Assembly
8:25 am – 8:45 am	Hebrew Breakfast
8:45 am – 9:05 am	Hebrew Morning Meeting
9:05 am – 10:45 am	English/Language Arts (ELA)
10:45 am – 11:35 am	Specials (Hebrew Art/PE)
11:30 am – 12:30 pm	Math
12:30 pm – 1:00 pm	Lunch
1:00 pm – 1:30 pm	Recess
1:30 pm – 2:30 pm	Science/STEM/S.S. (Hebrew/English)
2:30 pm – 3:30 pm	Hebrew Language Acquisition
3:30 pm	Dismissal

MISSION STATEMENT

Sela Public Charter School offers children of all economic and socioeconomic backgrounds, in the District of Columbia, from Pre-K—5th grade, the opportunity to achieve academic excellence in a safe, nurturing environment that focuses on Hebrew language immersion, promotes the value of diversity and provides the skills for taking action in the world.

To accomplish our mission:

- **Academic Excellence** - We offer our students a challenging academic environment that promotes creative thinking, intellectual curiosity, and the love of learning.
- **Building Community** - We build partnerships within our diverse community.
- **Citizenship** - We inspire a collaborative spirit and respect for self, others, and the world as a foundation for good citizenship.

Our Name:

The school's name, Sela, is derived from the Hebrew word for "rock" or "foundation." Sela PCS is founded on a steadfast commitment to ensuring that all students have access to a strong foundational education that ensures high levels of academic achievement of students in a dual-language immersion setting.

Our Philosophy:

Sela PCS is committed to ensuring that all of its students experience the diverse offerings of the District of Columbia while ensuring high quality academic achievement for its students in a dual-language immersion setting. Sela is guided in its innovative language-based program by the following philosophical principles and beliefs:

- We believe that all children, regardless of background, learning abilities and physical capacities can and should contribute to the creation of a positive, supportive learning community for all.
- We believe that all children are capable of reaching high levels of academic excellence and social-emotional growth, and that one proven way of enabling their success is by purposefully providing a structure where children of varying backgrounds learn from and with each other.
- We believe that it is crucial for all children to have the opportunity to gain fluency in more than one language and culture and that dual-language learning supports academic achievement and enhanced cognitive skills.
- We believe that in the global world in which our children are growing up, it is crucial to provide them with the skills that they will need to take an active and responsible role in the world.

Overarching School Goals:

- Language Immersion - Sela will be a Hebrew-English immersion school with a commitment to early literacy and numeracy. Sela will offer children a rigorous dual language curriculum in which students will develop greater literacy skills through the acquisition of two languages.
- Diversity and Global Citizenship - Sela hopes to create a culture of appreciation for diversity and difference that will enrich students through their exposure to cultures and backgrounds different from their own.

School Culture:

Sela's vision is of a community of learners striving towards excellence, where children of all backgrounds and abilities are valued members of a safe, nurturing community, in which differences are appreciated, and families are active participants in school life. Through exposure to the Hebrew language and contemporary Israeli culture, students will learn broad lessons about how to appreciate and participate in cultures that are different from their own.

INSTRUCTIONAL PROGRAM

Hebrew Language Immersion:

Sela PCS is founded on the premise that fluency in more than one language develops a greater ability to communicate with and to understand other cultures.

Research indicates that in order to gain fluency in a language, students need to spend significant time in an environment saturated in the language they are learning. At Sela PCS, students receive instruction for all subjects in both English and Hebrew. By immersing students in Hebrew at key times throughout the day, we provide the greatest opportunity for Sela PCS students to graduate bilingual and bi-literate.

As a dual-language school committed to immersion, Sela PCS helps students achieve language proficiency in two languages – including reading and oral proficiency - and will set high learning standards for both English Language Arts and Hebrew Language, choosing curricula that will provide its teachers with the instructional resources to successfully develop these skills and abilities in its students.

Hebrew is a unique target language because it serves as a model of an ancient language that has been revived in modern times; it is an entrée to Semitic languages, and contemporary Israeli culture fosters characteristics and learning about the culture of a country very different from our own teaches children to be global citizens.

Because mastery of the written and spoken language is critical to success in all subject areas, Sela PCS will engage a rigorous and balanced curriculum in both languages.

The Proficiency Approach:

Proficiency is an approach used in teaching a foreign language that aims to assist learners in developing their ability to perform in the learned language in all four skills: Reading, Writing, Listening, and Speaking.

Why Proficiency?

It allows a flexible curriculum: The goal of the Proficiency Approach is to promote the learners' functional abilities to a fixed set of criteria. Therefore, it allows each teacher and institution to select the most suitable material or teaching method that will maximize his or her learners' language acquisition process.

It helps articulate learning goals: By describing the nature of each level of performance in each language skill, the guidelines provide us with the tools to create a path for our learners to move from one stage to the next. The criteria used in the guidelines help language educators create and articulate specific performance goals for their learners of all language skills.

It supports language acquisition: The Proficiency Approach is the most efficient framework that allows the acquisition of a learned language in an academic setting in which the contact hours are relatively limited. By adopting the notion of performance as the core principle, the Proficiency Approach focuses on the learners' abilities in the target language by concentrating simply on what the learners know about the language. This approach helps learners internalize the language.

It creates a learner-centered environment: Aiming to bring learners to a high level of performance in the target language demands an understanding of who they are as learners. Language educators must know their learners' characteristics and take them into consideration while creating the curriculum. These characteristics include their motivation, appropriate language learning style and learning strategies, level of anxiety, predisposition toward the language, and current level of language acquisition.

It helps assess learners' performance: Using the guidelines criteria makes it easier to assess learners' language abilities in all four skills for the purpose of making instructional decisions.

Pre-School (PK3) and Pre-Kindergarten (PK4):

In the pre-kindergarten classrooms, Sela PCS will use a majority immersion model, meaning that the majority of the activities taking place in the classroom will take place in Hebrew. Each early-childhood classroom will be staffed by one teacher and one instructional assistant to implement this model.

The classroom will be organized as a primarily Hebrew environment, with the majority of the content and activities in the classroom focused on helping children acquire the vocabulary and proficiency in Hebrew that will prepare them for kindergarten. Approximately 20% of the day in pre-kindergarten will be set aside every day for English literacy, which will ensure that the children are ready to enter kindergarten with skills for early literacy in English.

