



DRAFT

**E.L. Haynes Public Charter School
2016-2017 Student and Family Handbook
Elementary Campus**

All About E.L. Haynes

ABOUT E.L. HAYNES PUBLIC CHARTER SCHOOL:

Jennifer C. Niles founded E.L. Haynes in 2004. Ms. Niles now serves as the Deputy Mayor for Education for Washington, D.C. From our humble beginnings above a CVS drugstore serving 139 students in grades PK-2, E.L. Haynes has grown steadily and strategically. We now serve 1200 students across grades PreK3-12. We have developed three beautiful facilities at two campuses. Over the years, E.L. Haynes has become nationally recognized and is the recipient of numerous awards, accolades, and visits from state and foreign dignitaries. In 2015, we celebrated our first high school graduation.

MISSION

Every E.L. Haynes student of every race, socioeconomic status and home language will reach high levels of academic achievement and be prepared to succeed at the college of his or her choice. Every E. L. Haynes student will be adept at mathematical reasoning, will use scientific methods effectively to frame and solve problems, and will develop the lifelong skills needed to be a successful individual, an active community member, and a responsible citizen.

VISION

E.L. Haynes will be a model of educational excellence and make a lasting impact on urban education in Washington, DC and across the nation.

OUR MOTTO:

- *Be Kind*

Our individual success depends on our ability to respect and take responsibility for ourselves and others. Every act of kindness, no matter how small, positively impacts our ability to succeed.

- *Work Hard*

Research shows that intelligence is linked to effort and the habits of working hard are critical for every individual's success. Much of what is worth achieving is not easy – we need to learn how to work hard and practice hard work in all that we do.

- *Get Smart*

E.L. Haynes is a professional learning community, where every student, teacher, and staff member is on a continual educational journey. The school fosters a deep love of learning in students and staff.

ABOUT EUPHEMIA LOFTON HAYNES:

Martha Euphemia Lofton was born in Washington, D.C. in 1890. Mrs. Euphemia Lofton Haynes graduated from Smith College in 1914 and the University of Chicago in 1930. She continued her graduate studies in Washington, D.C. at Catholic University. In 1943, she graduated as the first African American woman to receive a Ph.D. in Mathematics. Dr. Haynes taught in the public schools of Washington, DC for forty-

seven years. She was also a professor of Mathematics at Miners Teachers College where she established the Mathematics department, and served as chair of the Division of Mathematics and Business Education at the D.C. Teachers College. From 1966 to 1967, Haynes served as the first woman to chair the D.C. School Board. She played an integral role in the integration of DCPS. In addition to her academic work, Haynes also served as president of the Catholic Interracial Council of DC and president of the Washington Archdiocesan Council on Catholic Women. We are honored to have such a remarkable woman, teacher, mathematician, and community leader on whom to model ourselves. At E.L. Haynes Public Charter School we remember her accomplishments, her courage, and her integrity through the work we do with children, teachers, and families as we help prepare students for the college of his or her choice.

WHO WE ARE

Hilary Darilek – Chief Executive Officer

Ms. Darilek comes to E.L. Haynes from DC Public Schools (DCPS), where she served as a Deputy Chief and led the Principal Effectiveness division. In this role, she oversaw the systems design and operationalization of the recruitment, selection, development, evaluation, and retention of school leaders for all 113 DC Public Schools. Her pioneering work in this role garnered national recognition. Prior to DCPS, Ms. Darilek served as Managing Director of the DC Program of New Leaders, a leading, national urban principal training program working with both the district and charter schools of the city. She began her career as a high-performing middle school math and science teacher in Baltimore, Maryland and as an education researcher at the RAND Corporation. Ms. Darilek holds a Bachelor's degree in mathematics and economics from the College of William and Mary, a Master's degree in teaching from the Johns Hopkins University, a second Master's degree from the London School of Economics in applied mathematics, and an Executive Master's degree in leadership from Georgetown University's McDonough School of Business.

Phyllis Hedlund – Chief Academic Officer

Dr. Hedlund began her career as a teacher of language arts and English to middle school and high school students in public, parochial, and independent schools. After earning a Master's degree in educational leadership and administration, she received a fellowship to pursue her doctorate in Curriculum and Instruction. Her research focused on curriculum integration, the achievement of English Language Learners in charter schools, and National Board certification of teachers. After completing the program, Dr. Hedlund worked as an adjunct assistant professor in the Initial Professional Teacher Education program at the University of Colorado/Denver. She returned to DC to found and lead City Collegiate Public Charter School. She has worked as a consultant for curriculum, instruction, professional development, and literacy for KIPP:DC and schools in the Archdioceses of Washington and Chicago. She also served as a clinical faculty and curriculum developer for Urban Teacher Center. She is married to Jamie Hedlund, and they have three children.

Vanessa Carlo-Miranda - Chief Operating Officer

Ms. Carlo-Miranda is an expert in DC public education funding, federal grants management compliance, and charter school finance. She began her career as a real estate attorney before combining her passion for education and legal training as a program manager for the Office of Public Charter School Financing and Support in the Office of the State Superintendent of Education (OSSE), where she underwrote loans, credit enhancement, and grants to improve public charter school facilities in the District. Ms. Carlo-Miranda then joined the Office of the Attorney General as an attorney advisor in the General Counsel's office and led OSSE's newly established compliance division as the first director of grants management and compliance. Ms. Carlo-Miranda is a graduate of the University of Florida and the David A. Clarke School of Law. She was born and raised in Guaynabo, Puerto Rico. She is married to Luis A. Miranda, and they have three children.

Brittany Wagner-Friel – Principal

Ms. Brittany began her career in education working with children with physical disabilities throughout high school and college, before moving abroad to teach English as a second language in Mexico. She joined E.L. Haynes in February 2007 as a teaching fellow before becoming an elementary school special education teacher. Ms. Brittany was promoted to Assistant Principal in 2012 while a member of New Leaders and became Principal in 2014. She graduated from The University of Vermont with a Bachelor's degree in political science and earned her Master's degree from The Catholic University of America in special education. She is a 2015 Fellow with the Relay Graduate School of Education's National Principals Academy.

Tanisha Jones – Assistant Principal

Mrs. Jones switched careers and found her way into education while researching diverse schools for her son. She began her career in education working as a long term substitute with Prince George's County Public Schools and transitioned to E.L. Haynes in 2004 as a founding 1st grade Teaching Fellow. During her time at Haynes, Mrs. Jones has taught Kindergarten, First, Second and Third Grades. She was promoted to Assistant Principal in 2013 while a member of New Leaders. Ms. Jones holds a Bachelor's degree in Communication from The Ohio State University and a Master's degree in Elementary Education from American University.

Jessie Brewster – Assistant Principal

Ms. Brewster has 8 years of teaching experience both as a general education teacher and as an ELL teacher across several grade levels. She became an Assistant Principal at E.L. Haynes in 2014. Ms. Brewster is originally from Oregon. She holds a Bachelor's degree in Elementary Education from University of the Pacific and Master's degree in Teaching English to Speakers of Other Languages from Georgetown University. In 2014-15, she was a member of the New Leaders for New School Emerging Leaders Program and in 2016-17 she will be a member of the Aspiring Principals Program.

