

Mary McLeod Bethune Day Academy Public Charter School

Parent and Student Handbook

SY 2016-17
Revised 8/17/2016



1404 Jackson St. NE
Washington, DC 20017
www.mmbethune.org
(202) 459-4710

MARY MCLEOD BETHUNE DAY ACADEMY PUBLIC CHARTER SCHOOL

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August 2016

Dear Parent/Guardian:

Thank you for choosing the Mary McLeod Bethune Day Academy Public Charter School(MMBDAPCS). The education of your child at the Mary McLeod Bethune Day Academy Public Charter School is a collaborative effort and requires a strong partnership between the parent and the school. As Mary McLeod Bethune stated, "Invest in the human soul. Who knows, it may be a diamond in the rough." We believe that every child is a diamond.

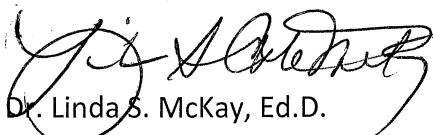
Our Parent/Student Handbook is designed to acquaint you with our mission, instructional program, expectations of parents and students, and school policies. As noted in our mission statement, we believe in the development of the whole child. We have integrated a character component into our program to ensure the positive social development of our students.

Please read our Parent/Student Handbook with your child. We ask you to then sign, detach, and return the Parent/School Contract (found in the back of the handbook) to your child's classroom teacher.

Welcome to the Mary McLeod Bethune Day Academy Public Charter School Family!!

We look forward to a most productive year filled with much success.

Sincerely,

A handwritten signature in black ink, appearing to read "Linda S. McKay". The signature is fluid and cursive, with a large initial "L" and "M".

Dr. Linda S. McKay, Ed.D.
Executive Director

PARENT/STUDENT HANDBOOK

RELEASE OF INFORMATION

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Mary McLeod Bethune Day Academy a Public Charter School (MMBAPCS), with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's educational records. However, MMBAPCS may disclose appropriately designated 'directory information' without written consent, unless you have advised the school to the contrary in accordance with school procedures. The primary purpose of directory information is to allow the MMBAPCS to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local education agencies (LEAs) receiving assistance under the *Elementary and Secondary Education act of 1965* (ESEA) to provide military recruiters, upon request, with three directory information categories - names, addresses and telephone listings - unless parents have advised the LEA that they do not want their student's information disclosed to military recruiters without their prior written consent.

If you do not want MMBAPCS to disclose directory information from your child's education records without your prior written consent, you must notify the school in writing by September 17 , 2013 MMBDAPCS has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports

These laws are: Section 9528 of the ESEA (20 USC 7908), as amended by the *No Child Left Behind Act of 2001* (PL 107-110), the education bill, and 10 USC 503, as amended by Section .544, *the National Defense Authorization Act for-Fiscal Year 2002* (PL 107-1 07), the legislation that provides funding for the Nation's armed forces.

MISSION STATEMENT

The mission of the Mary McLeod Bethune Day Academy Public Charter School is to implement a high performing day school that provides a challenging academic program in a supportive, parentally involved, and diverse learning environment to enable each student to achieve academic success, talent, and positive social development.

Mary McLeod Bethune Day Academy Public Charter School is dedicated to meeting the educational needs of all students. Positive experiences are provided for every child to gain a sense of accomplishment. Mary McLeod Bethune Day Academy Public Charter School provides students with learning experiences which lead to academic development, talent development, and an everlasting love for learning.

We believe in the Effective Schools tenets that say successful schools are those where a synergy of strong instructional leadership, parental and community involvement, continuous monitoring, safe and orderly environment and high expectations are emphasized and made manifest on a daily basis. We strongly believe that families are important to the educational process and that parents are very important to a child in achieving his or her maximum potential. The school's task is either strengthened or weakened by parent involvement; therefore, we have a very strong parent and community involvement component that assists us in meeting the total needs of the child.

Language Immersion Program

Our part-day language immersion program is a special academic program for preschool, pre-kindergarten, kindergarten, first, and second grade students. Beginning in third grade, students will receive daily foreign language instruction. Spanish is taught to all students and in grades 5 – 8, students receive a third language- Latin. We believe that Foreign Language, Art and Music are essential subjects for developing well rounded, creative, thoughtful children whose multiple intelligences are celebrated.

Program Features

- 1:10 Adult to Student Ratio
- A Balanced Language Arts Program
- Critical Thinking Skill Development
- Art
- Music
- Continuous Monitoring and Assessment
- Special Education Program for Identified Students
- Before and After School Program
- Standards Based Curriculum
- Character Development
- High Expectations



Welcome to Mary McLeod Bethune Day Academy!

Mary McLeod Bethune Day Academy PCS
1404 Jackson St. NE
Washington, DC 20017

tel 202 - 459 - 4710
fax 202 - 318 - 7588
web www.mmbethune.org

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**Dr. Linda S. McKay, Ed.D.
Executive Director**

ABOUT OUR SCHOOL

INSTRUCTIONAL PROGRAM

The core curriculum of The Mary McLeod Bethune Day Academy Public Charter School includes English/Language Arts, Social Studies, Math, Science, Art, Music, and Physical Education for all students in PreSchool thru grade eight. The school has a part-day Spanish Immersion Program for students in grades preschool – second grade.

Musical instrument lessons are available for students in grades 4 – 8. Lessons are free. A rental fee is expected for the instrument. Lessons are during school hours. Band practice is after school and during the Saturday Academy.

SCHOOL STRUCTURE

- Early Childhood – Pre-school, Pre-kindergarten, Kindergarten
- Lower Elementary - Grades 1-4
- Middle Grades - Grades 5 - 8

DAILY SCHEDULE

Regular school classes are in session weekdays (except on holidays or staff development days). MMBDAPCS Calendars with scheduled school closings will be sent home to all parents.

The Before and After School Care Program (Pre-Kindergarten – Grade 8)

This program provides a safe and educationally stimulating environment for our students. Supervised activities and homework assistance are offered to students. Snacks are provided. All changes to the regular school schedule (due to inclement weather, holidays, etc.) are also applicable to this program. Before and After School Care Program Applications are available in the school office.

7:00 AM	Before School Care Program begins.
8:30	School Opens . Earliest arrival time for school students
8:00	Students board bus for the Slowe Campus
8:30	Breakfast is served
9:00	The Instructional School Day Begins. If student is not seated by 9:00 am, students are considered tardy and they must sign in at the school office.
12:00 – 1:00	Lunch/ Recess
3:45	Dismissal for Elementary and Lower School Grades.
5:00 PM	Dismissal for students in grades 5-8.
6:00 PM	After School Care Program ends.

Activity Fee All students are required to pay a **\$15.00 activity fee** this school year. The fee will assist the School in providing support services to all of our students. During the school year students receive many opportunities that require additional materials, supplies and resources. Although the \$15.00 assessment does not cover all of the costs, it will help buy those needed material.

PHILOSOPHY AND PURPOSES OF GRADING AND REPORTING

Mary McLeod Bethune Day Academy PCS supports the belief that students and parents should be provided with periodic formal and informal reports reflective of grade-level academic performance. The purpose of the school division's grading and reporting system is to communicate how students are performing on the established curriculum. The primary vehicle for delivering this information to students in grades kindergarten through eight and their parents is Mary McLeod Bethune Day Academy PCS Student Report Card. Beginning in first grade, progress reports are provided midway through the grading period for students who are performing below expected levels.

THE IMPORTANCE OF ASSESSMENT AND GRADING

Teachers engage in daily, continuous assessment of student understanding and use this information as the basis for planning future instruction. The ultimate purpose of assessment is to determine student needs and to plan instruction to support students in achieving identified instructional objectives. Students who have not been successful on a graded assessment must have the opportunity for additional instruction and reassessment.

Evaluation is the attachment of grades to independently completed student work that is representative of academic performance. Grades are assigned once the instructional material (reflective of grade-level instructional objectives) has been taught and sufficiently practiced. Criteria used for grading are clearly articulated to students and high quality samples are offered as models. The grading system recognizes progress toward achievement of established standards, even if additional instruction is required to demonstrate mastery of the standards. Note that student work is compared to standards, not to the work of other students.

Grading should be fair, consistent, reliable, and comprehensive. All grades should be supported by appropriate documentation (e.g., anecdotal notes, work samples, checklists, portfolios, rubrics). Report card comments should be specific and constructively written. They should provide an accurate depiction of student performance.

The use of zero is strongly discouraged because this does not accurately reflect a student's understanding of the material. When work is not completed on the date due, lowering the grade each day the work is late is an inappropriate practice. A student should be held accountable for work. Lowering the grade each day may give the student a message that there is no point in completing the work.

What is the International Baccalaureate® (IB) Primary Years Programme (PYP)?

The International Baccalaureate® (IB) Primary Years Programme is a curriculum framework designed for students aged 3 to 12.

It prepares students for the intellectual challenges of further education and their future careers, focusing on the development of the whole child as an inquirer, both in the classroom and in the world outside.

What the PYP offers students

By choosing to implement the PYP, schools will develop students' academic, social and emotional wellbeing, focusing on international-mindedness and strong personal values. The PYP nurtures independent learning skills, encouraging every student to take responsibility for their learning.

The programme incorporates local and global issues into the curriculum, asking students to look at six related, transdisciplinary themes and to consider the links between them. The themes include 'who we are', 'where we are in place and time' and 'how the world works'.

The PYP delivers excellent results for students aged 3 to 12. For example:

- PYP students outperformed non-IB students in mathematics, reading and writing in a global International Schools' Assessment study that ran from 2009-2011
- A 2014 national study in Australia found that students in the PYP perform better than the national average in nationwide science tests.

Learning languages in the PYP

From at least the age of 7, all students in the International Baccalaureate® (IB) Primary Years Programme (PYP) have the opportunity to learn more than one language.

This can happen in different ways, depending on the context of the school. For example, students might be learning in:

- a programme with one dominant language of instruction, which may be the student's mother tongue or an additional language
- a bilingual programme where, most often, one of the languages of instruction is the student's mother tongue
- a programme that offers support for students who are new to the language(s) of instruction, as well as additional mother-tongue support.