Kindergarten through Grade 3:

Beginning in Kindergarten and throughout the students' school careers at Sela PCS, the school will study both Hebrew and English in an immersion framework. Instruction will be taught in that language, meaning that English Language Arts will be taught in English, and the Hebrew Language in Hebrew. Other content areas, such as math, social studies, science, and STEM will also be taught in both English and Hebrew (by a team of two to three teachers who will share the teaching in order to meet the needs of each student).

Pre-K Program:

High Scope

High Scope's educational approach emphasizes "active participatory learning." Active learning means students have direct, hands-on experiences with people, objects, events, and ideas. Children's interests and choices are at the heart of High Scope programs. They

construct their own knowledge through interactions with the world and the people around them. Children take the first step in the learning process by making choices and following through on their plans and decisions. Teachers, caregivers, and parents offer physical, emotional, and intellectual support. In active learning settings, adults expand children's thinking with diverse materials and nurturing interactions.

Kindergarten, 1st, 2nd, and 3rd Grade:

English Language Arts Program

We use a balanced literacy model, which includes the *Reading Workshop* model and the *Writing Workshop* model. Reading Workshop is a teaching method in which the goal is to teach students strategies for reading and comprehension. The workshop model allows teachers to differentiate and meet the needs of all their students. Reading Workshop helps to foster a love of reading and gives students chances to practice reading strategies independently and with guidance. The Writing Workshop, similar to the Reading Workshop, is a method of teaching writing using a workshop method. Students are given opportunities to write in a variety of genres that help foster a love of writing. The Writing Workshop allows teachers to meet the needs of their students by differentiating their instruction and gearing instruction based on information gathered throughout the workshop. The components of the workshop model include the following: Read alouds, mini-lessons, independent reading, independent writing, conferring, guided reading, guided writing, and sharing.

Investigations in Numbers, Data and Space

The curriculum is designed to:

- Support students to make sense of mathematics and learn that they can be mathematical thinkers
- Focus on computational fluency with whole numbers as a major goal of the elementary grades
- Provide substantive work in important areas of mathematics—rational numbers, geometry, measurement, data, and early algebra—and connections among them
- Emphasize reasoning about mathematical ideas
- Communicate mathematics content and pedagogy to teachers
- Engage the range of learners in understanding mathematics

History Alive

Students don't just read textbooks and answer questions. They discover information for themselves. They feel the emotions of historical figures. They reason through problems. They debate complex issues. Students interact in pairs and groups so they are engaged in their own learning. There are also opportunities for personal reflection and processing. Giving students a variety of ways to experience content helps them better retain and recall key information. Most importantly, when students are engaged, they love learning.

F.O.S.S – Full Option Science System

One of the goals of F.O.S.S. is Scientific Literacy - Provides all students with science experiences that are appropriate to their cognitive stages of development and serve as a foundation for more advanced ideas that prepare them for life in an increasingly complex scientific and technological world.

Enrichment

Physical Education - Physical Education is an integral part of the total education program of each student in our school. Through the medium of sport and movement all students will participate in a sequential, differentiated program that fosters each student's personal health, fitness and safety. Through exposure to a wide variety of activities, students will gain the necessary knowledge to understand the importance of and make educated decisions around opportunities to achieve and maintain a healthy lifestyle. The curriculum is based on the standards developed by D.C.P.S. standards in P.E.

Visual Arts (Hebrew) and Music Education – Students will demonstrate an understanding of the arts in relation to history and culture. They will make connections between visual arts and other disciplines. Music and art will be integrated in the content curriculum.

Science, Technology, Engineering, and Mathematics (STEM) is integrated throughout English and Hebrew instruction on a daily basis. Our STEM program prepares our students for careers that require math and science, collaboration, critical thinking, and problem solving. Our STEM program also gives students a boost through the acquisition of skills and experiences that inspires them and equips them with practical values and skills for life. Our STEM Specialist provides support to teachers with planning STEM integrated lessons and coaching on a weekly basis comprised of targeted classroom observations and feedback focused on the implementation of STEM activities. Our teachers will integrate effective STEM classroom activities as well as assess students' understanding on a daily basis in order to adjust their instruction to meet the individual needs of our students.

Homework Policy: K – Grade 3:

Purpose/Philosophy of Homework

- Reinforce and review skills taught (ensures mastery)
- Apply skills
- Develop personal responsibility
- Integrate cross-curricular concepts (long term projects)
- Prepares students for assessments
- Experience reading for personal enrichment (book logs, book reports)

Expectations

Homework is assigned Monday through Friday.

- Kindergarten – 10 to 20 minutes, including reading
- Grade 1 – 15 to 20 minutes including independent reading

- Grade 2 – 20 to 25 minutes including independent reading
- Grade 3 – 25 to 30 minutes including independent reading

Content

- Review skills recently taught as well as from previous units
- All subjects: reading, writing, math, science, social studies
- Daily homework as well as long-term projects

Grading

- Parent signature will be required on homework sheet, planner, etc.
- Homework acknowledged by teacher with check marks, sticker, rubric
- Parent is contacted if there is a pattern of missed or incomplete homework
- Long-term project may address more than one subject area
- Homework passes for daily assignments are sometimes given as part of an incentive plan in classrooms but are not used for long-term projects

Role of the Student, Teacher, Family

Student: Attempts all homework, completes and does his/her best on assignments
Returns assignments on time
Is aware of assignments, understands requirements, including the format
Asks questions of teacher, parent, or study buddy

Parent: Supports the policy of the classroom teacher
Provides a quiet place with desk, chair, supplies, good lighting
Grades K - 3 – provides assistance as needed
Communicates concerns regarding homework to teacher

Teacher: Ensures every assignment is relevant and directions have been provided and explained
Provides and follows homework routines

SCHOOL PROCEDURES

Entry:

We open our doors for children (not in Before Care) at 8:00 am. The school day starts at 8:15 a.m. All students in grades K-3 must be present in the multipurpose room at this time. Late students must enter through the front door, sign in and receive a late pass. Students will not be admitted into class without a late pass.