Marielys Garcia – Dean of Culture

Ms. Garcia has worked within the education sector for the past decade in the Washington, D.C. area. For six years, she served as a Spanish teacher and Foreign Language department chair at Thurgood Marshall Academy. Additionally from 2012-

2015, she served in two distinct administrative capacities at Thurgood Marshall Academy: the 9th grade Dean of Students and the Director of Academic Support. In 2011 and in 2013, Ms. Garcia was trained by the Yale Center for Emotional Intelligence in the RULER method, a scientifically proven approach to maximizing one's ability to understand one's emotions in order to create more compassionate, balanced and successful students, staff and schools. Ms. Garcia is originally from New York City and received her Bachelor's degree in Spanish from Cornell University, Master of Arts in Secondary Spanish Education from American University and Master's degree in Education Leadership from Teachers College, Columbia University.

James McDowell Jr. – Behavior Intervention Coordinator

Mr. McDowell (Mr. McD) began his career working at a law firm as a paralegal and subsequently served in various administrative roles at colleges and university in New York. Mr. McD worked for Prince George's County Public Schools as a Crisis Intervention Specialist and administrator at one the first elementary alternative schools in Suitland, MD. He has also work as a Short Term Placement Coordinator and Fidelity Coach at a non-public school serving students with significant academic and behavioral needs. Mr. McD joined E.L. Haynes in 2016 and continues to work with state senators, mayors and local municipalities advocating for communities and families in special education. Mr. McD holds a Bachelor's degree in Public Justice from SUNY Oswego and a Master's degree in Education with a specialization in Educational Leadership from Walden University.

Holly McBride – Assistant Director of Student Support Services

Ms. McBride began her teaching career as a Peace Corps Volunteer in Kenya where she taught Deaf students in a rural primary school. Upon returning to the States, she worked in nonpublic schools for students with autism and at a school for the Deaf. In 2011, she joined E.L. Haynes as a middle school inclusion teacher and moved into her current role at the elementary school in 2015. Ms. McBride holds a Bachelor's degree in Speech Language Pathology and Audiology from Ithaca College and a Master's degree in Deaf Education specializing in working with students with multiple disabilities from Gallaudet University. Additionally, she recently completed a two-year fellowship with Leading Educators as part of the organization's founding cohort of fellows in Washington, D.C.

Sebastien Durand – Elementary School Operations Manager

Mr. Sebastien grew up in the Loire Valley on the west coast of France. While in college, he worked closely with local organizations providing students with extracurricular activities and other social services. He moved to Seattle in 2000 and settled in Portland in 2003 obtaining his green card. From there Mr. Sebastien began work at the French American International School where he was the Director of Extracurricular Development. From there he moved to Rhode Island to work at the French American School of Rhode Island where he coordinated the school's accreditation. Most recently, Mr. Sebastien joined the founding team of our close neighbor Creative Minds International PCS. The new school opened its doors in 2012, and as its Operations Manager, Mr. Sebastien helped putting in place its administrative team and co-curricular

programs. He joined E.L. Haynes in 2015. Mr. Sebastien holds a Bachelor's degree in Electrical Engineering from the University of Science of Nantes.

The Board of Trustees

A board of trustees governs E.L. Haynes Public Charter School. The board is comprised of key stakeholders who bring a variety of perspectives to the governance of the school. We are privileged to have the following individuals as members of our Board of Trustees:

Board of Trustees (As of April 2016)	
Abigail Smith - <i>Former DC Deputy Mayor of Education</i>	Chair
Michael Hall - <i>Principal Architect Studio CrowleyHall</i>	Co-Vice Chair
Tammy Mank Wincup - <i>Chief Operation Officer at EverFi Inc.</i>	Secretary
Stefan Kershow - <i>Assistant Director of Structured Finance at Consortium Capital</i>	Treasurer
Jacquelyn Davis - <i>Founder of Ed-Volution Education Group</i>	Trustee
Roy Jones - <i>Physicist at Leidos</i>	Trustee
Maura Marino - <i>Managing Director of DC Schools Fund in NewSchools Venture Fund</i>	Trustee
Danielle McCoy - <i>Managing Director, Deputy General Counsel, and Assistant Corporate Secretary of Fannie Mae</i>	Trustee
Monique McDonough - <i>Principal Consultant at Symmetrics Group</i>	Trustee
William Rawson - <i>Retired Partner and Chair of Environment, Land & Resources (ELR) Department at Latham & Watkins LLP</i>	Trustee
Victor Reinoso - <i>Co-Founder of Decision Science</i>	Trustee
Theodore Smith - <i>Media Producer and Creative Team Leader</i>	Parent Trustee
Eric Westendorf - <i>CEO and Co-Founder of LearnZillion</i>	Parent Trustee

STUDENT BODY

The diversity of our community is one of our greatest strengths. In the 2015-2016 school year, E.L. Haynes Elementary School served approximately 330 students with the following demographics:

Black/African American	42%
Hispanic/Latino	38%
White/Caucasian	14%
Multiracial	5%
Asian	<1%

ELL	~30%
SPED	~15%

RACE AND EDUCATIONAL EQUITY:

At the heart of our mission is a deep commitment to our diverse community of students, staff and families. We believe that our differences -- culturally, racially, linguistically and socioeconomically, to name a few - make our school community stronger and more enriching. We recognize that in order to create a more just and peaceful world, it is important that our students have the academic and social skills necessary to thrive in a diverse world. As a diverse school community, we have a unique opportunity to help shape our future leaders into citizens committed to equity and skilled at engaging with others unlike themselves.

Each year, new staff attend Race and Equity in Education Seminars (REES) to promote conversations that address each member's identities and build the skill and will necessary to confront bias, interrupt injustice and further the race and equity work needed to ensure our community is a safe and welcoming space that helps everyone succeed. These conversations continue throughout the school year through focused commitment to courageous, open dialogue. We encourage our families to participate in opportunities to confront inequity, interrupt injustice and engage across difference.

Parental Involvement

At E.L. Haynes, we believe the collaboration of our families and staff is integral to student success. As partners in our students' education, we will always strive to build relationships based on trust and respect. We believe that families have just as much to offer our school community as the school community has to offer them, and therefore, E.L. Haynes' parents, guardians, and staff collaborate in multiple ways. We strive to develop deep, trusting relationships with our families in order to develop a two-way partnership that supports the success of every student as we prepare them for the college of their choice. When we partner effectively, students will be positioned to choose their own path to success.

Our commitment to family involvement is driven by three key goals:

- To build deep, trusting relationships between staff and families
- To partner on academics to ensure student success
- To maintain ongoing proactive communication and productive dialogue

We encourage families to express any questions or concerns they have to school staff as they arise. Questions or concerns relating to your child specifically or their classroom instruction should be directed to their teacher whereas questions or feedback on school policies and procedures may be shared with school administrators. Teachers and administrators are often in their classrooms or the hallways and lobby during arrival and dismissal and may be available for a short conversation. If you have a question, suggestion or concern that may take more than a few minutes to discuss, please schedule a meeting in advance so we can be sure to devote adequate time and attention to your feedback.

Teachers or school administrators may also request to meet with families if we have something important to discuss. If an E.L. Haynes staff member requests a meeting with you, we expect you will do your best to honor their request to meet at your soonest opportunity. Additionally, if you receive a personalized phone call during the day from the school it means we really need to get ahold of you about your child and therefore expect that you will return the call as promptly as you can.

All parents and guardians are encouraged to offer their participation, time and energy to the E.L. Haynes community in a variety of ways.