The PYP acknowledges that development of mother-tongue language is crucial for both cognitive development and maintaining cultural identity. From at least the age of 7, all students in the International Baccalaureate® (IB) Primary Years Programme (PYP) have the opportunity to learn more than one language.

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Curriculum

The Primary Years Programme (PYP) presents schools with a comprehensive plan for high quality, international education.

It provides schools with a curriculum framework of essential elements — the knowledge, concepts, skills, attitudes, and action that young students need to equip them for successful lives, both now and in the future.

Schools work with the five elements to construct a rigorous and challenging primary curriculum for international education.

The PYP aims to create a curriculum that is engaging, relevant, challenging and significant for learners in the 3–12 age range. The curriculum is transdisciplinary, meaning that it focuses on issues that go across subject areas.

The PYP is organized according to:

- The written curriculum, which explains what PYP students will learn
- The taught curriculum, which sets out how educators teach the PYP
- The assessed curriculum, which details the principles and practice of effective assessment in the PYP.

Essential elements in the PYP

The PYP is committed to structured, purposeful inquiry that engages students actively in their own learning. The programme supports students' efforts to construct meaning from the world around them by:

- drawing on their prior knowledge
- providing provocation through new experiences
- providing opportunities for reflection and consolidation.

This approach respects students' developing ideas about how the world works. It encourages them to question, consider and refine their understanding of the social and natural world.

The PYP:

- addresses students' academic needs and their social and emotional well-being
- encourages students to develop independence and to take responsibility for their own learning
- supports students' effort to gain understanding of the world and to function effectively within it
- helps students to establish personal values as a foundation on which international-mindedness will flourish.

The written curriculum, outlined below, is made up of five essential elements and details what students will learn.

The five essential elements of the PYP are:

1. knowledge, which is both disciplinary, represented by traditional subject areas (language, maths, science, social studies, arts, PSPE) and transdisciplinary
2. concepts, which students explore through structured inquiry in order to develop coherent, in-depth understanding, and which have relevance both within and beyond subject areas
3. skills, which are the broad capabilities students develop and apply during learning and in life beyond the classroom
4. attitudes, which contribute to international-mindedness and the wellbeing of individuals and learning communities, and connect directly to the IB learner profile
5. action, which is an expectation in the PYP that successful inquiry leads to responsible, thoughtful and appropriate action.

SCHOOL POLICIES

ATTENDANCE

Daily School Attendance

School attendance is required for all children who reach five years of age on or before December 31st of the current school year. They must attend school until their 18th birthday. It is the responsibility of parents and guardians to see that their child attends school regularly.

On any given day that your child is unable to attend school, a phone call to the school letting us know your child will be out is requested. A written excuse is required of each student following an absence to be presented to the child's teacher upon his/her return. Mary McLeod Bethune Day Academy Public Charter School recognizes excused and unexcused absences

Excused or lawful absences include:

- illness or injury (extended illness should be verified by a doctor's note), quarantine, medical or dental appointments,
- court or administrative proceedings,
- death in the immediate family,
- religious observance and educational opportunity.

Mary McLeod Bethune Day Academy Public Charter School is committed to the success of every student. No student is allowed to miss any school days indiscriminately; however **a student who misses in excess of 20 days (excused and unexcused) will not be granted credit for the year.** It is the responsibility of parents and guardians to see that their child attends school regularly. The classroom teachers will distribute a school calendar to parents to assist you in planning vacations and other activities

The maximum number of absences permitted during a single school year is twenty (20). When a student has more than twenty absences, he/she shall be retained in the same grade for the upcoming year. Parents have the right to appeal this policy to the attendance committee at the end of each school year. The attendance committee shall be comprised of one lead teacher, one member of the administrative staff and one parent. Parents may submit their appeals in writing to the committee. If a parent is dissatisfied with the determination of the committee, he/she may appeal the committee's decision to the Board of Trustees. The Board of Trustees decision is final.

The student's parent, guardian, or custodian legally and primarily responsible for ensuring that the student meets his/her obligation to attend 100% of the classroom instructional sessions provided for the class in which he/she is enrolled.

Unexcused Absences

When a student has accumulated three unexcused absences during the school year, the Principal shall notify the parent, guardian or custodian of the excessive absences. **After more than six unexcused absences, the Principal shall notify the parent, guardian or custodian by mail that he/she may be in violation of the Compulsory Attendance Law and may be prosecuted if the absences cannot be justified** under the established attendance policies of the State.

After ten accumulated unexcused absences during the school year, the Principal shall review any report of investigation and shall confer with the student and his/her parent, guardian or custodian, if possible, to determine whether the parent, guardian or custodian has received notification pursuant to this section and made a good faith effort to comply with the law. If not, the Principal shall notify the appropriate city officials or file a complaint with a juvenile intake counselor.

The parent of a student missing in excess of the days stated in this policy may request a waiver. The student must be performing at grade level and the parent must furnish proper documentation showing unavoidable mitigating circumstances (such as chronic health condition) in order to be eligible for a waiver.

Truancy

Truancy is the willful and unexcused absence from school for 14 days or more by a minor (5-18 years of age) with or without approval, parental knowledge, or consent. By law, a truant is a minor who is not attending school. **Truancy is against the law.**

Truancy can lead to:

- **Lower grades**
- **Frustration in learning**
- **Poor work habits**
- **Dropping out of school**
- **Low self esteem**
- **Lack of self-discipline**
- **Delinquency**
- **potential criminal activity due to unsupervised activities**
- **Reduced earning potential and unemployment**

Tardiness

The Tardy Sign-In Process applies to students arriving after 9:00 am. These students must first report to the office and get a tardy slip before going to class. The tardy slip will be given to their teacher to gain entry into their classroom. **If a child is tardy more than three days, a parent conference will be requested.**

It is important that you stress coming to school regularly and on time. Entering class after instruction has begun can be very disruptive to the classroom and disturbing to other students.

Unexcused Tardiness

When a student has been tardy (unexcused) three times, the Principal shall notify the parent, guardian or custodian. The principal shall notify the parent, guardian, or custodian by mail after the student has been tardy (unexcused) six times. After ten tardies (unexcused) within the school year, the principal shall inform the parent, guardian, or custodian that the student will receive a one-day suspension (unexcused absence.)

Once a student is suspended for unexcused tardies, any additional unexcused tardies result in a mandatory meeting with the parent, Lead Teacher, and Principal. This may result in a parent accompanying the child for make-up time after school. Additional one-day suspensions may result if tardiness continues. Excused tardies include illness, medical or dental appointments, court or administrative proceedings, religious observance, and educational opportunities. Unexcused tardies are those not defined as "excused."

Student Make-Up Work

When classroom work is missed, each student must make up the work and complete all assignments necessary to fulfill and complete all class requirements and receive a passing grade.

Inclement Weather

During the winter months, **please tune into WTOP, radio, Channel 4, 5, 7, and 9 television stations to receive snow-related school closing information.**

You may also view our website (News and Information page) for up-to-date school closing information: The school's website is: www.mmbethune.org .

Staff Development Days

Several days during the school year are designated as Staff Development Days. On these days, school is either early dismissal or school is not in session. These days will be listed on the School Calendar. Parents will be reminded of these dates in advance so that appropriate daycare arrangements can be made.

Staff and teachers use Staff Development Days to attend workshops, visit other schools, and participate in other professional activities which are important in furthering their understanding of high quality teaching and learning..

CHILD ABUSE REPORTING

Reporting Child Abuse

Every child has the basic human right to be safe. Abuse and neglect threaten a child's safety, placing him/her at risk of physical and emotional injuries and even death.

Under the D.C. Code, §4-1321.2, teachers are legally obligated to report any sign of child abuse. The school will report any signs of child abuse to the authorities.

Types of Child Abuse

Physical Abuse

A physical injury inflicted by other than accidental means on a child by another person, and the failure of a parent or guardian to protect the child. This may also include unexplained Injuries and the parent's refuses to take the child to a doctor

Neglect

The child is without parental care or control, subsistence, education as required by law, or other care or control necessary for physical, mental, or emotional health and the deprivation is due to lack of financial means.

Sexual Abuse

The child has had any inappropriate sexual contact. This includes rape, incest, or any other signs of sexual inappropriateness.

Parental/Caregiver Abuse

The parent or caregiver cannot or will not provide meet the child's basic needs and provide a safe environment for the child. The caregiver is also unable to provide the ongoing emotional support necessary for the health and well-being of the child.

FIELD TRIPS

Purpose

Field trips are an extension of your child's classroom educational experience. Field trips are offsite educational opportunities that are an important complement to classroom learning.

Field trips expose children to new social and learning environments. They broaden their social skills and better understand the world (local, national, and international) in which they live.

Field trips may include visits to:

1. History Museums
2. Specialized Museums
3. Art Galleries
4. Foreign Embassies
5. Botanical Gardens
6. The U. S. Capitol
7. The Supreme Court
8. The White House
9. Spelling Bees
10. Science Fairs

All children must submit a Field Permission Slip signed by the parent or guardian prior to going on the designated field trip. Teachers will send permission slips home to parents.

Parent Chaperones

We encourage our parents to volunteer as chaperones on field trips. **Chaperones are asked to please:**

1. Arrive at school on time so departure can be unhurried and orderly.
2. Speak with the class teacher, review, and follow their guidelines.
3. Ask any questions if you are uncertain of the details.
4. Keep your list with you (at all times) of the children for whom you are responsible.
5. See that children should remain together on the way to and from the bus. Use a walking line and have buddies hold hands. Special care must be taken in public parking lots.
6. If asked to, assist the teacher in overseeing the group during the activity. Be aware of safety hazards and supervise the children accordingly
7. Wait for the direction of the teacher, before letting the children out of the bus upon arrival at the field trip location.
8. Remember to have fun and share the joy and enrichment that field trips provide.
9. Be sure to notify the teacher and teaching assistant of any child's inappropriate behavior.