- Students will enter in the door on First Place, and proceed to the multipurpose room.
- In consideration of our neighbors, please do not double park and leave your vehicle.
- Staff will be outside, each day, to assist with entering students.
- Parents are welcome to enter the multipurpose room with their son/daughter or escort their 3- and 4-year olds to their classrooms.
- Staff will escort students to First Place and into the multipurpose room or into their classes (for PK3 and PK4 students).

Dismissal:

Students are dismissed every day at 3:30 p.m.

- Students who are being picked up will be escorted outside (in the walkway in the middle of the Playground) on First Place. Students will be monitored at all times.
- Students not picked up by 3:45 p.m. will be placed in our After School Program. Families will be notified by a teacher, and there will be a \$20 drop-in fee. Parents must enter the building to sign-out their child from our After School Program.
- Students attending the After School Program will be escorted to the multipurpose room for dismissal at 5:55 pm.

Before Care and After School Program:

Sela PCS offers a before and after school program for ALL families.

- Before Care starts daily at 7:00 a.m. Parents can drop their children off any time after 7:00 a.m. **Please do not** drop your child off prior to this time. There will not be available staff to monitor students and a fee of \$20 will be assessed.
- Our After School Program starts at 3:30 p.m.
- After Care ends at 6:00 p.m. Please make sure all students are picked up timely as our staff hours end at 6:00 p.m.
- Sela PCS does not guarantee availability of space and Sela PCS reserves the right to remove any student from the program for behavioral issues and/or non-compliance.
- The students in the After School Program are allowed an appropriate time to begin and/or complete homework assignments, participate in social and recreational activities, and receive a nutritious snack.



Inclement Weather Policy:

In most circumstances related to weather delays and closings, Sela PCS will follow the determination made by DC Public Schools:

- When DCPS is closed, Sela PCS is closed.
- When DCPS has a 1-hour delay, Sela PCS will begin at 9:15 a.m. with NO BEFORE CARE PROGRAM.
- When DCPS has a 2-hour delay, Sela PCS will begin at 10:15 a.m. with NO BEFORE CARE PROGRAM.
- On all delayed opening days, school doors will open at 9:00 a.m.
- When Sela PCS is closed, all school activities are cancelled. Our primary concern is the safety of our students and staff.

Visitor Policy:

Parents/legal guardians are always welcome to visit Sela PCS.

- All visitors must enter through the front of the building on Chillum Place.
- Parents/Legal guardians and visitors to the school are required to report to the front office for sign-in.
- The school has the right to ask for identification from any visitor. Any suspicious individuals seen on school property should be reported to the front office immediately.

Parents are always welcome to visit their child's classroom. Teachers should be given notice at least 24-hours prior to the visit. Before and after school conferences may be scheduled throughout the year by making an appointment with your child's teacher. Teachers will not be available for conferences during entry and dismissal times. Sela administration holds an 'Open Door' policy for families.

Early Pick-up:

- Parents must enter the building and sign-in the main office for early pick-up of their child.
- Parents must complete an entry in the early pick-up log.
- If someone other than yourself is picking up your child, he or she must be on the child's emergency card and will have to present an I.D. We will not allow someone who is not on the emergency card to take a child using a written note or a phone call. We are unable to verify this! If this is an emergency situation, **we will call you** for verification. You will be required to email or fax us the name of the person who will be picking up your child with your signature. There will be no exceptions! This is for the safety of our students.

Birthdays:

Birthdays are very important in the lives of children. We are promoting healthy habits at Sela. Based on this, we are asking that cake, cupcakes, or other sweets **not** to be brought to school. Only store-bought and packaged items will be allowed for birthday parties for safety purposes. The grade-level teams will decide how birthdays will be celebrated. Please do not distribute birthday invitations during the school day to individual children.

Snacks:

Your child's teacher may ask you to provide him or her with a healthy snack daily. Snacks should be nut-free and healthy. Please notify the teacher, in advance, if your child has any dietary restrictions and/or allergies. SELA IS A NUT-FREE SCHOOL due to the number of our students who are allergic to nuts. Please make sure any and all allergies are noted in your child's file.

Personal Belongings:

All students' personal items should be labeled. Sela is not responsible for the loss or damage to personal items. We have a lost and found in the multipurpose room. Please check with the Office & Enrollment Manager if your child has lost an item.

- Electronic devices; tablets, cell phones, iPods, kindles, etc. will be confiscated if they are seen in school. Please review our cell telephone policy. We cannot be responsible for the loss of these items. All confiscated items will be returned to the parent.
- Toys are not allowed to be brought to school unless approved by the classroom teacher. All items will be returned to the parent.

Cellular Telephone Policy:

Parent/Guardian must notify the school if they are sending their child to school with a cell phone. Cell phones must be off while in the school buildings and on school trips. Cell phones should be stored in their book bags. Sela will not be responsible for lost or stolen cell phones.

Internet Policy:

All students in grades 2-3 must sign the Internet User Policy. Students will be supervised while using the internet. Use of the internet is for education purposes only. The following are unacceptable behaviors when using school technology and will be subject to disciplinary action:

- Willful damaging of computers
- Using obscene language
- Sending, displaying, or downloading offensive messages or pictures

- Using the internet for the purpose of plagiarism
- Visiting sites that are not authorized by the teacher

Dress Code:

Students are encouraged to wear the school uniform daily. This includes a navy blue polo shirt with khaki bottoms. The shirts are not required to have the Sela logo. A separate gym uniform is not required this school year. However, please maintain a change of clothing for your child (just in case your child has an accident). Students should wear clothing that they can independently remove and put back on when using the restroom. We strongly encourage students to wear their uniforms on field trip days. Children should not wear open-toed shoes or excessive jewelry.

Field Trips:

Field trips are an extension of student learning. All field trips will be related to units of study. Teachers will plan field trips in advance. Students will exhibit their best behaviors during field trips. Students who present a concern to their safety or others may not be able to attend field trips unless accompanied by a parent or guardian. Parents will be notified in advance.