WELCOME VISITS & PHONE CALLS

At the start of each school year, every E.L. Haynes family can expect to receive either a welcome phone call or welcome visit as a means of developing a strong, trusting, relationship across home and school. Teachers will begin arranging these contacts as early as the summer before school begins. Welcome visits, because of the time required, may be arranged at any point in the school year although we make our best attempt to have them happen towards the start of a school year.

PARENT TEACHER CONFERENCES

While ongoing communication is central to student success, Parent-Teacher Conferences are a critical method for families and teachers to share information about student progress. Parent-teacher conferences are scheduled each year to provide an opportunity for teachers and families to discuss student performance. Parent conferences are an opportunity for parents and guardians to review student work and assessments with their child's teacher and engage in a dialogue about how to best support their continued learning at home and school. If there are any concerns, families and teachers will discuss strategies to address them and teachers will provide parents with suggestions for working with their children at home on particular skills. As students become more active learners, they may take part in their own conference, helping set and assess individualized learning goals. All parents are expected to attend every parent-teacher conference. Families may sign up for a conference time outside of

classrooms or in the lobby, starting two weeks before conferences. Additional parent-teacher conferences may be scheduled upon parent or teacher request.

ACADEMIC PARENT-TEACHER-TEAMS (APTT)

Many grade levels across the elementary school hold Academic Parent-Teacher-Team meetings three times over the course of the school year in addition to one 1:1 parent-teacher conference. APTT is an innovative model for parent-teacher communication about student performance and parents' roles in supporting achievement. Parents meet as a group to collaborate with teachers on grade-level skills. During APTT meetings, teachers work with families to: discuss grade-level skills, review student progress on those skills, model activities families can use at home to support mastery and set an interim goal for each student's progress. The goal is to help families feel adequately equipped to support their student's academic success.

ONGOING COMMUNICATION

- **EMAIL** All staff have e-mail accounts they check daily. Addresses tend to be: first initial followed by last name, and @elhaynes.org. (example: Tanisha Jones' email address would be tjones@elhaynes.org). You can find a complete list of staff emails on our website.
- **STOP BY** Teachers and other staff members are frequently around during arrival and dismissal, either in the lobby, lollipop, or classrooms. They are often available for short conversations or are happy to schedule meetings as necessary.
- **ATTEND** Family meetings and events will be listed in the Haynes Herald, on the family calendar found on our website, and posted throughout the lobby. Please introduce yourself to other families and encourage their participation in parent events.
- **BULLETIN BOARDS** located in the lobby of the Elementary school and outside of classrooms are a central place for information of importance to families. Please check them out periodically for important dates and information.
- **HAYNES HERALD** The Haynes Herald is our school newsletter, and it is an important way our school communicates with all families. Please check your child's backpack every other Thursday for the Herald, although it will also be emailed to families for whom we have an email address on file. Extra copies will also be available with other key documents in the lobby. If you have an item appropriate to share with the school community, please email your announcement to Brionna Lomax at blomax@elhaynes.org.
- **THURSDAY EXPRESS FOLDERS** Thursday Express folders are a consistent method for sharing important information between home and school in every elementary classroom. The "Thursday Express" will be sent home on Thursdays with important school-related materials, such as classroom newsletters,

permission slips, announcements, and the bi-weekly Haynes Herald. Teachers will periodically collect the “Thursday Express” folders from students to make sure that parents/guardians emptied them, returned needed signatures, or added written communication to teachers.

- **WEEKLY ROBOCALLS and EMAILS:** Each Sunday evening, parents will receive a robocall and email from the Elementary School Principal, Ms. Brittany. These notifications will include important updates for the coming week. If you are not receiving regular emails from E.L. Haynes, please update your information directly through our student information portal. If you need assistance, please reach out to our front office staff.
- **FAMILY CALENDAR:** A complete list of all upcoming events on our family calendar is on our website.
- **NEWSLETTERS** Teachers prepare newsletters for families on a monthly basis, updating them on topics of study, important dates and reminders, and celebrations of progress. Newsletters are sent home on Thursdays.
- **WEBSITE AND SOCIAL MEDIA** Follow E.L. Haynes on Facebook, Instagram and Twitter, and visit the E.L. Haynes website for news, our event calendar, and more.

Website: www.elhaynes.org

Facebook: <https://www.facebook.com/elhaynespcs>

Twitter: <https://twitter.com/ELHaynesPCS> (@ELHaynesPCS)

Instagram <https://www.instagram.com/elhaynespcs/> (elhaynespcs)

- **PARENT LISTSERVE** E.L. Haynes parents have instituted an electronic listserv for E.L. Haynes families. If you would like to join the parent listserv, please visit our website at www.elhaynes.org and select Belong/Families/Stay Connected.
- **TELEPHONE DIRECTORY** To help connect families, E.L. Haynes publishes an annual grade level directory that contains a listing of students and family contact information. This information is only published if families have given permission at the point of registration.
- **VISIT** Families are encouraged to visit class and volunteer within the school community. One of the most popular times for families to visit school is during our weekly Friday All School Meeting, held from 8:45-9:15 each Friday morning. Please stick around to join us! More information about class visits is below

CLASS VISITS

As part of our philosophy around parent engagement, we welcome classroom visits. Parents are encouraged to visit their child’s classroom to volunteer and spend time with their child to better understand your child’s learning environment and experiences. If you are interested in spending time in your child’s classroom, please contact your child’s teacher in advance. Typical classroom visits may include observing or

shadowing your own child, volunteering to help with a project, presenting or sharing information, or reading to and with the class. Please note that the classroom teacher may direct your use of time and student interaction during a classroom visit. The goal of any visit to the classroom is for families to increase their familiarity of the classroom community, spend time with their child during learning time, or help the classroom community when needed. Visits should benefit the community and be used in a positive manner for students, families and teachers. If a classroom visit is disruptive or negative in a way that may detract from student learning, a parent may be asked to leave and future requests could be denied.

The start of the school year is an important time to set routines and expectations for the school year so we ask that parents wait until school has been in session for six weeks before arranging a classroom visit. Although students get accustomed to visitors throughout the year, it is helpful for teachers and students to be able to set classroom systems and structures these first few weeks without interruption or distraction. Please speak with the Principal directly if you would like to visit during the first few weeks of school.

STUDENT LEARNING

E.L. Haynes Elementary creates a rigorous academic environment that will prepare students to excel in college and life beyond. Consistently living the core value of excellence is critical to academic success at E.L. Haynes. The school expects that each student will give their best effort daily. Students are reminded each morning to “Be kind, work hard, get smart,” a motto that helps us remember why we are all here: to support our young learners develop the lifelong skills needed to be successful individuals, active community members, and responsible citizens.

CURRICULUM

We use various curricula throughout our grades to ensure students are mastering the District of Columbia Early Learning Standards, the Common Core State Standards, and the Next Generation Science Standards appropriate to their grade level. The table below highlights curricula used throughout the elementary program.