Conduct on Field Trips

The same rules outlined in the School-Wide Discipline Policy apply when students are attending school-related events outside of the school building. Field trips are considered an extension of the classroom experience and therefore the same social and behavioral expectations are in place.

NON DISCRIMINATION POLICY

Rules for acceptance and participation in all Mary McLeod Bethune Day Academy school activities are the same for all without regard to race, color, sex, age, disability, or national origin, religion or marital status.

In accordance with Federal law, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability.

The District of Columbia Human Rights Act, approved December 13, 1977 (DC Law 2-38; DC Official Code §2-1402.11(2006), as amended) prohibits discrimination on the basis of marital status, personal appearance, sexual orientation, disability, gender identity or expression, family responsibilities, familial status, source of income, place of residence or business, genetic information, matriculation, or political affiliation of any individual. To file a complaint alleging discrimination on one of these bases, please contact the District of Columbia's Office of Human Rights at (202) 727-3545.

Mary McLeod Bethune Day Academy PCS is a free public charter school of choice. If you are a District Resident, you may attend the school free of charge. If a student is homeless, he/she has the right to: attend the school free if he/she is temporarily residing in DC. Students who meet the definition of "homelessness" have the right to enroll immediately without school, medical, or similar records; get transportation to their school of origin; and be automatically eligible for Title I services, free lunch, and free textbooks, as well as any other comparable services offered to permanently housed students.

SPECIAL EDUCATION

Mary McLeod Bethune Day Academy PCS implements an inclusive environment for all its students. Our practice ensures that we are educating children with disabilities in classrooms with children without disabilities. Our program ensures that the least restrictive placement is always sought. Program staff consists of a special education coordinator, special education teachers with a case load of no more than 10 students per special education teacher, dedicated aides designated by students' IEPs; a psychologist, as well as contracted related service providers. The teachers serve designated classes of students: early childhood, elementary and middle school. Several of our general education staff, Special Education instructional staff serve students through the **"Push In" inclusion model**. The special education teacher enters the classroom to provide instruction and support to children. The Special Education teacher will bring materials into the classroom. The teacher may work with the child on math during the math period, or perhaps reading during the literacy block. The push in teacher also often provides instructional support to the general education teacher, perhaps helping with differentiation of instruction.

Mary McLeod Bethune Day Academy PCS' *Child Find* responsibility is accomplished through a school-wide process which, while not a definitive or final judgment of a student's capabilities or disability, is a possible indicator of special education needs. Final identification of students with disabilities and programming for such students occurs only after an appropriate evaluation and a determination by the IEP Team.

To ensure that all parents know of the Special Education process and opportunities for support, intervention and or special education services, parents attend the annual school orientation, which includes a session of special education services. In addition, the parent Student Handbook provides a narrative to parents regarding special education services. Mary McLeod Bethune Day Academy PCS schedules *Child Find* activities during its annual prekindergarten – grade 8 enrollment to assist in planning for necessary special education and related service at the start of the school year. Mary McLeod Bethune Day Academy PCS screens all students upon entry of the school. The school uses the LAP-D. If severe developmental delays are observed and/or

determined by the screening within the first six weeks of school, the teacher will refer the child to the Special Education department of Mary McLeod Bethune Day Academy PCS.

If the *Child Find* process indicates that an early childhood student or any student may require special education and supportive services in order to benefit from regular education, the student is referred to the IEP Team to determine the student's eligibility for special education services. In addition, School staff, parents, or agency representatives or other individuals with knowledge of the child may refer children to the IEP team if they believe that the student, because of a disability, may be in need of special education and supportive services in order to benefit from regular education.

MMMBDA follows the IDEA law, so at any time parents can request that their child be evaluated. In addition to the *Child Find* process, the School uses early intervention services for students who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment. While all of our teachers are mandated to provide differentiated instruction in the classrooms, MMBDA uses the Response to Intervention (RtI) process in all grades to provide a tiered system of support for students.

The school has a comprehensive school-wide assessment program that includes, not only tests that are based in the District of Columbia, but also the Metropolitan 8, which allows the school to compare the performance of its students with those throughout the United States. Teachers and members of the Leadership Team meet weekly in small groups to analyze data and use that information to adjust curriculum and drive instruction. A comprehensive, transparent process is used to identify, assess and document service delivery as well as detail the progress of students with special needs. Accessibility to the EasyIEP on-line reports is enhanced by the school's provision of hard copies of reports for parents.

Mary McLeod Bethune Day Academy PCS has created a high quality local school options for the specialized education population that has shown a non-reliance on nonpublic placement. The use of the inclusion model, intervention services for non-special education students, a school-wide discipline program, differentiated instruction, parent involvement activities, and a staff to child ratio of 2 adults to 10 students, Mary McLeod Bethune Day Academy has served each of its students as individuals who reach to high learning goals and life-long learning.

Intervention and Support for Students

Response to Intervention (RtI) is a problem-solving approach to managing student learning. Utilizing progress monitoring of student performance and curriculum based measurements, student learning problems are framed around the specific area of learning breakdown. **Designed to scaffold efforts to support learning, all students are expected to receive instruction in a broad array of instructional strategies within the general educational setting. Those students needing additional support are then identified as requiring a "second tier" of instruction, including more focused and intentional strategies to meet the needs of a smaller and more targeted audience.** Should breakdowns continue to occur, students are eligible for even more intensive strategies and interventions.

RtI is sometimes referred to as Response to Instruction as decisions are constantly made about the unique individual responses to instructional delivery. This approach works to the benefit of all students within the classroom, because teachers are actively engaged in discovering the source of learning breakdowns. In the past, special education was seen as the only way students could receive help. If they do not meet special education requirements, those students still fail in the classroom. RtI empowers teachers to troubleshoot problems that students are encountering, many times eliminating the need for special education referrals.

Response to Intervention is the practice of identifying the needs of struggling students and providing them focused instruction they need through varying levels of assistance ranging from assistance in the regular classroom to assistance in a special education program.

Standardized Testing

Mary McLeod Bethune Day Academy PCS administers a battery of tests during the school year to assist the instructional staff in determining student strengths, weaknesses, and overall progress. Results from student assessments inform and frame our instruction. Students in the preschool and prekindergarten program take the LAP-D assessment, which looks at student development in fine motor, gross motor, language, social skills, and cognitive skills. Students in kindergarten through 8th grade take the Metropolitan-8 in the fall and spring. This test will show growth over time in Reading/Language Arts, math, Science, and Social Studies. Beginning in grade 3, students take the DC administered DCCASS assessment. This is the test that determines whether Mary McLeod Bethune Day Academy PCS makes the State identified NCLB "Adequate Yearly Progress".

Student Support Team

The purpose of the Student Support team /SST INTERVENTION /RTI (SST) is to develop and use intervention strategies to help your child become more successful. Because parents and guardians play such an important part in the education of their children, we need your support and participation. We hope parents will join us as we plan for your child's success. If needed, meetings will be scheduled (date, time, and place). At this meeting SST INTERVENTION /RTI members that include teachers, administrators, support staff, and parents, as well as other invited persons: will share information and data (assessment, observations, work samples, etc.) about your child. We will set goals for him/her and develop strategies to address his/her needs. Parents may bring an adult family member or friend with you to the meeting.

CHILD FIND POLICY

Mary McLeod Bethune Day Academy PCS seeks to assist the State to ensure that all children within the District of Columbia are identified, located and evaluated who are school-age 5 through the school year in which they turn 20 and who are in need of special education and supportive assistance - - including homeless children, state wards, state agency clients, students who have been suspended or expelled, children attending private schools receiving home instruction, children incarcerated in county jails, children who have the equivalent of 10 full days of unexcused absences or 7 consecutive school days of unexcused homelessness), and children who are suspected of being disabled and in need of special education and supportive assistance even though they are advancing from grade to grade.

Mary McLeod Bethune Day Academy PCS *Child Find* responsibility shall be accomplished through a school-wide process, which, while not a definitive or final judgment of a student's capabilities or disability, is a possible indicator of special education needs. Final identification of students with disabilities and programming for such students occurs only after an appropriate evaluation and a determination by the IEP Team.

The *Child Find* process includes obtaining data on each child through multiple measures, direct assessment, and parent information regarding the child's academic and functional performance, gross and fine motor skills, receptive and expressive language skills, vision, hearing and cognitive skills. Mary McLeod Bethune Day Academy PCS may schedule *Child Find* activities during its annual prekindergarten – grade 8 enrollment to assist in planning for necessary special education and related service at the start of the school year. If screening occurs in the spring prior to school entry, Mary McLeod Bethune Day Academy PCS will refer the child to the Special Education department of Mary McLeod Bethune Day Academy PCS and/or the DC Child Find office.

If the *Child Find* process indicates that a student may require special education and supportive services in order to benefit from regular education, the student shall be referred to the IEP Team to determine the student's eligibility for special education services. School staff, parents, or agency representatives or other individuals with knowledge of the child may refer children to the IEP team if they believe that the student, because of a disability, may be in need of special education and supportive services in order to benefit from regular education.

GRADING - STUDENT ASSESSMENT

Grading System

The key delivery modes of our instructional program are: daily curriculum-based classroom instruction, specialized projects, and homework assignments aligned with classroom textbooks.

Students are alpha/numerically graded on classroom/project performance, homework assignments, and classroom tests. Students receive a **P** (passing) or **F** (failing) for Citizenship.

Classroom Instruction and Project Performance:

- The student's overall understanding, application, and retention of the curriculum-based instruction.

Homework Assignments

- The satisfactory completion homework assignments that support and reinforce classroom instruction..

School Classroom Testing

- Test results of curriculum based classroom instruction.

Citizenship

- The student's ability to comply with the School-Wide Discipline Policy. Grades are P or F.