Emergency and Non-Emergency Medical Policy:

There will be at least two staff members at Sela who are certified to issue medication. All staff members will be trained in CPR and AED. For students that require regular or possible emergency administration of medication during the school day, parents are required to fill out and submit the Authorization for Medical Administration Form located on the website and in the main office. Forms and medication submitted by students will not be accepted. Prescription medications that must be given during the school day will be accepted by authorized staff only if it is in an appropriate, sealed, container and labeled by a registered pharmacist.

Parents will be notified if a child is ill and unable to stay in class. Once a parent has been notified of their child's illness, they are required to pick up the child prior to the end of the school day. If the parent/guardian cannot be reached, we will notify emergency contact persons. For the safety of our students and staff, we ask that children showing the following symptoms are kept home for care:

- Temperature of 99.6° or higher
- Red or discharging eyes/ Pink Eye
- Diarrhea
- Vomiting or severe abdominal pain, nausea
- Severe headache, dizziness
- Suspected scabies or impetigo

ADMINISTRATION OF MEDICATION POLICY

Students are not permitted to be in possession of over-the-counter (OTC) medications (ibuprofen, acetaminophen, etc.) or prescription medication in school since they may not administer any form of medication to themselves. Only trained school personnel may administer over-the-counter and prescription medication with proper certification. The school will publish a list of personnel trained and certified to provide medication in emergency situations.

Parents/guardians of students, who must take OTC medication or have been prescribed medication to be taken during the school day, must take the prescription to the office with a written note from the doctor giving permission to school officials to administer it. The note must include instructions for administration, including correct dosage, possible side effects of the medication and special instructions for emergency procedures.

Parents/guardians must sign a written authorization and release from liability allowing trained school personnel to administer medication to a student. School personnel may not administer any type of prescribed medication without these written authorizations. After these authorizations have been filed with the office, the medication, except for medication to treat asthma, anaphylaxis or other life threatening condition, will be kept in the office where it will be dispensed according to directions.

When an illness is serious enough to warrant the administration of any medication, the parent or guardian should attempt to administer the medication before or after school hours. If it becomes necessary for a parent/guardian to send OTC or prescribed medication to school with a child, the medication should be sent in its original sealed container and must be labeled with:

1. The child's name and grade.
2. The name of the medication.
3. The correct dosage of the medication to be taken.

The parent/guardian also should provide the following information:

- (1) emergency contact information for the parent/guardian;
- (2) contact information for the doctor;
- (3) the purpose of the medication; and
- (4) the time(s) the child is to take the medication.

Parents/guardians of students with special medication requirements (allergies, asthma, bee sting, etc.) need to speak with the Head of School and classroom teacher, as well as bring a written explanation if certain procedures must be followed. Parents/guardians of students with serious health problems (heart trouble, seizures, etc.) should notify the Head of School/classroom teacher of such conditions. Information about food allergies must be shared with the Head of School/classroom teacher. This information will be kept on file in the classroom and the office.

ATTENDANCE AND TRUANCY

In accordance with the Office of the State Superintendent of Education's revised truancy guidelines and school reporting requirements, Sela must require a written statement from the parent/guardian verifying the reason for a student's absence. This written statement ensures that the absence will not be coded as unverified. Parents/guardians are required to notify the school on all days when students will be absent. Explain why your child is absent and his/her expected return date to school. An email can be sent to our Office Associate, Ms. Kendria Smith, at ksmith@selapcs.org and our Director of Operations, Mr. Sean Flora, at sflora@selapcs.org. Ms. Smith and Mr. Flora can also be contacted via phone at 202-670-7352.

Regular attendance is critical for our students' academic and social progress and achievement. All students are expected to arrive on time to school every day. In the event that a child is late, he/she will be marked as "tardy." In the event that a child is absent, it will either be classified as "unexcused" or "excused." A child who has five unexcused absences will be requested to participate in a truancy conference. Truancy is defined as "the willful absence from school by a minor, five (5) to eighteen (18) years, with or without approval or parent knowledge or consent."

Excused Absences are as follows:

- Death in the family or other significant family crisis
- Illness of the student (a doctor's note is required if a student is absent for an illness)
- Observance of religious holidays
- Emergency which requires the student to be at home (approved by Sela PCS)
- Lawful suspension or exclusion from school by school authorities

In each case, with the exception of a suspension, written notice from the parent must be submitted to excuse students' absences.

Unexcused Absences are as follows:

- Oversleeping
- Babysitting
- Doing errands
- Shopping

Each time a student has the equivalent of one (1) day of unexcused absence and 10 or more excused absences, our Office Manager will call the parent or guardian of the student. Unexcused absences can result in truancy court referrals and failing grades. After ten (10) unexcused absences, the school will contact DC Child and Family Services Agency (CFSA).

The Compulsory School Attendance Law states that parents or guardians who fail to have their children attend school are subject to the following:

- Truancy charges may be filed against the student or parent
- Neglect charges may be filed against the parent
- Parents may be fined or jailed
- School-aged students may be picked up by law enforcement officers during school hours for suspected truancy
- Students may be referred to Court Diversion and other community-based interventions

If you have any questions about our attendance policy, please contact Ms. Kendria Smith at ksmith@selapcs.org.

Breakfast Procedures:

Breakfast is served every morning in the classroom after our morning assembly at 8:15 a.m.

Lunch Procedures:

Classroom teachers and students eat lunch at the same time. Adult supervision is available to assist with all lunch procedures and needs. All students have been assigned a daily lunch and recess period. Parents may not provide the class or a select number of students with food such as pizza, fast food, etc. at lunch or on a field trip due to the Healthy Schools Act. Students may purchase a hot lunch each day. The school has a warming kitchen, not a cooking kitchen, so food is brought in.

Packed lunches should contain items that the student can easily open and include all necessary napkins and utensils. We will not have microwaves available for students to heat lunch items.