Grade	Curriculum	Purpose
PK3 & PK4	Every Child Ready	To develop students’ play and vocabulary through the use of thematically linked activities, stories, and centers. Students

		develop early literacy and math skills while developing the social skills necessary to be successful in school.
K-4	Engage NY Math	To develop deep conceptual understanding of the major work of each grade level in mathematics as well as computational fluency in grade level appropriate operations.
K-2	Wit & Wisdom	To develop students as readers and writers who can deeply analyze various types of text, discuss texts with others, and apply knowledge of text to their own written work.
3-4	Expeditionary Learning Literacy Modules	To develop students' knowledge of various scientific and historical concepts through reading and writing. Students spend time building background knowledge, completing research, and applying knowledge to summative projects on quarterly cycles.
K-3	Foundations	To develop students' understanding of how English words are decoded and encoded using a research-based format for phonics knowledge.
K-4	FOSS Next Generation Science	To develop students' deep understanding of specific grade-level appropriate science concepts. Students participate in units of study related to physical, earth, and life sciences.

SCHOOL BOOKS OR MATERIALS

Students will be provided with textbooks and workbooks as our curriculum requires. Often students will be expected to carry their resources between home and school. Students are not to write, underline, or highlight textbooks, including books borrowed from classroom libraries. If they want to take notes, they are expected to use sticky notes but should remove them from books before returning them to their classroom library. All books and materials checked out to a student must be returned in good, usable condition. If a book or material is lost or damaged, we will ask the family to help

cover costs for replacing the book or material that was borrowed by or issued to their student.

REPORTING STUDENT PROGRESS

We recognize the importance of sharing regular information on how your child is progressing and learning both academically and socially. Teachers assess student learning and progress in a variety of ways on an ongoing basis in hopes of providing you with ongoing, comprehensive information about your child.

Report Cards

Elementary students at E.L. Haynes receive report cards four times year. Report cards include both letter marks and narrative comments. A four letter scale is used to provide information on how a student is progressing in a specific category of learning based on mastery of grade level standards. Students receive grades in core content areas (math, science and ELA), specials (music, dance, art and health/fitness) as well as the area of Be Kind/Work Hard. Social studies is integrated into literacy instruction and therefore is reflected in a student's literacy grade. Students earn Be Kind/Work Hard grades based on their demonstration of our CARES values over the course of a quarter.

The general definitions below explain what level of performance each grade represents for students in Kindergarten through 4th grade.

Overall Grade	Percentage	Definition
M	90 and above	MASTERY: Student shows consistent depth of understanding and skill that demonstrates mastery of the subject matter and may go beyond quarterly expectations.
P	80 and above	PROGRESSING: Student is demonstrating proficiency in the subject matter. They show ongoing progress towards achieving mastery.
E	70 and above	EMERGING: Student has not yet mastered, but is developing many of the skills necessary to meet quarterly expectations in this subject area. They are showing signs of progress towards achieving mastery of the content.
NY	Below	NOT YET: Student has not yet demonstrated the skills necessary to meet quarterly

	70	Expectations in the subject matter. They have not yet shown signs of progress towards achieving mastery of the subject area.
NA		Not Assessed/Not Applicable —The student was not taught or was not assessed in the subject matter this quarter.

Students in PreK3 and PreK4 receive report cards from Every Child Ready, our PreK3 and PreK4 curriculum. Most early childhood grades are determined from observational data taken by teachers and student/teacher activities completed in small groups or one on one. Students receive grades on each early learning standard. The table below outlines what level of performance each letter represents for students in PreK3 and PreK4.

This scale is from A to E, with A being early progression toward mastery of the standard and E being mastery of the equivalent kindergarten standard. We expect students in PK3 to be at a B or higher at the end of PK3 for each standard and for students in PK4 to be at a D or higher by year end.

PreK3 and PreK4 Letter Grades	
Not Introduced this Period	NI
Emerging - Performing well below year-end PK benchmark	A
Approaching - Performing below year-end PK benchmark	B
Progressing - Performing near year-end PK benchmark	C
Mastering - Performing at year-end PK benchmark	D
Expanding - Performing above year-end PK benchmark	E

Reporting students this way allows us to communicate more detailed and accurate information as students progress in their learning. We are able to communicate specifically which areas of a subject are strengths for a student and which categories are ones in which the student needs additional support. The narrative component of the report cards allows us to provide additional information on a student's performance in a given category of learning. These observations are made based on classroom data and evaluations.

Parents are expected to participate in parent/teacher conferences throughout the year to support student success. Additionally, families whose students are in a grade leading

Academic Parent-Teacher-Team meetings are expected to attend those sessions to learn more information on their student's progress.

ASSESSMENTS

As a school, we believe that we can only best teach children if we know where they are in their mastery of grade level concepts and then respond accordingly in our instruction. As a result, our teachers utilize a variety of assessments to determine where students begin and monitor student progress throughout the year. Some assessments, referred to as benchmark assessments, are meant to monitor student progress toward mastery of reading independence and mathematical concept development and fluency. These assessments are not utilized to determine students' grades on progress reports. Other assessments, such as projects scored with rubrics and unit assessments or tests, assess mastery of content and skills that have been taught thus far in the year. These assessments are utilized for determining student grades on progress reports. All assessments are aligned with the Common Core State Standards. Below is a table that outlines some of the assessments your student might encounter throughout their elementary years.

Grade	Assessment Name	Assessment Type
PK3 & PK4	Developmental Indicators for Assessment of Learning (DIAL 4)	Assessment of concepts, motor skills, language, and social readiness for school Administered at the beginning of PK3 and then as needed for new students in PK4
PK3 & PK4	Every Child Ready: Math (ECR: M) Every Child Ready: Language & Literacy (ECR: LL) Phonemic Awareness Literacy Screener (PALS)	Benchmark Assessment Administered 5 times per year
PK3 & PK4	CLASS classroom quality assessments	Observational assessment of early childhood classrooms

		Administered once a year
K-4	i-Ready Math	Benchmark Assessment Administered 4 times per year
K-4	i-Ready Reading	Benchmark Assessment Administered 4 times per year
K-4	Fountas & Pinnell Developmental Reading Assessment (F&P)	Benchmark Assessment Administered as needed to determine students' independent reading skills
K-4	Engage NY mid-module and end of module assessments	Unit assessment Administered at the midpoint and end of all math units
K-4	Integrated reading, writing, science, and social studies projects	Rubric scored unit assessment Administered at the end of integrated literacy units
3-4	Partnership for Assessment of Readiness for College and Careers (PARCC)	Federally mandated assessment in literacy and mathematics Administered in the spring
K-4	ACCESS for ELLs 2.0	Language proficiency assessment Administered in the spring to speakers of English as a second or other language

HOMEWORK

Homework is an integral part of achieving our academic goals. Homework provides time and space for students to practice skills learned in class. We believe that practice makes permanent (credit: Doug Lemov in Practice Perfect). Homework is given regularly when school is in session and may also be assigned over breaks. We follow

the guidelines from the National Parent Teacher Association regarding the appropriate volume of homework. They recommend ten minutes per grade per night. This means that a third grade student should have 30 minutes of homework a night while a first grader would have only 10 minutes per night. Homework is given on a daily or weekly basis and is due either the following morning or the following week, depending on the grade level system. Teachers will explain their homework policies in their welcome letters and/or at Back to School Night. Some homework assignments in upper elementary grades may include work on longer-term projects, which may have multiple deadlines for completion.

Homework is practice of skills that have already been introduced to students so those skills become automatic. Homework is NOT a time to learn new skills or figure out something unknown unless students are working on a long-term project that requires research outside of the classroom. Additionally, we expect that each night students will be reading independently or with an adult.