Grading Scale

A	100-90
B	90-80
C	80-66
Failing Grade	Below 65

Student Assessment - Progress and Report Cards

- Progress Reports are distributed every nine weeks (at Parent/Teacher Conferences).
 - Teachers share student's overall academic progress with parents.
- Report Cards are distributed (every 18 weeks) twice a year.
 - .Students receive accumulated grade academic work

Grade Promotion and Retention

Parents are kept informed of their children's school performance on an ongoing basis. **If a student is ever in danger of NOT being promoted to the next grade (retention), the parent will be notified and all possible remedial action is taken immediately..**

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HOMEWORK

Purpose

Homework is an integral part of the instructional program of the School. The long-term purpose of homework is to help students become self-directing, independent learners. The immediate purpose and benefit homework is the reinforcement of classroom concepts.

Children will be given homework assignments according to the suggested length and frequency table shown below. It is expected that children be responsible for the completion and the return of homework assignments to school.

Homework assignments should be:

- Based on the needs of the group and the individual student.
- Related directly to classroom work.
- Planned for the purpose of reinforcing, extending, enriching, and broad strengthening skills.
- Made only in those areas, which have been taught and learned sufficiently so that the pupil can perform the assignment correctly.
- Explained thoroughly and clearly in terms of content, process, and the due date.
Checked to assure that they are reasonable, can be completed in the allotted time, and allow for the pupils out of school responsibilities and schedules.
- Planned to be representative of the school and the quality of the instructional program.
- Assigned Monday through Friday..

Assignments/projects may be given over an extended period of time (paced). Some projects may include work over the weekends as it may be appropriate for the grade level. Parents shall be called if a student repeatedly forgets or fails to complete the assignment.

As reading is fundamental to the education, all students are expected to read or be read daily. A child who loves to read, loves to learn.

Homework is to be related to and supports ongoing class studies and provides needed practice, remediation, or enrichment. **Homework is necessary and positive -- not punitive.**

<u>Grade</u>	<u>Length</u>	<u>Frequency</u>
K	10-15 minutes	2-3 per week
1	10-15 minutes	5 times per week
2	30 minutes	5 times per week

3	30-45 minutes	5 times per week
4	30-45 minutes	5 times per week
5	90 minutes	5 times per week
6	90 minutes	5 times per week
7	90 minutes	5 times per week
8	90 minutes	5 times per week

SCHOOL UNIFORMS

Purpose

School uniforms encourage a greater sense of school identify and help reduce the sometimes costly expense of school clothing.

Acceptable Uniform Clothing

- **SOLID COLORS ONLY**
- Fabrics:- Cotton, twill, or corduroy
- Pre K – 3 - Light blue tops, navy blue bottoms (solid colors)
- Grades 4 – 8 - White tops, navy blue bottoms (solid colors)
-

Not Acceptable Uniform clothing:

- No Denim, sweats, spandex, or stretch materials
- No logos.
- No oversized clothing of any kind.
- No T-shirts
- No sweatshirts or sweaters that are not uniform color
- No tank tops, camisoles, shells, or sleeveless shirts/tops.
- No cargo/carpenter pants or shorts
- No Capri or stirrup pants
- No overalls.

Uniform/Dress Code – Specifications:

Pants and Shorts:

- ✚ no more than 4 pockets, with 2 in front and 2 in back
- ✚ no stripes, loops, pockets, zippers, or slits.
- ✚ standard straight-legged pants, cannot be wide legged.
- ✚ Length of shorts must be at least 2 inches below the fingertips to knee, with arms down.

Polo Shirts, Dress Shirts, Blouses, Turtlenecks and Mock Turtlenecks:

- ✚ long or short sleeve with collar, solid uniform colors; no stripes or lace on collar or sleeves
- ✚ cotton or polyester-cotton material, no ribbed material.
- ✚ must be tucked in with waistband visible.
- ✚ if long sleeved, buttons on sleeves must be buttoned.
- ✚ only solid uniform colored shirts can be worn underneath a uniform shirt, blouse, etc.

Sweaters:

- ✚ **cardigan style or pullovers, only solid uniform colors,** must wear collared uniform shirt underneath.

Skirts and Skorts:

- ✚ no slits, designer zippers or pockets.
- ✚ length must be at least 2 inches below fingertips to knee, with arms down.
- ✚ shorts may be worn under skirts, must be shorter than the skirt, not visible.

Jumpers:

- ✚ no slits
- ✚ length must be at least 2 inches below fingertips to knee, with arms down.
- ✚ shorts may be worn under jumper, must be shorter than the jumper, not visible.

Shoes/Socks/Tights

- ✚ no flip-flops, sandals or any shoes without back straps
- ✚ no platform shoes or roller blade shoes.
- ✚ shoes with laces must be tied and fit safely.
- ✚ must wear socks (visible above ankle), or tights at all times.
- ✚ thermals and leggings allowed under pants only, not visible.

Jackets/Outerwear/Hats/Caps:

- ✚ no bandanas.
- ✚ hats, caps, beanies, headbands or sweatbands may be worn outdoors only.
- ✚ hats and caps maybe worn forward only when outside.
- ✚ no jackets or outerwear inside the building, except when authorized by the administration or the teacher.

Other:

- ✚ no chains or sharp/spiked edged accessories, all necklaces and key holders must be tucked inside shirts.
- ✚ no oversized belts or belt buckles. Belts must be worn appropriately – not hanging.
- ✚ Accessories should not make any noises.
- ✚ no items can be attached or worn on belt loops.
- ✚ **no tattoos** of any kind.
- ✚ no toys or electronic equipment (CD players, cassette players, game boys, etc.)

Positive Social Development

Morning Meeting

Morning Meeting is a powerful teaching tool for building community, increasing student investment, and improving academic and social skills. It helps set the tone for the day and creates a daily routine that provides security and comfort for the students. Morning meeting is the place where children and the teacher can share news about what's going on at home and at school. It's a place to feel safe, loved, and important.

Doing Morning Meeting makes six main points; questions can be drawn from any of these points:

1. Morning Meeting builds community by helping students feel a sense of significance, belonging, and engagement.
2. Morning Meeting gives students daily practice in the social skills needed for academic learning throughout the day.
3. Morning Meeting creates a climate of trust and respect which enables children to feel safe enough to take the risks necessary for learning.
4. Morning Meeting builds positive relationships between students and between teachers and students by helping them get to know one another and develop their capacity for empathy.
5. Morning Meeting integrates the teaching of social and academic skills.

Middle School Morning Meeting is held at the start of the school day and is called "Circle of Power and Respect" (CPR), characteristically feature a greeting, sharing, a group activity, news, and announcements. The Circle of Power and Respect allows students to practice respect by greeting each other appropriately, sharing with the group, and listening to others while they are sharing.

Show and Tell

Encourage your child to share experiences and things from home with his classmates, but please do not allow your child to bring candy, chewing gum, toys (including toy weapons and electronic games) or anything you highly value with him to school. Please check your child's pockets for unfamiliar objects when he comes home from school to be sure that he/she has not picked up any pieces of school equipment.

Character First

Character is defined as those qualities built into an individual's life that determine his or her response, regardless of circumstances Character development takes place informally every day. In other words, our character is often formed and developed unintentionally. Daily life is a great place to build character, but we must be careful about letting our character develop by chance, for that places far too much control in the hands of our environment and the people around us. The goal of Character First! is to help students and the Mary McLeod Bethune Day Academy PCS school community take responsibility for their personal character growth. Good character is acquired by raising standards of good character and lowering acceptance of bad behavior.

Community Service

Community service requires students to serve their communities. Student community service is defined as community service activities that are non-curriculum-based and are recognized by and/or arranged through the school. The primary purpose is to enhance the student's sense of community engagement and volunteerism. The community service:

- May be mandatory or voluntary;
- Generally does not include explicit learning objectives or organized reflection or critical analysis activities; and
- May include activities that take place off of school grounds or may happen primarily within the school.

Community service activities may be carried out as school-wide events, separately organized school programs, or projects conducted by school-sponsored clubs (e.g., Girls/Boys Clubs, Examples of service activities could include cleaning up a local park, visiting the elderly, or collecting and distributing food to those in need.

LUNCH AND RECESS

Lunch Room Rules

Children should exhibit polite and courteous table manners and are responsible for cleaning up after eating as instructed by the lunch supervisors. Children are expected to treat the lunch supervisors with respect. Leaving seats, playing with food, loud voices, noisy lines, and toys at the lunch table are not acceptable behavior in the lunch room. **The School-Wide Discipline Policy applies to all lunch room activity.**

Meals

MMEAPCS participates in the National School Breakfast and Lunch Program. The meals are healthy and nutritious. If you would like to complete an application for free or reduced meals, you may get one from the school office. The school administration will review each application to determine eligibility for free, reduced, or paid meals. Students may not participate in the School lunch program if we do not have an application on file.

Recess

Recess is scheduled in the morning and after lunch each day unless there is extreme weather or hazardous conditions. It should always be assumed that children will go out; therefore they should dress according to the weather. After snowfall the playground is plowed to half its size.

Children are allowed to play on the snow banks when properly dressed in a snowsuit or other weatherproof jacket and over pants, boots, gloves, etc.

Recess is another opportunity for our students to develop the social skills and character traits discussed in the school's mission statement. **The School-Wide Discipline Plan applies to all playground activity.**

Playground Rules

1. Children are expected to play in a manner that ensures the safety of all children and equal access to any school yard events.
2. Students must follow the instructions of the school playground monitors
3. No name calling, no yelling, or cursing is allowed.
4. Students must stay on the school grounds at all times during the day.
5. No hitting balls against the building, tennis balls, hard and softballs, bats, gameboys, walkmans, as well as food and drinks are prohibited in the playground area. Balls are limited to playground balls and nerf-type footballs (large and soft).
6. The area around the back of the building and parking lot area is off limits to students.
7. Extreme care must be used on the playground equipment to prevent injury.
8. Walking on the slides, going up the slides backwards or down face first, jumping off platforms, pushing, ball playing, tag, and throwing sand is prohibited.
9. Keep hands, feet, and objects to yourself at all times.