Free and Reduced Meal Lunch Application:

Each year the federal government requests that all parents complete a Lunch Application Form. These forms help the school identify which students receive a reduced price or free lunch as well as allocate funds to school. ***It is important for all families to complete this form regardless of income level.***

HOME AND SCHOOL CONNECTION

At Sela, we value our families. Open communication among teachers, administrators and parents are vital to the successful education of our children. There are several ways we will maintain open communication:

- Use of email, we will respond to all parents' emails
- Teachers will use email as a communication tool to keep parents informed
- Sela PCS website; www.selapcs.org
- Facebook
- Class websites
- Parent-Teacher Conferences throughout the year
- Newsletters to our families
- Journal writing for our Pre-k families. Families and teachers will communicate daily via the students' journals.
- Monthly events
- Open houses
- Family School Association (FSA)
- Scheduled meetings with teachers
- Teacher team conferencing

Progress Reports:

- September 30, 2016 – 1st quarter progress report
- December 12, 2016 – 2nd quarter progress report
- March 3, 2017 – 3rd quarter progress report
- May 9, 2017 – 4th quarter progress report

Report Cards:

- November 8, 2016 – 1st quarter report card
- February 7, 2016 – 2nd quarter report card
- April 11, 2016 – 3rd quarter report card
- June 16, 2016 – 4th quarter report card

SELA PUBLIC CHARTER SCHOOL'S DISCIPLINE POLICY

Sela PCS envisions the school as a learning community that treats children and adults with respect and kindness. We are committed to fostering an environment for children where respectful and appropriate behavior, characterized by mutual responsibility, appreciation of difference, and community involvement, is highly valued and a core element of the school's culture.

In addition, and based on this foundation, Sela PCS defines discipline as helping children develop self-control and self-motivation in a school community that is safe for all members. To ensure that an environment is created where teaching and learning can flourish, Sela PCS has developed a series of rules that address proper student behavior, maintenance of order within the school and while people are engaged in school activities (Code of Conduct).

We believe all students want to make good choices and will thrive with positive reinforcement. It is our belief that through a combination of modeling positive behavior, emphasizing character development and values, and teaching of techniques (with daily practice), students will be successful. We strongly believe we will have a positive school culture when parents/guardians, teachers, and students work together as a team to develop good citizens.



Celebrations and Rewards:

Our school emphasizes good character and good manners and believes students deserve recognition for exhibiting this behavior. We are proud to recognize our students through a variety of activities that take place daily, weekly, and monthly. Some examples include:

Students-of-the day, week, and month:

Student recognition is given for good choices made. For example, students who make good choices, from peacefully resolving a conflict with another student to sharing a compliment, have their positive behaviors highlighted with "student of the day/week/month" designations.

'Good and New':

Events including birthdays and new babies in the family are recognized and celebrated.

Recognition Communication:

Teachers are encouraged to write notes to students highlighting a noticed positive behavior. Notes are shared with the Head of School, family, and the school community to highlight those students who were “caught being good” and exemplify positive behaviors. These notes can be given to a student by any teacher who sees notable behavior.

Awards:

The school honors students who excel in academics, hard work, peacemaking, improved behavior, sports and the arts (as well as other subjects/categories). Honors are communicated with families and are highlighted throughout the school building.

Morning Gatherings:

The flag and the pledge of allegiance are important symbols of the democratic heritage of the United States. The pledge is said at the beginning of the day in school. Students, who because of religious or other deep personal conviction, do not participate in the salute and pledge to the flag, will stand or sit in silence.

CODE OF CONDUCT

Consequences

The primary objective of the Code of Conduct at Sela PCS is to create a safe environment where students can succeed academically and socially and develop positive behaviors that will assist them throughout their development. By establishing and enforcing a progressive, developmentally appropriate plan to promote positive behavior, Sela PCS students will learn good citizenship, responsibility, and respect for themselves and those around them.

Sela provides a strong foundation for DC youth. Five pillars to which we hold ourselves accountable and that form the basis of our educational program and, in turn support our Code of Conduct, are: academic excellence, diversity, language immersion, financial responsibility and 21st Century Skills.

The highest expectations for appropriate student behavior are in place at all times when a student is on school grounds, traveling to or from a school event, and during all school related/school sponsored extracurricular activities.

Level I Infractions

These infractions interfere with a safe and orderly school environment and/or compromise a student's ability to learn and develop.

Behavior considered Level I infractions include but are not limited to:

- Consistent uncompleted assignments
- Consistent inability to carry out instructions
- Lack of participation in class activities
- Dress code violation
- Chewing gum
- Tardiness
- Disrespectful behavior that is non-threatening

Level I infractions carry interventions and supports designed to ensure that the student understands what he or she can do differently next time. Likewise, Sela PCS believes that families are partners in implementing the code of conduct; therefore, we notify and engage families early whenever there is an code of conduct concern.

INTERVENTIONS AND SUPPORTS:

1st Infraction

- Verbal warning/corrections
- Notice to parent/guardian explaining the behavior

2nd or 3rd Infractions

- Phone call home to parent/guardian

- Parent/guardian invited to meet with Teacher and/or Head of School to discuss supports and interventions needed
- Student referral to the Head of School or counselor for discussion and reflection assignment
- Written discipline slip with in school, supervised detention

Continued Infractions

- In-school supervised suspension where student conducts self-study and reflection suspension. Parent/guardian must meet with Head of School to discuss interventions and supports.

Level II Infractions

Misconduct that disrupts classroom instruction and interferes with the safety and well-being of the school community requires that a student be removed from his/her community. This is done to reinforce the need for adherence to rules in order to remain a responsible member of the community.

Level II infractions include but are not limited to:

- Repeated lack of preparedness, including homework
- Excessive tardiness to school or class
- Skipping class
- Repeated dress code violations
- Disrespecting a fellow student, teacher, school personnel, parent, or visitor in a way that is threatening or verbally abusive
- Insubordination
- Use of inappropriate language or profanity (oral or written)
- Inappropriate displays of student affection
- Bullying (includes teasing and extorting money, possessions, and/or favors)
- Plagiarism
- Truancy
- Fighting
- Inappropriate computer use and internet access
- Violation of fellow student privacy rights (e.g. records, files, report cards)
- Gambling

CONSEQUENCES: Suspension

Suspension of a student is a consequence for inappropriate behavior choices that warrant removal of a student from the classroom for a period of time. This is done with great care since it will result in loss of classroom instructional time and participation in classroom and school activities.