Teachers review homework and monitor homework completion for all students. Depending upon the grade level, students may or may not receive a grade or feedback on their homework. If a student is absent and did not receive the homework, s/he should ask their teachers for homework, complete it, and turn it in the following day or as agreed upon with their teacher. It is the student's responsibility to ask for, complete, and return his/her homework.

CELEBRATIONS OF STUDENT LEARNING

School Celebrations and Exhibitions

Throughout the school year, families will be invited to participate in various celebrations of learning and accomplishment. Students may perform, demonstrate or exhibit their learning to an audience of family, peers and community members at the conclusion of learning. We also invite families to other celebrations, family nights, and ceremonies as part of our school community. Announcements will be sent home during the course of the school year to inform you about special events. E.L. Haynes does not celebrate Halloween or any religious holidays.

Learning Showcases are presentations or performances of extensive student learning and development throughout the quarter or semester. Each showcase features student work products or performances created for a greater audience, providing a more authentic purpose to their learning and to the quality of their work. Students are the active drivers of the showcase as much as possible, making them motivated and accountable for producing high-quality work. Students are eager to show off their learning to the broader school community, and showcases offer a great window into the

daily learning of students for our entire community. Families are invited to attend to experience and learn about their student's exciting work.

Pride Roll

The academic accomplishment and progress of students is one of the greatest celebrations within our school community. At the end of each quarter, any student in grades K-4 earning all "M's" and "P's" on their progress report will be a part of our Pride Roll and will be recognized in front of the school community at a special All School Meeting. Students who earn this designation on multiple occasions will earn special Pride Roll shirts. If students earn Pride Roll for all four quarters, students will earn a special trip at the end of the year. Students earning all "M's" for any quarter will receive a book of their choice and a ribbon for recognition in front of the school community.

CARES Ambassadors

In addition to academic growth and accomplishment, we recognize and celebrate the social and emotional learning and development of our students as well. Each quarter students who have earned a score of "M" for all of our core values (Cooperation, Assertiveness, Responsibility, Empathy and Self Control) will be recognized as CARES Ambassadors in front of the school community at a special All School Meeting. They too will earn a special school t-shirt.

FIELD TRIPS

Teachers plan trips to offsite locations to enrich student learning throughout the year, often to help deepen understanding of a particular topic or theme that is being covered in class. When a class plans a trip, each child will bring home a permission slip, which must be signed and returned to the teacher in order for the student to participate. We cannot accept verbal permission for students to attend a field trip. Students travel via Metro buses or on private chartered buses. Parent and/or guardian volunteers are welcome to serve as chaperones on most trips. If a child does not go on a field trip, the school will make arrangements for the child to have as productive day in another classroom.

Family members who volunteer to chaperone a field trip must be at least 18 years of age. Depending upon the transportation method, we may ask families to find their own means of transportation, often because of space restrictions. We ask that family members who are responsible for supervising additional children, refrain from volunteering to chaperone fieldtrips.

TECHNOLOGY IN THE CLASSROOM

We believe in preparing students for the 21st century which means access to various types of technology. Throughout our classrooms, we have interactive whiteboard

technology, document readers, chromebooks, and tablets that teachers and students utilize. Although opportunities to work with technology are available, we believe students need to learn material in many formats and therefore do not solely rely on technology for any of our content. We also limit the amount of “screen time” our learners have, particularly our youngest, in order to meet their developmental needs.

Personal Responsibility:

As a member of our school community, students accept responsibility for proper use of school technology and for reporting misuse of technology. Student use of school technology will meet the following guidelines:

- Use computers for academic purposes only. The use of technology to play music/games or to serve any purpose outside of a class activity is prohibited.
- Respect the privacy and dignity of students and teachers at all times. Do not use, copy, or delete another user’s files, folders, or passwords.
- Keep your passwords private.
- Use appropriate language by refraining from the use of profanity or insulting language. Offensive and/or harassing messages that originate outside of school, but disrupt the school’s educational process may be subject to school consequences.
- Respect school equipment. Do not vandalizing devices or launch computer viruses.
- Use approved software
- Do not use online chatting programs

Acceptable Use

Students’ use of computers, the Internet, and the school network must be in support of education and research within the educational goals and objectives of E.L. Haynes Public Charter School. Unauthorized access to any network or computer is strictly prohibited. Students may lose the privilege to use computers if the acceptable use policy is not adhered to.

Internet Use

Computer, network, and Internet access are privileges available to students at E.L. Haynes. Our goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation, and communication. These guidelines are provided so that students are aware of the responsibilities required to use technologies. The right to use computers at school may be revoked if a student does not adhere to the guidelines below.

Internet Safety

The Internet provides opportunities to access new resources, but it also provides unique risks to students. E.L. Haynes Public Charter School provides filtered access to the

Internet, but to ensure safety on the Internet, staff closely monitor student use of the internet.

STUDENT SUPPLIES

Students are not required or expected to bring individual organizational tools or supplies (outside of backpacks) from home as necessary materials are provided at school. If you need assistance with school supplies, please contact your child's teacher or any member of our administrative team.

Parent donations of community supplies that enhance the classroom experience are welcomed throughout the year. Classroom teachers will post "Wish Lists" outside of the classrooms and in newsletters for items needed in the classroom. Supply lists will also be sent home at the start of the school year.

Student Support Team (SST)

At E.L. Haynes, we strongly believe that all students can reach high levels of success. We value diversity of all kinds in our community. We also recognize that students can benefit and may require additional supports along the way to help them realize their full potential. The Student Support Team is committed to providing additional supports to students through wellness support, English Language Learning (ELL) support, and special education support. The Senior Director of Student Support Services, Ms. Maria Conner, manages the student support program across all three teams.

Wellness Team

E.L. Haynes has designed its wellness program to ensure all students are ready to learn every day. The priorities of the wellness program are to:

- Ensure that the learning environment is emotionally and physically safe for all students
- Develop the social skills necessary for students to succeed in the classroom
- Support families in gaining access to community resources

E.L. Haynes' Student Wellness Team provides our students with the supports, strategies, and tools necessary to promote perseverance, resilience, pride, and success. The Wellness Team is available to assist students in achieving their academic goals by helping students stay healthy. Our wellness services include prevention, education, and counseling support for students through individual and group counseling, classroom presentations, and student and parent programs. Additionally, the team provides brief assessment and referral for community-based services.

English Language Learning (ELL) Support

E.L. Haynes has developed a English Language Learning (ELL) program to support the success of our students who are culturally and linguistically diverse. The priorities of the ELL program are to:

- Develop the language and literacy skills of non-native English speakers

- Ensure access to the general education curriculum for students who are still developing academic language

Our ELL team achieves these goals through identification of students. All students who speak a language other than English (as noted on the home language survey completed at the point of enrollment) are assessed using the ACCESS test to see if they would benefit from ELL services. Our ELL teachers monitor the progress of students' language and literacy acquisition quarterly by conducting assessments, informal observations, and soliciting input from general education teachers. They also prepare quarterly ELL progress reports for families of students who receive ELL services. In accordance with guidelines determined by the D.C. Office of the State Superintendent of Education (OSSE), we use annual ACCESS test scores to track the progress of students' language and literacy development over time.

Special Education

E.L. Haynes has designed a special education program to support the success of student with disabilities. Our special education program is designed to provide access to our students with disabilities through Individualized Education Programs (IEPs) and Section 504 plans. We believe that all students benefit from the inclusion of students with disabilities in the general education classroom. Research and our own experience demonstrate that students with disabilities perform better with greater access to the general education curriculum and non-disabled peers. Based on this belief, we only remove students from the general education classroom when absolutely necessary for the student to learn.