SAFETY AND SECURITY

Building and Campus Security

1. All visitors to the school are screened upon entry into school buildings.
2. Parents and visitors are always to report to the school office directly immediately after entering the school.
3. All non-staff personnel will be given a badge to wear while in school.
4. Keep child's emergency information card file in the office up-to-date with valid phone numbers, emergency contact persons, and persons designated to pick your child up from school.
5. Children are not allowed to wander away from school premises.
6. Train your children not to become involved with strangers or to accept bribes, rides, etc. and to report such occurrences to a responsible adult.
7. Notify the school immediately of any potential hazardous situation involving friends or relatives that may try to make contact with a student at school. Our only interest in knowing this type of very private information is for the protection of our students and staff.
8. Make appointments for conferring with your child's teacher. If we know who is coming in the building, the time they are coming and the nature of their business, we can do much better job of preventing unauthorized persons from gaining access to your children or our staff members.
9. Be alert to strangers, unusual happenings or "cruising vehicles" near or on our campuses.

Evacuation Plans and Procedures

The school has adapted a federally approved emergency evacuation plan. School personnel are instructed on how to effectively implement this evacuation plan. Evacuation plans are displayed in each classroom.

Fire Drills and Fire Regulations

Fire drills are held to ensure the safety of all persons occupying our campuses in the event of an emergency. It is required by law to practice fire drills on a regular basis. This plan is posted in each classroom and other designated areas of each building.

It is essential that when the first signal is given, everyone follows orders promptly and clears the building as quickly as possible.

Fire regulations prohibit smoking on the school premises at any time.

HEALTH

Illness and/or Injury

Children may become ill or get injured at school. Whenever this happens, the school will contact the parent and the child will be subsequently released to his/her care. Working parents and those without telephones must provide the school with the name(s) and telephone number(s) of a person(s) who can be contacted in case of emergencies. **It is of the utmost importance that all parents advise the school of any new emergency numbers.** We ask that you please keep your child at home if he or she is sick.

Please call the school office between 8:00am and 8:30am to let the teacher know your child will be absent.

Children should be kept home if your child is showing any of the following symptoms:

1. Above-normal temperature.
2. Active cold: yellow mucus, fever, diarrhea, and/or nausea
3. Rash of unknown origin.
4. Discharge from eyes or ears.
5. If your child is not well enough to go outside.
6. Head lice.

The school also needs to know if your child has a contagious disease or head lice so that other families can be warned.

NOTE: Your child should be free of any symptoms of an illness such as fever, diarrhea, rash or vomiting for 24 hours before returning to school.

School Insurance

Parents of Mary McLeod Bethune Day Academy Public Charter School students will be given an opportunity to participate in school insurance programs. The forms will be sent home during the first few weeks of school.

Mary McLeod Bethune Day Academy Public Charter School has school insurance. Broken or damaged items such as eyeglasses are not reimbursable by the school insurance policy.

Scheduled Appointments

We urge you to schedule your child's medical, dental, and other appointments so that they do not conflict with class time. If it is necessary for your child to absent for part of the school day, please abide by the following rules: When your child arrives late to school, escort him in and sign in at the office. This will assure accurate attendance records are kept. When possible, have him/her send a note explaining the tardiness.

When your child needs to leave school early, please send a written note to the teacher indicating your intentions. The student must be signed out of the office before leaving and will be released only to persons designated on the Emergency Care Card on file in the school office.

Administering Medication

The student's parents should make every attempt to administer needed medication outside of the school day. Prescription or over-the-counter drugs (cough medicine, asper-gum, inhalants, etc.) should be administered to students by parents outside the school hours except in unusual circumstances.

The medication must be brought to the office where it will be stored in a secure location until it is picked-up at the end of the day.

Mary McLeod Bethune Day Academy Public Charter School will make every attempt to have at least 2 trained persons on staff to administer medication. Only then will our school be able to administer medication.

If it necessary to administer prescription medication, it is the parents' responsibility to provide the following information:

1. The parent's written authorization for the school staff to medicate their child. Forms are available in the school office.
2. A written statement, pharmacy label, or Medication Form (in the school office) from the parents identifying:
 - a. The title of the prescription medication.
 - b. The required dosage.
 - c. The time intervals for dosage.
 - d. The duration of administration.
3. Medication cannot exceed the expiration date.
4. Medication has to be its original container.

The school will not be responsible for lost or spilled medications. Under no circumstances will children be allowed to medicate themselves or be in possession of medication while at school - with the exemption of RESCUE medication (i.e. Albuterol, Epi-pen).

HIV Exemption Policy

Parents may withdraw their child from HIV/AIDS instruction offered by the school by contacting the school, in writing, of their election to not have their child receive any AIDS instruction from the school.

SCHOOL-WIDE DISCIPLINE PLAN

Goals and Expectations

1. Children are in school to learn and to allow others to learn.
2. Children are expected to be respectful, courteous, and helpful to others.
3. Children are responsible for their own behavior.
4. Children will respect our school and its property.

Discipline Code - Levels of consequences for aggressive and defiant behavior:

A student will start on Level 1 every day for any behavior listed in the rules for Aggression and Defiant Behaviors unless there is a special circumstance attached to the behavior. Each teacher will begin with Level 1 Consequences in their classroom. When it gets to Level 3, a behavior form is completed by the student and the teacher will contact the parents. When a student has 2 days

of Level 5 within a grading period/s, he/she is automatically moved to Level 6. Each grading period starts with a clean slate for behavior. **Levels are listed below – least to most restrictive.**

Level 1: 1st incident of Aggressive or Defiant Behavior in a school day. The teacher will:

1. Make a PRIVATE statement with student about their behavior in a firm voice (away from the instructional area).

Level 2: 2nd incident of Aggressive or Defiant Behavior in a school day. The teacher will:

1. Relocate the student within the classroom to the “Level 2 Spot” (this should be in close proximity to the teacher) to continue work.
2. A public statement of behavior will be made to the student regarding their behavior.
3. The student will remain in the “Level 2 Spot” no longer than: grades K-2 for 5 minutes, and grades 3-6 for 10 minutes.

Level 3: 3rd incident of Aggressive or Defiant Behavior in a school day. The teacher will:

1. Move the student to a co-teacher’s classroom.
2. The student will be given a Behavior Planning Form to complete.
 - a. What did you do?
 - b. Why did you choose to do it?
 - c. My Plan to Do Better is: (list 4 behaviors you will start doing to be successful at school).
3. Student will remain with co-teacher for: grades K-2 for 15 minutes, grades 3-6 for 15 minutes or until the end of the class period.
4. Teacher will discuss Behavior Plan with the student.
5. Missed assignments will be made up during detention.
6. Contact parent to discuss the problem and officially warn the parent and student of possible future consequences. Notify parent of detention.

Level 4: 4th incident of Aggressive or Defiant Behavior in a school day. The teacher will:

1. Complete and submit discipline referral form to administrator.
2. Administrator will assign action. Possible actions: conference, detention, emergency removal, ISS, diversionary court, out of school suspension.
3. Student will call his/her parent to inform them of their behavior.
4. Missed assignments will be made up during their free time.

Level 5: 5th incident of Aggressive or Defiant Behavior in a school day. The teacher will:

1. Complete and submit discipline referral form.
2. Administrator will assign action.
3. Student calls parent AGAIN to inform them of their behavior.
4. Re-entry conference with student and all adults involved is required before student returns.

Level 6: 6th incident of Aggressive or Defiant Behavior in a school day.

A student who reaches level 5 two (2) times in grading period will be placed on level 3 for the remainder of the grading period.

Defiant Behavior

- Failure to follow a reasonable request.
- Cheating, forging, plagiarism, etc.
- Minor stealing or hiding peer’s personal property.
- Teasing, taunting, instigating behaviors, mocking others.
- Lying.
- Inappropriate behavior in structured and non-structured areas.
- Possession or use of personal electronics: pagers, cell phones, gameboys, walkmans, etc.
- Arriving late to the classroom/activity without authorization.

- Disrupting classes or school activities.
- Bickering between students.
- Pounding on walls.
- Bodily noises.
- Running and screaming in the halls.
- Unsafe use of equipment and materials.

Aggressive Behavior

- Verbal aggression towards others: name calling, swearing, sexual or negative comments
- Physical aggression towards others – no mark or blood: horseplay that incites a reaction, throwing objects, in others' personal space, pulling out chair from under others, etc.
- Possession of or looking at sexually explicit material: magazines, internet sites, etc.
- Tamper with staff work or computer.
- Known aggression off campus between students.
- Minor property damage – personal or school: overturning furniture, tampering with others' work, knocking stuff off desk in anger.
- Inappropriate language or conversation: lewd language in halls or building, talking about off campus usage of drugs, partying, etc.
- Messing up school property: food or drink in halls and classrooms, littering, graffiti, gum.
- Insubordination: mocking or sarcasm with teachers/staff.

Zero Tolerance

- Serious physical aggression to anyone on school property during school activities: leaves marks or blood, fights, physical or sexual assaults, intentional harm with chemicals, equipment, school materials/supplies and intentional throwing of objects that could cause physical harm or property damage, etc.

Zero Tolerance – (Continued)

- Any behavior that incites panic, including threats or use of: written or verbal bomb threat, false fire alarms, firecrackers, smoke bombs, incendiary material, etc.
- Sexual harassment or sexual misconduct: threats, sexual gesture, inappropriate touching, reports of or exposing self to others, gross sexual language, etc.
- Possession of "how to" information on: weapons, bombs, dangerous or illegal substances.
- Serious verbal or written threats to students or others: verbal statements to kill, shoot, injure, bringing weapons to school, hit list, or bringing an illegal substance to school.
- Possession and/or trafficking of: suspected drugs, alcohol, look-alike paraphernalia, inhalants, attending school or a related function intoxicated, or suspicion of drug or alcohol use.
- Any threats toward: teachers or staff, their property, or significant others on or off campus (written, verbal, physical actions, gestures, etc.)
- Intentional serious property damage – school or personal: fire setting, vehicle tampering, food tampering, vandalism, etc.
- Possession of weapons or look-alikes: guns, explosive materials, objects used as weapons, mace, pepper spray, creating a weapon, knives, etc.
- Serious stealing or attempts to steal.
- Intentional elimination of bodily fluids or waste.
- Leaving school property, school related activities, without written or appropriate authorization.
- Harming themselves (suicide threats, or suicide attempts).
- Bullying and victimization: targeted, repeated incidents that include aggressive collaboration by students, the use of racial, ethnic, religious, gender or handicapped slurs.