Procedure for Suspension

The Head of School or designee will call the parent/guardian to inform them of the reason(s) and decision to suspend the student, as well as provide the details of the suspension. Suspensions may take the form of in school suspension, or out-of-school

suspension, and may last from a day up to a week. Students who are suspended will be given schoolwork for the duration of time they are out of the classroom. This work will include a reflection assignment. It is, however, the responsibility of the student and his/her parents/guardian to ensure the timely completion of any additional assignments that were missed during this time. During the period of suspension, the student may not participate in school activities such as field trips or after school clubs/sports.

The parent/guardian of a student returning to the classroom after a suspension must first meet with the Head of School for a collaboration meeting. The school counselor and the classroom teacher(s) are also asked to be in attendance. The purpose of the meeting is to develop a plan of action or student contract that identifies desired behavior and how the student will be supported in this plan both at home and at school. Families and students are also asked to review and affirm their commitment to the school discipline policy.

Level III Infractions

Serious misconduct that disrupts classroom instruction, threatens the safety of the school environment, or threatens or causes harm to members of the school community are cause for severe consequences.

Level III infractions would include, but are not limited to:

- Possession of a weapon
- Possession, distribution, and/or use of illegal drugs or controlled substance (including prescription drugs, alcohol, or tobacco)
- Assault or threat of assault on another student, teacher, school personnel or school visitor
- Violence or threat of violence
- Sexual harassment
- Severe, persistent, or pervasive bullying – either verbal, written, electronic or physical behavior that results in another member of the school community's physical or emotional distress
- Willful destruction of property (e.g. graffiti, arson)
- Bomb threats
- Theft
- Consistent and willful disrespect and/or insubordination

CONSEQUENCES: Expulsion

Expulsion is an action taken as a last resort. It is a consequence used for repeated offenses by a student who shows an inability to correct his/her behavior after repeated measures and options have been exhausted. It is also the consequence for behavior outside the acceptable norms identified in Sela PCS' Values and Code of Conduct. Once the decision has been made to expel a student, the Head of School will call the parent/guardian for a meeting to review the offending conduct and consequences. Expulsion is irrevocable and the student may not return to school once the decision has been made. The decision to suspend or expel students will be made by the Head of School in consultation with the

Executive Director, School Counselor, teacher(s), and parent/guardian. The final decision lies with the Head of School.

Appeals Process

Parent/guardian may appeal the decision to expel a student through a formal appeals process that includes a hearing before a three person disciplinary hearing committee consisting of a Board member, the Head of School, and the Board Chairperson. The appeal must be made within two school days of expulsion. Once the appeal is received, a hearing is scheduled no more than two weeks after parent/guardian is notified of intention to expel.

The teacher, Head of School, and parent/guardian prepare a written and oral statement for presentation at the hearing. The student presents an oral statement. The Disciplinary Hearing Committee will consider the testimony of all participants and render a decision within two school days of hearing.

Policy of Zero Tolerance

We have a Zero Tolerance policy in effect and will not tolerate the use of, or threatened use of weapons, carrying of weapons, or violence, including threats of violence. This policy applies to in- school and extracurricular activities, as well as off-campus school or extracurricular activities. Zero Tolerance means that students will be subject to immediate expulsion.

Special Provisions for Students with IEPs

Sela PCS will follow IDEA federal regulations on disciplining special education students. Special Education students will be expected to follow the School's Code of Conduct. Sela PCS administrators will consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student with a disability who has violated the Code of Conduct. The Special Education Coordinator, in collaboration with the counselor and clinicians, will convene an IEP (Individualized Education Plan) team meeting for any student demonstrating serious and/or ongoing behavior problems to ensure appropriate services are in place and a Behavior Intervention Plan is implemented. The student's parent/guardian will be part of all IEP meetings.

The Special Education Coordinator, in collaboration with the Head of School, counselor and MDT (Multi-Disciplinary Team) members, will convene a Manifestation Determination Hearing for students suspended more than ten days (collectively) to review the student's file and IEP. Teacher input, and other relevant information will be included to determine if the conduct violation had a direct/substantial relationship to the student's disability or if the conduct violation was a direct result of the school's failure to implement the IEP. Irrespective of the manifestation determination, Sela PCS will provide educational services for students removed from school for short-term suspensions, if it is so determined by the IEP team, "so as to enable the student to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP." Sela PCS will follow IDEA guidelines for special offenses and work with District of Columbia Public School officials to place students in alternative settings in expulsion cases.

Drug Free Policy

The unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited on Sela PCS grounds. Consistent with local, state and federal law, the school will impose sanctions on students, staff members, and visitors who violate the standards of conduct, up to and including for students, expulsion and referral for prosecution, and for staff, up to and including immediate dismissal.

Student Promotion and Retention

Promotion from grade to grade will be based on students' meeting grade-level knowledge and content standards and will be determined by a student's assessment information, teacher recommendation, and approval from the Head of School.

Sela PCS anticipates that many students may enter the school below grade level. For this reason, the school will recognize students who have not yet met grade level standards but have demonstrated at least one year's growth, have made growth that puts him/her within six months of grade level targets, or if they are in Pre-kindergarten or Kindergarten and the classroom teacher and Head of School recommend promotion. For students to be promoted from Kindergarten to Grade 1, from Grade 1 to Grade 2, and from Grade 2 to Grade 3, Sela PCS faculty and staff will be watchful for emotional, physical and/or social issues that could be hindering a student's progress. The classroom teachers will then conference with the Director of Curriculum & Instruction and the Head of School about these concerns. As a result, a child might be referred to the school's Counselor or an outside social service agency. The school may also reach out to the child's immediate family for help in addressing the troubles that may be causing problems in learning.

Sela PCS's student promotion and retention policy is focused on ensuring that all students transition successfully from our school proficient in all grade-level content. Knowing students may come to Sela PCS below grade level, however, demands support/intervention plans to ensure that students make successful progress. On entry, all students are assessed for appropriate placement and support through the use of Fountas & Pinnell diagnostic reading assessments and NWEA assessments in both Reading and Mathematics. Based on these results and conversations with parent/guardians and students, a learning plan will be developed. The plan will outline all supports for the students and may contain recommendations for small group interventions, added instructional and social/emotional support, as well as referral to the Student Support Team (SST). The goal of the SST is to provide necessary support and intervention to students in order to prevent retention.