The priorities of the special education program are to:

- Identify students with disabilities through a rigorous and timely referral
- Provide excellent services to students with disabilities so that they may meet their IEP goals and access the general education curriculum

The E.L. Haynes elementary special education team includes a variety of skilled professionals including but not limited to inclusion teachers, resource room teachers, social workers, a speech-language pathologist, an occupational therapist, a behavior intervention coordinator, and a school psychologist. These team members collaborate with general education teachers, ELL teachers, and each other to provide students with disabilities the necessary instructional environment, tools, and support to benefit from their special education programs and access the general education curriculum.

SCHOOL CULTURE:

RESPONSIVE CLASSROOM

E.L. Haynes' approach to school culture is derived from the Responsive Classroom model that incorporates social learning into the daily program. Through implementation of the Responsive Classroom approach, staff at E.L. Haynes create a safe environment

where students recognize the importance of kindness, appreciate differences, and develop critical social skills such as assertiveness, empathy and problem solving.

The Responsive Classroom approach is based on research in child development, developmental psychology, multicultural education and social cognition. Responsive Classroom addresses seven guiding principles, including:

- 1 The social curriculum is as important as the academic curriculum.
- 2 How children learn is as important as what they learn.
- 3 The greatest cognitive growth occurs through social interaction.
- 4 There is a set of social skills that children need in order to be successful academically and socially. These are represented by the letters CARES: Cooperation, Assertion, Responsibility, Empathy and Self-Control.
- 5 Knowing the children we teach – individually, culturally, and developmentally – is as important as knowing the content we teach.
- 6 Knowing the families of the children we teach and encouraging their participation is essential to children's education.
- 7 How the adults at school work together to accomplish their shared mission is as important as individual competencies; lasting change begins with the adult community.

As part of our Responsive Classroom approach, each class begins the day with a morning meeting that provides students an opportunity to greet one another, share and engage in a community-building activity. In addition, each day concludes with closing circle- an opportunity for students to reflect on their day and set goals for the next.

Additionally, at the start of each school year, classes together construct a set of classroom rules, based largely off of what students identify they will need to do in order to meet their hopes and dreams for the year. These rules are a living, breathing part of each classroom. Additionally, every few years we construct a set of school-wide rules based off of classroom rules that help reinforce school-wide expectations.

The E.L. Haynes elementary community practices a set of key social skills and values that are introduced at the start of each school year and are reinforced throughout.

These values can be remembered by the acronym **CARES**:

Cooperation —We enjoy working together

Assertiveness — We stand up for ourselves without hurting anyone else

Responsibility —We do the right thing, even if no one is watching


Empathy —We join others in their feelings

Self-control — We do what we need to do even if we want to do something else

COMMON SIGNALS AND CHANTS

We use a set of common signals and expressions to transition, greet one another, get attention and acknowledge accomplishment. We also have consistent chants that are common throughout our community. If you hear them, please join in!

Attention Signals	<p>Teacher: “ba ba ba ba ba” Students: “ba ba” (Think “Shave and a haircut...two bits!” and this can be done with multiple kinds of sounds)</p> <p>Teacher: “Give it to me 1 time” Students: slap thighs once then clap once Teacher: “Give it to me 2 times” Students: slap thighs twice then clap once</p> <p>Teacher: “Ago” Students: “Ame”</p>
Chants	<p>Reading Chant: You gotta read baby read Say what? You gotta read baby read Say what? You gotta read baby read Say what? You gotta read baby read Say what? The more I read, the more I know The more I know, the smarter I grow The smarter I grow, the stronger my voice When speaking my mind and making my choice You gotta read baby read Say what? You gotta read baby read Say what? You gotta read baby read Say what? You gotta read baby read Say what?</p>

Greetings	<p>“Silent H” (use sign language for the letter h as a wave) </p> <p>Teacher/Staff Member/Individual: “Good morning, _____!” Class response: “Good morning, _____! How are you today?”</p>
Cheers	<p>Hamburger: (while pretending to make/cook a hamburger) “Sizzle, sizzle, sizzle...not done yet. Sizzle, sizzle, sizzle...not done yet. Sizzle, sizzle, sizzle...well done!”</p> <p>Bubble Gum: Pretend to unwrap, chew, blow a bubble, and pop said bubble</p> <p>Roller Coaster: (while pretending to go up and then down a rollercoaster) “Ch..ch..ch..ch..ch..wooo, wooo, wooo!”</p> <p>Elvis: Flip collar, do double finger points “Thank ya, thank ya very much”</p> <p>Hulk: “You are incredible...like...the...Hulk!” (on like put up muscles with one arm, other arm with the, and flip them down on Hulk)</p> <p>Whoosh Clap: Clap hands and then shoot them out while saying “Whoosh!”</p> <p>Raise the Roof: Raise arms and push upwards two times while saying “woo-woo!”</p>

ALL SCHOOL MEETING (ASM):

All School Meeting is a weekly gathering of students from grades K-4, and all members of the Haynes community are encouraged to attend. All School Meeting takes place Friday mornings from 8:45-9:15 in the lollipop (multipurpose gym space). All School Meeting is student-ed, and each week, students bring a book for “Read Baby Read” time, are acknowledged for demonstration of CARES skills, share classroom learning, discuss an academic problem, and participate in collective song and celebration. Halfway through the school year, PreK-3 and PreK-4 students participate in their own All PreK Meeting that is modeled similarly to our weekly All School Meetings.

CARES ACKNOWLEDGEMENTS

Each week as part of All School Meeting, individual students from Kinder-4th grade are acknowledged in front of their school community for demonstration of one of our CARES values (cooperation, assertiveness, responsibility, empathy, self-control). Additionally, one PreK student from each class is recognized during All PreK meeting for their demonstration of our motto, Be Kind, Work Hard, Get Smart.

FUN FRIDAYS:

Fridays at the Elementary School are special days, with All School Meeting and student recognitions and celebrations. As part of our efforts to build a positive school culture, each Friday has a different fun event or theme. Many of these days students are

encouraged to dress up in a particular way (school colors, pajama day, sunglasses day, etc), or there may be a special additional element to their day (Math Games Day, Read Aloud Day, etc). Each Sunday families will receive a robocall and email from the Principal that will include the coming week's Fun Friday event or theme. Students and staff are encouraged to participate but are not required to do so.

RECESS AND PLAYGROUND RULES

Every student at E.L. Haynes has at least 30 minutes of recess per day (additional time for PreK3 and PreK4, respectively). Recess is an opportunity for ALL students to engage with their peers in a non-academic setting, get exercise and fresh air, and therefore we expect all students to participate each day. In the instance that your student cannot attend recess due to a medical issue, a doctor's note must be on file with the school.

Students do go outside each day, with the exception of inclement weather, as determined by the school leadership team. It is critical that students are dressed appropriately for outdoor play each day and have suitable clothing for the elements. In order to ensure the safety of all students, recess is supervised by at least three staff members each day.