- Gang or suppressive group related behaviors: signs, symbols, written, gestures, intimidating behavior towards others that include stalking, hatred statements, stare downs, etc.

Zero Tolerance Behavior – Consequences

Level I (1st Incident of Zero Tolerance)

1. The teacher will complete discipline referral form and contact office.
2. The principal will pick up the referral form and student from class. The principal will phone the parent regarding Zero Tolerance Behaviors.
3. Administrator will determine if consequence requires more severe measures, i.e., Behavior Improvement Center (B.I.C.), out of school suspension, or other measures.
4. Meeting with parent, student, teacher, counselor, and administrator to create a behavior plan is held PRIOR to the student returning to school.
5. Plan is shared with all involved.
6. If a parent is unable to be located on the day of Zero Tolerance Behaviors, student will be placed under constant supervision in the building away from the student body.
7. Other professionals may be called as needed to assess the severity of the situation.

Level II (3 incidents of Zero Tolerance Behaviors in a grading period)

Above applies with each incident. Evaluations will be implemented to assess student's appropriate placement in the least restrictive educational setting that is safe for all.

YOUTH SUICIDE PREVENTION AND PROCEDURES

Youth Suicide Prevention Policy

This school is committed to the overall good health and well-being of all of our students. As part of this commitment, this school has adopted a Youth Suicide Prevention Policy.

It is important for everyone to be aware of the following signs of possible depression, distress, that can lead to the potential threat of suicide:

- Sudden drop in meeting school/academic expectations previously met
- Severe changes in sleeping habits and appetite
- Severe and prolonged changes in student's attitude
- Prolonged signs of hopelessness
- Suicidal gestures
- Obsession with death

Youth Suicide Prevention Procedures

If you, the parent, notice any of these signs at home -- you should take the following action:

- **DO LISTEN TO YOUR CHILD AND SHOW SUPPORT.**
- **DO SEEK PROFESSIONAL HELP IMMEDIATELY.**
- **DO talk to openly when speaking to a professional.**
- **DO speak to your child's teacher when seeking help.**
- **DO take the threat very seriously.**

- **DO NOT LEAVE THE PERSON ALONE.**
- **DO NOT try to be a therapist -- seek professional help.**
- **DO NOT think it will just go away.**
- **DO NOT keep it a secret.**

If school staff notices these signs, we are committed to speaking with the parent along with the school counselor, psychologist, or social worker for immediate help.

In addition, the school may be helpful in referring the parent or guardian to outside agencies or resources for proper assistance.

The mental health and well-being of all students is critical to the development of well-balanced, positive, and productive individuals.

TECHNOLOGY

Internet User Regulations

Acceptable Use (Internet Safety) Policy, Access to Information Policy Statement:

Mary McLeod Bethune Day Academy Public Charter School Public Charter School (MMBAPCS) provides computers and internet for students, faculty, staff and others in the school community. Due to the global access the Internet provides, users (and parents of users under the age of 18) must understand that MMBAPCS cannot completely control the content of the information available. Users may come into contact with information or material that is controversial and possibly offensive. MMBAPCS believes the value of the wealth of information and resources available on the Internet far outweighs the possibility that users may encounter inappropriate material. MMBAPCS does not condone the use of such materials and therefore uses filtering software (Cyber sitter) on all computers used by students to reduce the likelihood that inappropriate material will be accessed. The responsibilities accompanying freedom of speech and access to information will be taught to all students. Students will be taught to evaluate the information they encounter on the Internet for accuracy, usefulness, and appropriateness. Students will also be taught to respect the work of others, as they are in all other areas of our curriculum, including an understanding of Copyright Laws pertaining to material found on the Internet and in other sources as well as materials produced by their peers and other members of the MMBAPCS community. All persons who have access to the Internet through the MMBAPCS system will be required to sign an Internet Access Agreement Form (to be signed by parent or guardian if user is under the age of 18) and must understand that access will be withdrawn from users who do not respect the rights of others and/or do not follow the above stipulated policy.

The Purpose of the Policy

The purpose of this policy is to increase the effective and efficient operations of MMBAPCS. Access to and use of the internet is intended solely to further the educational and institutional objectives of MMBAPCS.

Goals of the Policy

MMBAPCS provides Internet network/access in order to achieve the following goals:

- Enhancing the educational experience by providing access to resources for research and expanding knowledge.
- Supporting the development of critical thinking skills.
- Promoting life-long learning.
- Preparing students for their futures as global citizens.
- Enabling teachers to access resources for teaching and learning and to share resources and information.
- Supporting the integration of the North Carolina Standard Course of Study into the teaching of technology skills.

Acceptable Use of Internet but not limited to

Acceptable use of the MMBAPCS Internet access is defined as using the school's computer resources in a responsible, efficient, ethical and legal manner. Use must be in support of the educational and institutional objectives of MMBAPCS. Transmission of any material in violation of any Federal or State Law or Regulation is prohibited.

- Information, news, and resources from libraries, online encyclopedias, educational institutions, government agencies, research institutions, businesses, individuals, and a variety of other sources.
- Public domain and shareware software.
- Telecommunications with individuals and groups on a global network.

Unacceptable uses of Internet include, but are not limited to

- Violating Copyright Laws.
- Using or creating threatening or obscene materials.
- Distributing confidential information or material protected by trade secret.
- Utilizing the Network for commercial purposes.
- Distributing or creating political or campaign information outside the school curriculum.
- Any malicious attempt to harm or destroy equipment and/or data.
- Downloading and/or installing software onto a school computer or the school server without permission of the Technology Coordinator or the Principal.
- Using or attempting to use another person's password.
- Unauthorized access into computer systems or networks ("hacking").
- Distribution of virus warning or other mass-distributed e-mail messages (SPAM) within or outside the school community. Any virus warning messages should be forwarded to the Technology Coordinator for verification and no other action should be taken.
- Knowingly introducing or attempting to introduce viruses or similar agents into the network(s).
- Disabling or otherwise altering/interrupting Internet Filtering software on a computer to be used by students without permission from the Principal.
- Using the Network to access obscene, pornographic, or other illegal materials or information.
- Sending or soliciting abusive or sexually-oriented messages or images.
- Using offensive language including disparagement of others based on their race, national origin, sex, age, disability, sexual orientation, politics or religious beliefs.
- Using e-mail or the Internet to harass individuals or groups.
- Using the Network to promote or instigate terror or violence.
- Using the Network to play games with no discernable educational purpose.
- Participation by students in Internet non educational chat rooms or without permission.

Students cannot share personal data (address, phone number, birthday, pictures) via e-mail or the Internet. Exceptions are ONLY applicable when required for an approved academic-related exercise and authorized by the school and the student's parent/guardian.

Computer Etiquette

MMBDAPCS expects all users to abide by the rules of etiquette on the Network/Internet. Network etiquette includes, but is not limited to:

- Be polite, rudeness is not acceptable.
- Use appropriate language — do not swear or use vulgarities or other abusive or inappropriate language.
- Do not create or distribute inappropriate images.
- Do not distribute mass e-mails (SPAM) or virus-warning messages.
- Do not disrupt the use of the network.
- All communications and information accessible through the network are private property.

- Do not disclose anyone's personal the information (full name, personal address, e-mail address, or telephone number of any member of the school community) except where applicable to the curriculum and approved by both the school and the student's guardian.

Internet (Computer) Privileges

The use of the MMBDAPCS Internet Access is a privilege, not a right. Inappropriate use by employees may result in disciplinary action at the discretion of the Principal and the Board of Trustees. Inappropriate use by students or other members of the school community can result in limitation or cancellation of user privileges and/or disciplinary action at the discretion of the Principal. Legal action may also result if appropriate to the situation.

Priority of Use

Users must understand that, although other *uses* of school computer and Network/Internet resources are acceptable in furthering the educational and institutional objectives of MMBDAPCS, certain activities have priority. MMBDAPCS expects a respectful environment of using/sharing of these resources among faculty, staff, students and other members of the school community.

Disclaimer

MMBDAPCS is not responsible for any damages suffered, including loss of data, resulting from delays, non-deliveries, service interruptions or inaccurate information. The user accepts personal responsibility for any information obtained via the MMBAPCS Internet Access.

MMBDAPCS attempts to restrict access to inappropriate Internet content, but cannot be held responsible for the possibility that inappropriate material/information may be accessed on occasion.

Electronic mail messages and other files stored on the computers are not guaranteed to be private; system operators have access to all mail and files. Messages or files relating to or in support of illegal activities will be reported to the appropriate authorities and legal and/or disciplinary action may follow.

Electronic Devices

Electronic devices such as **beepers and cell phones are not permitted at school.**

TRANSPORTATION

School Bus Service

- The Mary McLeod Bethune Day Academy Public Charter School offers free transportation to students to and from school.
- **The school bus service is a privilege and not the right** of each student.
- Parents may wait at the bus stop with their child until the bus arrives.

School Bus Rules and Regulations

It is necessary that rules and order be maintained on our school buses. Adapting rules on the bus provides another opportunity to develop the social skills and character development that are compatible with the mission of our school.

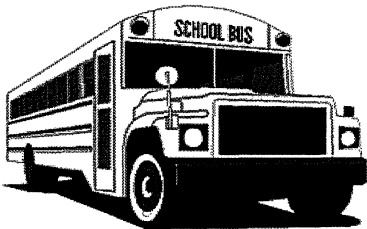
Failure to adhere to these regulars may result in the loss of bus privileges.