Student progress is measured through benchmark testing and classroom assessments. Student work samples will be shared with families on a regular basis to ensure communication between home and school. At the half-way point of each quarter, a written interim/progress report will also be shared with parents/guardians to inform them of the current academic standings of their children.

In determining promotion for students, Sela PCS ensures that students are equipped with

the necessary skills to work at each successive grade level. Successfully completing all courses of study with a final grade of C or better, accompanied by evidence from standardized tests, student portfolios, yearly projects, and teacher recommendations, indicate readiness for the next grade.

Students who receive a D or F and /or score below basic on the PARCC may be promoted if they successfully complete summer school, participate in tutoring for intensive remediation, and/or receive teacher, Director of Curriculum & Instruction, and Head of School recommendations for promotion. A student will not receive failing grades (D or F) unless an interim progress report has been received, signed, and returned to the school by his/her parent/guardian and a conference is scheduled to discuss intervention.

Pre-K

Students must show social, emotional and appropriate academic readiness for Kindergarten work. This includes evaluating each of the learning domains through the Work Sampling Portfolio as well as examining Teaching Strategies GOLD data. The Head of School, Director of Curriculum & Instruction, and teachers will consider developmental factors in collaboration with parents/guardians to determine the appropriate placement of students into Kindergarten.

Elementary School

Promotion in the elementary grades is dependent upon satisfactory development in the core subjects of English/Language Arts (ELA), Hebrew, and mathematics. Student knowledge is measured through performance on PARCC (grades 3 to 5), and through mastery demonstrated on classroom-based summative assessments.

Failure in one of the core subjects (e.g., reading/language arts and math) or in another academic subject (e.g., Hebrew, social studies or science) may be a basis for retention. Failure of a course is evidenced by a final grade of D or F. The Head of School conducts a retention conference with appropriate staff members and the parents/guardians, in addition to the quarterly conferences, before the final decision regarding pupil retention is made.

Students who do not pass a core/academic subject for the year are required to attend an approved academic summer school and receive satisfactory marks in order to be promoted. The decision to retain a special education student will be made by the SST (Student Support Team) per IDEA federal mandate after careful consideration of all applicable factors. Should the possibility of retention be suspected at the closing of the second marking period, a conference will be held with parents/guardians, that includes the classroom teacher (and instructional aide if appropriate), counselor, dean of counseling and student support, and special education teacher.

GRADING & PROMOTION POLICY

Grade distribution is based on the following percentages:

Primary Grades K to 1

Class participation 25%
Class work/Group Projects 50%
Assessments 20%
Home Practice 5%

Elementary Grades 2 to 5

Class participation 25%
Class work/Student Engagement 35%
Assessments 20%
Projects 10%
Homework 10%

Grading Scales

Kindergarten to 1st Grade

4 - Advanced
3 - Secure
2 - Developing
1 - Beginning
N/A – Not Yet Introduced

2nd Grade to 5th Grade

A - 93-100
B - 85-92
C - 77-84
D - 70-76
F - 70-59

Report Cards and Parent-Teacher Conferences

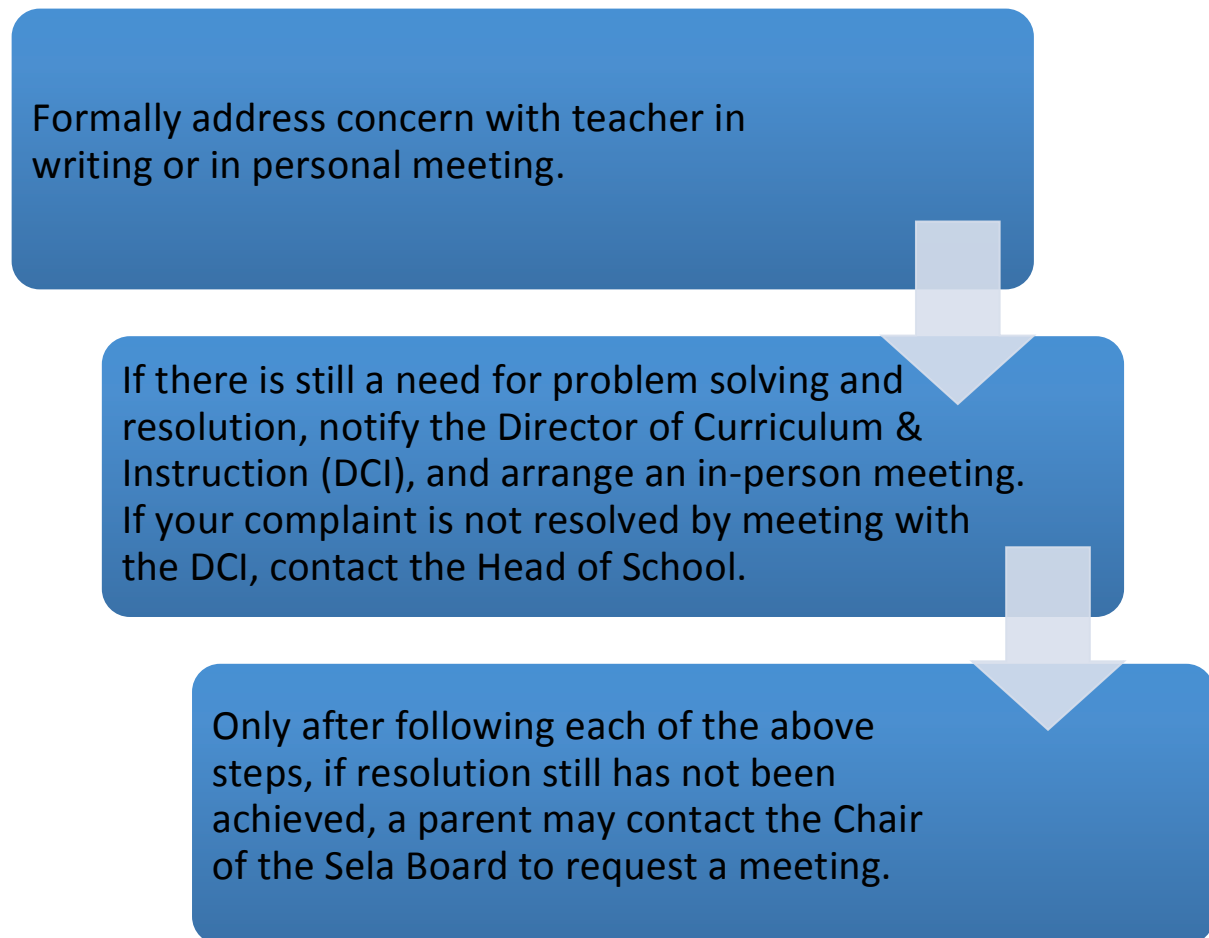
Report cards are distributed to the students four times per year. Grades are determined by a variety of measures such as, tests, quizzes, class work, active class participation, and homework. Report cards are sent home with the students a week after the end of each quarter (dates are listed on the school calendar).