Prior to the start of recess each day, students circle up and recite recess rules:

Recess Chant: (student responses are in parentheses)

Rule number 1 (rule number 1)
Be safe with your body. (Be safe with your body.)
Rule number 2 (rule number 2),
On your bottom down the slide. (On your bottom down the slide.)
Rule number 3 (rule number 3),
You can't say, "You can't play." (You can't say, "You can't play.")
Rule number 4 (rule number 4),
No screaming unless you're broken. (No screaming unless you're broken.)
Rule number 5 (rule number 5),
Line up on time. (Line up on time.)
One whistle means...(FREEZE)
Two whistles mean...(LINE UP)

STUDENT GOVERNMENT

Student Government is a half year leadership opportunity available to students in the third grade and fourth grade, respectively. Students are chosen to be representatives of the school community and are selected based on a completed application and review of

their academic and behavioral progress. Students participate in a number of initiatives that include peer mentorship, spearheading school spirit events, completing community service projects and fundraising efforts for local causes, to name a few.

BIRTHDAY CELEBRATIONS

Birthday celebrations occur on the final Friday of each month. Each classroom will have a monthly birthday celebration for students whose birthdays fall within that month. Families are welcome to help celebrate a student's birthday on that day but must coordinate with their child's teacher in advance. While we recognize an individual's birthday, classes do not host individual birthday parties. Although E.L. Haynes does not allow soda, candy, or junk food during a regular school day, the monthly birthday celebration may include cake, or other appropriate party food at the discretion of the classroom teachers. Please be sure that any food contributed is appropriate for all students in the class to eat. We are a nut and shellfish-free school although there may be other allergies or sensitivities in your child's class. Please reach out to your child's teacher to confirm.

Parents who do not wish for their child to participate in parties or other celebrations should notify the classroom teacher of their preference. Invitations for any birthday party held outside of school must be mailed to children rather than distributed at school unless all students from the class are invited. Other preparations for individual birthday celebrations must be taken care of outside the school day, including transportation to or from an off-site event.

E.L. Haynes does not celebrate holidays.

DISCIPLINE:

Students are expected to contribute to a productive and joyful school climate by following teachers or staff members' directions and school rules, resolving conflicts without physical contact, showing respect to adults and each other, using appropriate language at all times, and respecting the rights and property of others. Students are expected to make appropriate choices that ensure respect and safety for themselves and others.

E.L. Haynes' approach to discipline is derived from the Responsive Classroom model which incorporates social learning into the daily program. We believe that our social curriculum is as important as our academic and see student discipline as a learning opportunity. Staff members incorporate restorative techniques in response to student misbehavior and make attempts to reduce the amount of time students spend out of class following a discipline issue.

Haynes uses a positive discipline approach in which rules and expectations are explicitly taught, modeled and practiced on an ongoing basis and consequences for breaking rules are administered calmly and fairly. Consequences for behavior that break our school or

classroom rules are logical and relevant. Staff members treat students respectfully in all situations.

At the start of every school year, students are involved in making classroom rules with their teachers and are expected to follow all classroom and school rules. In keeping with Responsive Classroom, there are logical consequences when students do not follow rules. Logical consequences help students learn from their mistakes through relevant responses to mistakes or misbehavior.

Logical consequences include:

- **Reset and Buddy Class:** Reset allows students to think about the rules and their importance to the classroom and the school community. Reset is not considered punishment, but rather provides time away from classroom activities in order for the student to regain their composure or productive frame of mind. Thus, all students will likely use reset during the school year. When a student uses reset repeatedly in the same day, does not use reset successfully or uses reset multiple times for the same reason, a teacher may choose to have the student spend time in a buddy class. This time away from the classroom gives the student an opportunity to reflect on their behavior in the class and the importance of classroom rules. If buddy class is needed, the teacher often will escort the student or have a peer escort them or check that they have made it there successfully.
- **Problem Solving Center:** If a student exhibits repeated or highly unsafe, unkind or disruptive behavior, they may be referred by a teacher to the Problem Solving Center where they will spend more significant time away from their classroom community reflecting on their actions and conferencing with a school administrator. Students will be welcomed back into the classroom community once they have demonstrated through their behavior that they are ready to meet classroom expectations and have identified what they will do differently to prevent similar incidents from happening again in the future.
- **Loss of Privileges:** Loss of privileges for a specific amount of time reminds students that privileges come with expectations. For example, a student who chooses not to handle a material safely in accordance to the classroom expectations that he or she already knows, may not be allowed to use the material again until he or she has demonstrated his or her knowledge of using the material safely.
- **“You Broke It, You Fix It”:** “You Broke It, You Fix It” shows students that their actions are important. For example, a student who writes on a table may be asked to clean all the tables. A student who hurts another student’s feelings may be asked to write a letter of apology to that student or participate in mediation with the other student. Students are encouraged to suggest their own reparation if a classmate has hurt their feelings, or they have treated school resources inappropriately.

ZERO TOLERANCE

There is zero tolerance for physical incidents and incidents of bullying/harassment that lead to significant physical, mental and/or emotional harm. Students who engage in these problematic behaviors will receive appropriate consequences that may include but are not limited to in school suspension (ISS), out of school suspension, family conference, etc.

Our community encourages the use of nonviolent conflict resolution strategies and students are expected to use those conflict resolution strategies to diffuse and/or resolve disputes in a nonviolent manner.

(Please refer to Anti-Bullying/ Harassment section for more information)

BULLYING

At E.L. Haynes, we believe that it is every person's right to feel physically and emotionally safe while they are at our school. Because of this belief, we will do everything possible both as individuals and as a campus, to create and preserve that environment through proactive anti-bullying education, zero tolerance for bullying behaviors along with well-defined and effective consequences for violations.

Bullying by definition, is any single incident or pattern of behavior directed at another person that results in that person feeling intimidated, harassed, or results in the physical or emotional injury of that person. Some examples of bullying are:

- 1) Pushing, hitting, kicking or throwing things at someone.
- 2) Stealing or damaging another person's property.
- 3) Name calling or teasing.
- 4) Threatening to hurt someone.
- 5) Leaving someone out on purpose and without good reason.
- 6) Spreading rumors about someone.

E.L. Haynes continues to educate students about bullying. Our focus continues to be giving students the skills and strategies to address other people's behavior positively. We talk about about how they cannot control the behaviors of other people, they can only control how they react. At E.L. Haynes, we encourage students to assert themselves and seek assistance as needed so they have choices as to what they can do if someone is treating them in a negative way. For instance, students are encouraged to:

- Ignore
- Move Away
- Talk Friendly (Sounds like, "Will you please stop.")
- Talk Firmly (Sounds like, "STOP IT!.")
- Get an Adult for Help

Any student, who believes that they have been bullied, or who has seen another student being bullied, should report the problem immediately to a teacher or other adult on campus. Furthermore, any ELH employee or parent who witnesses a bullying incident should report it to the campus principal or Dean of Culture.

For any violation of the anti-bullying policy, the following consequences will be applied in sequential order as each violation occurs. The campus principal may apply more than one disciplinary action, or skip a step, depending on the severity and nature of the violation.

Step 1: First Reported Incidence of Bullying Behavior

ELH Response - Student to Receive Intervention, Warning, and Redirection.

The staff member who receives the report will ensure that the immediate behavior stops and will reinforce to the student that bullying will not be tolerated. During this meeting with the student, the staff member will redirect the student to develop a plan to prevent similar behaviors in the future. Student will make a formal apology.