1. Students must follow the instructions of monitors riding on the buses.

2. Students may ride only the bus to which they have been assigned.
3. No temporary switching of buses or bus stops will be allowed.
4. Students may be assigned seats by the driver or school administrator.
5. Students must remain seated once they have boarded the bus, no changing seats is permitted.
6. Nothing is to be hung or thrown out of the bus windows or doors.
7. There is to be no shouting or yelling out of the bus windows or inside the vehicle
8. Any student who uses profane language, hit, fights, standing in the aisles, disrespecting the bus driver, bus attendant, or other adult, or causes a disturbance from the bus will be suspended for 1 week.
9. There is to be no eating or drinking on the bus.
10. Feet, legs, arms, books, parcels must not protrude into the aisle. Please place parcels or books under the seat or on your lap.
11. Emergency equipment and exits must not be touched with unless necessary.

School Bus Disciplinary Actions

1. If the bus rules are not followed, bus riding privileges will be cancelled or suspended.
2. **A student who receives a second disciplinary action for inappropriate bus behavior will permanently lose all bus privileges. Please be sure you and your child understand this course of discipline.**
3. Any student's parent who curses, threatens school staff, or causes disturbances on the bus or at the bus stop will cause their child to lose bus privileges for the school year.
4. There will be no appeals for these violations.



School Bus Safety

Frequently Asked Questions

School Bus Transportation for Mary McLeod Bethune Day Academy Public Charter School

Following are answers to some of the more frequently asked questions regarding pupil transportation at Mary McLeod Bethune Day Academy Public Charter School.

Q: May I volunteer to ride the school bus on which my child is transported to school?

A: Please contact us if you would like to volunteer to ride on the school bus.
We will let you know if we need additional assistance.

Q: The bus driver told me I am not allowed to get on the bus. Is that true?

A: The driver "shall have complete authority over and responsibility for the operation of the bus and the maintaining of good order and conduct upon such bus." Further, any person boarding the bus after being told not to is not complying with School rules and is undermining the authority of the driver.

Q: How is the capacity of a school bus determined?

A: Nearly all school buses come equipped with 39 inch seats on either side of a center aisle. Our buses have 26 total seats. The rated capacity is posted on the front bulkhead of each school bus according to student grades. The maximum capacity for grades 6-8 is calculated

as the number of seats times 2.5, where half of the seats would have two students and half would have three students. The maximum capacity for grades Kindergarten through 5 is calculated as the number of seats times 3 (i.e. three students per seat).

Q: My child has special needs and can't get to and from the bus stop. How can their needs be accommodated?

A: A student with an Individualized Education Program (IEP) may have Transportation listed as a related service. Further, that IEP may require specialized equipment (e.g. wheelchair lift) or other accommodations so that the student can be safely transported to and from school. In such cases where there is an IEP, DC Public Schools as a State function has an obligation to make sure that those needs are met. They may decide that those needs can be met via transportation by school bus or may identify an alternative method, such as contracting with a third party to transport the student

Q: Why don't school buses have seat belts?

A: School buses afford students the safest form of transportation to and from school. This has been validated by federal crash testing and research by the National Academy of Sciences. School buses have to meet rigid federal construction standards for the sides and top of the bus, fuel tanks and inside of each bus. The thick padded seats and seat-backs provide a passive form of crash protection known as "compartmentalization." This padding, combined with the placement of the seating area high above the impact zone (with most other vehicles), offers a protection that has resulted in an unmatched record of passenger safety. Especially for small students, lap belts can be more harmful than helpful.

PARENT AND TEACHERS ASSOCIATION

As the educational process demands a strong partnership between the parent and the school, The Mary McLeod Bethune Day Academy Public Charter School Parent and Teachers Association (PTA) is designed to bridge, support, and reinforce the relationship between our parents and the school.

The PTA may also participate in and support community-based, city-wide, national, and international initiatives that complement and advance the mission of the school.

Membership

We invite every student's parent or guardian to join and become an active member of the Mary McLeod Bethune Day Academy Public Charter School Parent and Teachers Association (PTA). It is an important branch of the Mary McLeod Bethune Day Academy Public Charter School's Family Tree. There is no membership fee.

Parent and Teacher Conferences

Parent-teacher conferences are scheduled at the end of each marking period (every nine weeks). Parents may however, request a conference at any time. Conferences are done by appointment. Please schedule a time in advance with your child's teacher; this allows the teacher time to collect relevant information and work samples to discuss with you. Conferences are not scheduled during school hours (9:00 a.m. 3:45 p.m.)

Progress Reports and Report Cards are distributed at Parent-Teacher Conferences.

Parent Involvement Coordinator

The Parent Involvement Coordinator works with the school in developing initiatives and events meaningful to the needs of our parents. Fliers announcing these events are distributed by the classroom teacher and sent home to parents

This person may also be instrumental in referring parents to outside resources for supplemental support in promoting the overall well being and academic performance of the student.

Authorized Fundraising

With the approval of the school's senior executive team, the PTA may initiate fund-raising activities in support of authorized school projects/initiatives.

STUDENT CREED

1. We take responsibility for learning. This means:

- We arrive at school on time.
- We are prepared for class.
- We demonstrate a serious and responsible attitude in daily work.
- Homework is carefully and thoughtfully completed and turned in on time.

2. We settle our differences in a peaceful manner. This means

- We respect other people's property and personal space.
- We do not physically or verbally fight with other children.
- We do not take anything that does not belong to us.

3. We immediately follow the directions of the adults in charge. This means:

- We do not talk back to teachers or adults at school.
- We take directions from substitutes and lunchroom supervisors.

4. We are sensitive to the needs and feelings of others. This means:

- We use appropriate language at all times.
- We do not bully or tease other children.
- We never boo or whistle in the auditorium.
- We are willing to help each other.
- We are friendly and courteous.
- We do not say things to others that we don't want said to us.

5. We are expected to move safely throughout the school. This means:

- No playing around in the bathrooms, hallways, or any other areas of the school.
- No running in any part of the school building.

DISCIPLINE for Students Receiving Special Education Services

(See also Procedural Safeguards: Resolution Meetings and Due Process Hearings)

Adopted from IDEA Regulations

1. Authority for school personnel to consider unique circumstances.

School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the other requirements of 34 CFR 300.530, is appropriate for a child with a disability who violates a code of student conduct.

[34 CFR 300.530(a)] [20 U.S.C. 1415(k)(1)(A)]

2. Authority for special circumstances related to serious bodily injury.

School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child: carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of Mary McLeod Bethune Day Academy PCS; knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or to or at a school function under the jurisdiction of Mary McLeod Bethune Day Academy PCS; or, *has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an SEA or an Mary McLeod Bethune Day Academy PCS.*

[34 CFR 300.530(g)(1)-(3)] [20 U.S.C. 1415(k)(1)(G)(i)-(iii)]

Serious bodily injury has the meaning given the term "serious bodily injury" under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code¹.

[34 CFR 300.530(i)(3)] [20 U.S.C. 1415(k)(7)(D)]

3. Authority for immediate short-term removals.

School personnel under 34 CFR 300.530 may remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than ten consecutive school days (to the extent those alternatives are applied to children without disabilities), and for additional removals of not more than ten consecutive school days in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement under 34 CFR 300.536).

[34 CFR 300.530(b)(1)] [20 U.S.C. 1415(k)(1)(B)]

¹ 18 U.S.C. 1365(h)(3) states that the term "serious bodily injury" means bodily injury which involves— (A) a substantial risk of death; (B) extreme physical pain; (C) protracted and obvious disfigurement; or (D) protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

4. Authority for long-term removals for behavior that is not a manifestation of the disability.

For disciplinary changes in placement that would exceed ten consecutive school days, if the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the child's disability pursuant to 34 CFR 300.530(e), school personnel may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to children without disabilities, except as provided in 34 CFR 300.530(d) (services).

[34 CFR 300.530(c)] [20 U.S.C. 1415(k)(1)(C)]

5. Clarify when services are required during disciplinary removals, the provision of such services and who makes the determination regarding services and interim alternative educational settings.

Mary McLeod Bethune Day Academy PCS is only required to provide services during periods of removal to a child with a disability who has been removed from his or her current placement for ten school days or less in that school year, if it provides services to a child without disabilities who is similarly removed.

[34 CFR 300.530(d)(3)]

After a child with a disability has been removed from his or her current placement for ten school days in the same school year, during any subsequent days of removal the public agency must provide services to the extent required under 34 CFR 300.530(d) (services).

[34 CFR 300.530(b)(2)]

A child with a disability who is removed from the child's current placement pursuant to 34 CFR 300.530(c) (a disciplinary change in placement for more than ten consecutive school days where the behavior is determined not to be a manifestation of the disability) or (g) (a removal for special circumstances related to drugs, weapons or serious bodily injury) must:

- Continue to receive education services, as provided in 34 CFR 300.101(a) (free appropriate public education (FAPE) requirements), so as to enable the child to continue 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; and
- Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.

[34 CFR 300.530(d)(1)] [20 U.S.C. 1415(k)(1)(D)]

After a child with a disability has been removed from his or her current placement for ten school days in the same school year, if the current removal is for not more than ten consecutive school days and is not a change of placement under 34 CFR 300.536, school personnel, in consultation with at Mary McLeod Bethune Day Academy PCSst one of the child's teachers, determine the extent to which services are needed, as provided in 34 CFR 300.101(a), so as to enable the child to continue 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.

[34 CFR 300.530(d)(4)]

If the removal is a change of placement under 34 CFR 300.536, the child's IEP Team determines appropriate services under 34 CFR 300.530(d)(1).

[34 CFR 300.530(d)(5)]

The services required by 34 CFR 300.530 (d)(1), (d)(3), (d)(4), and (d)(5) may be provided in an interim alternative educational setting.

[34 CFR 300.530(d)(2)]

The child's IEP Team determines the interim alternative educational setting for services under 34 CFR 300.530(c) (a disciplinary change in placement for more than ten consecutive school days where the behavior is determined not to be a manifestation of the disability), (d)(5) (a removal that is a change of placement), and (g) (a removal for special circumstances related to drugs, weapons or serious bodily injury).

[34 CFR 300.531] [20 U.S.C. 1415(k)(2)]

6. Mary McLeod Bethune Day Academy PCS must give notice.

On the date on which the decision is made to make a removal that constitutes a change of placement of a child with a disability because of a violation of a code of student conduct, the Mary McLeod Bethune Day Academy PCS must notify the parents of that decision, and provide the parents the procedural safeguards notice described in 34 CFR 300.504.