Home-School (Parent-Teacher) Conferences are an integral part of a child's educational success. Additional conferences may be arranged at any time at the request of a parent or teacher. If a teacher requests a conference, parents are expected to attend the conference. Parents are also encouraged to discuss concerns or questions about their child as they occur. Should parents wish to schedule a conference they are asked to send a note or call in advance. Parents should not unexpectedly drop in during the school day for a conference with a teacher.

COMPLAINT RESOLUTION PROCESS

If you have a complaint about you Sela PCS, which you would like to resolve informally, we encourage you to first speak with your child's teacher. If, after speaking with your child's teacher your concern has still not been addressed, you should contact the Director of Curriculum & Instruction as soon as possible. It's best to tell someone at Sela about your complaint as soon as possible so the appropriate staff members can work to address the issue in a timely manner.

If your complaint is not resolved by meeting with your child's teacher and the Director of Curriculum & Instruction, please contact the Head of School, Dr. Natalie Smith (Arthurs), by email (narthurs@selapcs.org) or by calling the school's main number: 202-670-7352. Below shows a flowchart of the complaint resolution process:



Complaints made directly to the Public Charter School Board are normally redirected back to the school; therefore, following our process for addressing concerns is the most expedient way to reach a resolution. We value transparent and honest communications with all members of our school family and this process is a way of ensuring a clear and systematic addressing of any concerns.

PRIVACY/CONFIDENTIALITY

Laws involving privacy and confidentiality prohibit Sela PCS from sharing student information without the consent of parents, except in specific situations described in the Family Educational Rights and Privacy Act. For your use, we are providing an overview of FERPA from the U.S. Department of Education.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents/guardians certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records on site. Schools may charge a fee for copies.

- Parents or eligible students have the right to request that a school correct records that they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name,

address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

Sela SY 2016-2017 Staff Roster

Position	Name	Email Address
Head of School	Natalie Smith, Ph.D.	narthurs@selapcs.org
Director of Curriculum & Instruction	Jenifer Moore	jmoore@selapcs.org
Director of Operations	Sean Flora	sflora@selapcs.org
Special Education Teacher/Coordinator	TBD	TBD
Director of Extended Learning	Valeria Benton	vbenton@selapcs.org
Office & Enrollment Manager	Kendria Smith	ksmith@selapcs.org
Data Intern	TBD	TBD
Pre-K3 Hebrew Speaking Teacher	TBD	TBD
Pre-K3 Hebrew Speaking Teacher	TBD	TBD
Pre-K3 English Speaking Teacher	Franque Alexander	falexander@selapcs.org
Pre-K4 Hebrew Speaking Teacher	Ronit Blivis	rblivis@selapcs.org
Pre-K4 Hebrew Speaking Teacher	Liran Buchris	lbuchris@selapcs.org
Pre-K4 English Speaking Teacher	LaTasha Williams	twilliams@selapcs.org
K-2 Hebrew Speaking – Lead Teacher	Shlomit Daniel	sdaniel@selapcs.org
K-2 Hebrew Speaking Teacher	Yaira Dupon	ydupon@selapcs.org
K-2 Hebrew Speaking Teacher	TBD	TBD
Kindergarten (English) Teacher	Maya Baum	mbaum@selapcs.org
Kindergarten (English) Teacher	Antastasia Mazza	amazza@selapcs.org
Grade 1 (English) Teacher	Quaneesha Bey	qbey@selapcs.org
Grade 2 (English) Teacher	Stephanie Goldberg	sgoldberg@selapcs.org
Grade 2 (English) Teacher	Anne Price	aprice@selapcs.org
Grade 3 (English) Teacher	Princess Agha	pagha@selapcs.org
Pre-K3 Hebrew Speaking IA	Hana Baruch	hbaruch@selapcs.org
Pre-K3 Hebrew Speaking IA	TBD	TBD
Pre-K4 Hebrew Speaking IA	Orit Janco Golan	ojgolan@selapcs.org
Pre-K4 Hebrew Speaking IA	TBD	TBD
Kindergarten (English) IA	Conor Murphy	cmurphy@selapcs.org
Kindergarten (English) IA	Brittany Simmons	bsimmons@selapcs.org
One-on-One Dedicated Aide	Miya Upshur-Williams	mupshurwilliams@selapcs.org
Art Teacher	Maya Faiman	mfaiman@selapcs.org
PE Teacher, Food Handler, Before Care Personnel	Tajuana Queen	tqueen@selapcs.org
STEM Specialist	Holly Seibold	hseibold@selapcs.org
DBH Counselor	TBD	TBD

PARENT SUGGESTION FORM

We appreciate all of our families. It is important that we have clear expectations and effective communication. Please let us know if there is anything you would like us to include in future family handbooks. We are looking forward to an exciting year at Sela Public Charter School!

Please add any suggestions and comments, sign and submit this form to the Office Manager.

Comments:

Suggestions:

SIGNED _____

DATE _____



Parent Acknowledgement of Handbook

I acknowledge that I have received and reviewed the student and family handbook. I understand and recognize that there may be changes to the information, policies, and benefits in the handbook. I understand that Sela Public Charter School may add new policies to the handbook as well as replace, change, or cancel existing policies. I understand that I will be told about any handbook changes, and I understand that handbook changes can only be authorized by Sela Public Charter School's leadership and board.

I understand that it is my responsibility to read and comply with all policies included within the student and family handbook. I further understand that I should consult Sela Public Charter School faculty regarding any questions I may have.

Parent Signature

Parent signature

Date

Printed Name