[34 CFR 300.530(h)] [20 U.S.C. 1415(k)(1)(H)]

7. Standard for manifestation determinations.

Within ten school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Mary McLeod Bethune Day Academy PCS, the parent, and relevant members of the child's IEP Team (as determined by the parent and the Mary McLeod Bethune Day Academy PCS) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of the Mary McLeod Bethune Day Academy PCS's failure to implement the IEP.

The conduct must be determined to be a manifestation of the child's disability if the Mary McLeod Bethune Day Academy PCS, the parent, and relevant members of the child's IEP Team determine that a condition in either 34 CFR 300.530(e)(1)(i) or (1)(ii) was met.

[34 CFR 300.530(e)(1) and (2)] [20 U.S.C. 1415(k)(1)(E)]

If the Mary McLeod Bethune Day Academy PCS, the parent, and relevant members of the child's IEP Team determine the condition described in 34 CFR 300.530(e)(1)(ii) was met, the Mary McLeod Bethune Day Academy PCS must take immediate steps to remedy those deficiencies.

[34 CFR 300.530(e)(3)]

8. When there is a determination that the behavior was a manifestation of the disability.

If the Mary McLeod Bethune Day Academy PCS, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team must either conduct a functional behavioral assessment, unless the Mary McLeod Bethune Day Academy PCS had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child or, if a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior; and except as provided in 34 CFR 300.530(g), return the child to the placement from which the child was removed, unless the parent and the Mary McLeod Bethune Day Academy PCS agree to a change of placement as part of the modification of the behavioral intervention plan.

[34 CFR 300.530(f)] [20 U.S.C. 1415(k)(1)(F)]

9. Definition of change of placement and clarify that the public agency makes a case-by-case determination of whether a specific pattern of removals meets the definition.

For purposes of removals of a child with a disability from the child's current educational placement under 34 CFR 300.530 through 300.535, a change of placement occurs if:

- The removal is for more than ten consecutive school days; or
- The child has been subjected to a series of removals that constitute a pattern:
 - o Because the series of removals total more than ten school days in a school year;
 - o Because the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and
 - o Because of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.

The public agency determines on a case-by-case basis whether a pattern of removals constitutes a change of placement. This determination is subject to review through due process and judicial proceedings.

[34 CFR 300.536]

10. Mary McLeod Bethune Day Academy's basis of knowledge for children not determined eligible for special education and related services.

A child who has not been determined to be eligible for special education and related services under Part B of the *IDEA* and who has engaged in behavior that violated a code of student conduct, may assert any of the protections provided for in Part B if the public agency had

knowledge that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred.

A public agency must be deemed to have knowledge that a child is a child with a disability if before the behavior that precipitated the disciplinary action occurred:

- The parent of the child expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency, *or a teacher of the child*, that the child is in need of special education and related services;
- The parent of the child requested an evaluation of the child pursuant to 34 CFR 300.300 through 300.311; or
- The teacher of the child, or other personnel of the Mary McLeod Bethune Day Academy PCS, expressed specific concerns *about a pattern of behavior demonstrated by the child directly* to the director of special education of the agency *or to other supervisory personnel of the agency.*

[34 CFR 300.534(a) and (b)] [20 U.S.C. 1415(k)(5)(A) and (B)]

11. Exceptions to the Mary McLeod Bethune Day Academy PCS' basis of knowledge for ineligibility, or refusal of consent to evaluation or services.

A public agency would not be deemed to have knowledge under 34 CFR 300.534(b) if the parent of the child has not allowed an evaluation of the child pursuant to 34 CFR 300.300 through 300.311 or has refused services under Part B of the *IDEA*; or the child has been evaluated in accordance with 34 CFR 300.300 through 300.311 and determined to not be a child with a disability under Part B of the *IDEA*.

[34 CFR 300.534(c)] [20 U.S.C. 1415(k)(5)(C)]

12. Hearing rights related to disciplinary removals.

The parent of a child with a disability who disagrees with any decision regarding placement under 34 CFR 300.530 and 300.531, or the manifestation determination under 34 CFR 300.530(e), or an Mary McLeod Bethune Day Academy PCS that believes that maintaining the current placement of the child is substantially likely to result in injury to the child or others, may appeal the decision by requesting a hearing. The hearing is requested by filing a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b).

[34 CFR 300.532(a)] [20 U.S.C. 1415(k)(3)(A)]

13. Authority of the hearing officer.

A hearing officer under 34 CFR 300.511 (impartial due process hearing) hears, and makes a determination regarding an appeal under 34 CFR 300.532(a) (disagreements regarding disciplinary removals and placement and manifestation determinations are subject to a hearing).

In making the determination under 34 CFR 300.532 (b)(1), the hearing officer may:

- Return the child with a disability to the placement from which the child was removed if the hearing officer determines that the removal was a violation of 34 CFR 300.530 or that the child's behavior was a manifestation of the child's disability; or
- Order a change of placement of the child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

The procedures under 34 CFR 300.532(a) and (b)(1) and (2) may be repeated, if the Mary McLeod Bethune Day Academy PCS believes that returning the child to the original placement is substantially likely to result in injury to the child or to others.

[34 CFR 300.532(b)] [20 U.S.C. 1415(k)(3)(B)]

14. Procedures for an expedited hearing.

Whenever a hearing is requested under 34 CFR 300.532(a) (related to disciplinary removals), the parents or the Mary McLeod Bethune Day Academy PCS involved in the dispute must have an opportunity for an impartial due process hearing consistent with the requirements of 34 CFR 300.507 and 300.508(a) through (c) and 300.510 through 300.514, except as provided in 34 CFR 300.532(c)(2) through (4).

The SEA is responsible for arranging the expedited due process hearing, which must occur within 20 school days of the date the complaint requesting the hearing is filed. The hearing officer must make a determination within ten school days after the hearing. Unless the parents and Mary McLeod Bethune Day Academy PCS agree in writing to waive the resolution meeting described in 34 CFR 300.532(c)(3)(i), or agree to use the mediation process described in 34 CFR 300.506:

- A resolution meeting must occur within seven days of receiving notice of the due process complaint; and
- The due process hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 days of the receipt of the due process complaint.

A State may establish different State-imposed procedural rules for expedited due process hearings conducted under 34 CFR 300.532 than it has established for other due process hearings, but, except for the timelines as modified in 34 CFR 300.532(c)(3), the State must ensure that the requirements in 34 CFR 300.510 through 300.514 are met.

The decisions on expedited due process hearings are appealable consistent with 34 CFR 300.514.

[34 CFR 300.532(c)] [20 U.S.C. 1415(k)(4)(B)]

15. Address the child's placement pending a disciplinary hearing decision.

When an appeal under 34 CFR 300.532 has been made by either the parent or the Mary McLeod Bethune Day Academy PCS, the child must remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period specified in 34 CFR 300.530(c) or (g), whichever occurs first, unless the parent and the SEA or Mary McLeod Bethune Day Academy PCS agree otherwise.

[34 CFR 300.533] [20 U.S.C. 1415(k)(4)(A)]



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NONDISCRIMINATION AND GRIEVANCE Grievance Procedure

Any person who believes that Mary McLeod Bethune Day Academy PCS has violated the regulations of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, Title VI, Title IX, and/or the Age Act by discriminating on the basis of race, color, national origin, sex, age, or disability may submit a complaint to the designated individuals below.

Complaints involving students, parents employees, or third parties may be submitted to:

Mary Bunn, Executive Assistant
202-459-4710
m.bunn@mmbethune.org
1404 Jackson St., N.E. Washington, DC 20017

The grievance procedures outlined below establish how complaints will be investigated and resolved. These grievance procedures are intended to provide for a prompt and equitable resolution of complaints. These grievance procedures may be used by employees, students, parents, or third parties. These grievance procedures do not bar individuals from filing claims in other forums to the extent permitted by state or federal law.

Mary McLeod Bethune Day Academy PCS encourages individuals to discuss their concerns with appropriate school officials before resorting to a formal complaint. However, individuals are not required to do so before filing a formal complaint.

Mary McLeod Bethune Day Academy PCS will not retaliate against any person who files a complaint in accordance with these procedures.

A formal complaint may be filed by following the steps outlined below:

Step 1

Within 90 business days of the alleged discrimination or harassment, written notice of the complaint must be filed with the individual designated above. If the complaint is being made against the designated individual above, the complaint can be submitted directly to the Executive Director, who will designate an appropriate individual to investigate the complaint. Complainants may use the

complaint form attached to the grievance procedure. The written notice must include the nature of the complaint, the date(s) of the occurrence, the desired result, and must be signed and dated by the person making the complaint.

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

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

Step 2

If the complainant wishes to appeal the decision from Step 1, he/she may submit a signed statement of appeal to the Executive Director 1404 Jackson St., N.E., Washington, DC 20017, (202) 459-4710, within ten (10) business days after receipt of the response. The Executive Director will review all relevant information and meet with the parties involved, as necessary. Within twenty-one (21) business days of receiving the statement of appeal, Executive Director will respond in writing to the complainant summarizing the outcome of the appeal and any corrective or remedial action to be taken.

Step 3

If the complainant is not satisfied with the decision of the Executive Director he/she may appeal through a signed written statement to the school Board of Trustees within ten (10) business days of the receipt of the Executive Director's response. A statement of appeal to the Board may be submitted to the Principal who will provide the statement to the Board. In an attempt to resolve the grievance, the Board shall review all relevant information and meet with the concerned parties and their representatives within thirty (30) days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within fifteen (15) business days of this meeting.

Grievants also have the right to file a complaint to Director, District of Columbia Office, Office of Civil Rights, (OCR), US Department of Education , 400 Maryland Avenue, SW, Washington, DC 20202; (2) faxing it to (202) 453-6021; or filing it electronically at: www.ed.gov/ocr/complaintprocess.html. For more information, you can contact OCR at (202) 453-6020 (voice), (877) 521-2172 (TDD), or ocr.dc.ed.gov.