Step 2: Second Reported Incidence of Bullying Behavior

ELH Response - Meeting with the Teacher, Principal, and /or Dean of Culture

The student will meet with their teacher, principal and/or Dean of Culture to discuss the problem, solutions to the problem and to reinforce that bullying will not be tolerated.

Parents are contacted by phone and student is notified in writing of future consequences if the behavior continues. A meeting between parents of the bullying and the bullied student is recommended at which time the student will make a formal apology in the presence of both parents. Behavior and/or Anti-Bullying contract is signed by student and parent. Student is to make a formal apology.

Step 3: Third Reported Incidence of Bullying Behavior

ELH Response - Formal Meeting with Parents and Staff.

School staff will notify the parents of the involved student. The parents will be asked to meet with the principal and/or other members of the school support staff, including the student's teacher. Previous documentation will be reviewed with parent and student. A Level 2 consequence of loss of privilege or after-school detention may be assigned. Both students will be referred to social work team for assessment and/or possible intervention.

Step 4: Fourth Incidence of Bullying Behavior

ELH Response - Level 2 Consequence

Principal and/or Dean of Culture will meet with student and parents and assign a Level 2 consequence, which may include in-school suspension, loss of privileges, or after-school detention. Stop Bullying Contract is reviewed with student and parent.

Step 5: Fifth Incidence of Bullying Behavior

ELH Response – Repeat of Step 4 actions and Suspension

In cases of severe or repeated bullying, the student may be suspended out of school.

Step 6: Sixth Incidence of Bullying Behavior

ELH Response - Candidate for Expulsion

In the event of dangerous bullying (such as serious physical violence or threat), or where repeated efforts to address the problem have failed, the student may be a candidate for expulsion.

School Schedule and Policies

SCHOOL CALENDAR

Please see the E.L. Haynes school calendar for the scheduled school days for the 2016-2017 school year. Please note that we do not always align to the DC Public Schools calendar.

SCHOOL SCHEDULE

EL Haynes Elementary Campus school hours are from 8:15-3:45, Monday -Thursday and 8:15-1:15 on Friday. Students are required to arrive at school every day, on time and to remain in school until dismissed at 3:45 (1:15 on Friday).

The academic day at EL Haynes consists of:

- Morning Meeting
- Literacy
- Math
- Science/Social Studies
- Lunch
- Recess
- Specials (Art, Dance, Fitness, Music)
- Snack
- Centers (PreK3 and PreK4, predominantly)
- Nap (PreK3 and PreK4 only)

ATTENDANCE

Attendance is critical to every student's success at E.L. Haynes. Therefore, we expect students to attend school every day, arrive on time, and leave on time. Recognition of excellent attendance will be integral to the school. Poor attendance or excessive tardiness may jeopardize the child's readmission for the following school year.

Absences

Attendance will be recorded in each classroom shortly after the beginning of the school day. An absence is defined as attending less than 80% of a school day.

If you know your elementary school student will be absent, please send an email to attendance-ES@elhaynes.org or send in a note when your child returns to school.

In order to excuse an absence, the school must receive a note or email from the family or a doctor. In the case of an absence longer than three days, a doctor's note is required. Notes and emails must be received within 2 weeks of the absence. You may

call the school's front office to inform us that your child will be absent, however, this call WILL NOT excuse the absence, it is for our information only.

The note/email must include the date of absence, parent name, student name, and the valid reason for absence and be turned into the main office at the student's campus. Forms are available at the front desk. If no documentation is submitted to the Attendance Coordinator, the absence will be considered unexcused. Reporting the absence does not automatically excuse the absence.

Excused absences are granted in accordance with the following school policy:

Valid reasons for absence from school include:

- a. Illness of the student or doctor's appointment;
- b. Exclusion due to quarantine, contagious disease, infection, infestation, or other condition requiring separation from other students for medical or health reasons;
- c. Illness or other immediate family emergency which requires the presence of the student outside the school;
- d. Death in the student's immediate family;
- e. Necessity for a student to attend any judicial proceeding as a party or witness;
- f. Observance of religious holy days;
- g. Suspension or expulsion from school by an administrator pursuant to Section 3;
- h. Temporary closing of the school facility or suspension of classes due to severe weather, official activities, holidays, malfunctioning equipment, unsafe or unsanitary conditions, or other conditions requiring the closing of the school facility or suspension of classes; and
- i. Other absences approved in advance by an administrator upon the written request of a parent/guardian.

Extensive absences significantly diminish the ability of the student to learn. Families are expected to schedule recreational activities, school visits and vacations only during designated school breaks. If you need to schedule an appointment for your child, please try to do so on weekends, or before/after school.

Persistent absenteeism from school will result in the following actions being taken:

Each unexcused absence	The Front Desk monitors situation. An automatic call, text, or email will notify family of the unexcused absence. *Please keep an up-to-date telephone number with your child's campus front desk.
5 unexcused absences	Student is referred to Campus Attendance Specialist for in-school intervention planning.

	Campus Attendance Specialist contacts parent/guardian requesting initial family intervention meeting.
7 unexcused absences	A letter is sent home requesting a family intervention meeting. An Attendance Intervention Plan is completed, outlining steps to be taken to support the student's everyday attendance. A home visit may be necessary if a parent/guardian is unable or unwilling to participate in a meeting at school.
10 cumulative unexcused absences at any time (for students age 5-13)	Based on DC law, 10 days of unexcused absences in a year warrant immediate referral to Child and Family Services Agency for students age 5-13.
15 excused and unexcused absences combined	<p>Student is referred to school personnel for appropriate attendance intervention planning.</p> <p>The Office of the State Superintendent of Education (OSSE) considers 15+ absences of any nature chronic absenteeism. A significant number of absences may require that a student be retained. Problem-solving efforts and goal-setting continue between school staff and the family. This is not required by law, however, ELH Staff believe this is a critical step to insuring students have the supports and tools necessary to attend school every day, on time.</p>

*Students with disabilities will not be treated adversely for absences that are directly caused by their disabilities.

YEAR ROUND PROGRAMS

For students requiring supervised care either before or after school, EL Haynes has partnered with Springboard to offer those services.

Springboard Education in America offers a truly balanced approach to extended day learning. Through staff training and development, our teachers advocate and model resilience and respect and are committed to promoting student well-being. All Springboard programs include these key components

- Positive and encouraging staff that understand child development and the social/emotional factors that affect student behavior.

- Rigorous, engaging curriculum designed to increase attention and self-awareness, and provide opportunities for reflection.
- Students nurtured to be active participants in their own learning through effort and persistence.
- Clear communication between Springboard and our parents and partners in order to build and maintain key relationships.

The SpringBoard program is designed to be fun, inquiry-based with plenty of opportunities for relaxation and fitness as well as targeted homework support. This approach ensures a child who attends Springboard on a regular basis will likely demonstrate stronger school skills during the day.

Springboard is available from 7:00-8:10am (Monday-Friday) and 3:45-6:00 Monday-Thursday and 1:15-6:00 on Friday. Springboard offers research-based programs delivered by qualified staff at flexible scheduling and payment options. Please visit <http://www.springboardkids.com/> for more information. Ms. Tisia Saffold is our SpringBoard site manager. You can reach her at tsaffold@elhaynes.org.

ARRIVAL PROCEDURE:

Students may arrive to school through either our Kansas Avenue or our 7th Street entrance. School doors open at 7:00AM, although students arriving before 8:10 must be enrolled with SpringBoard to take part in before-school programming. Students who are not enrolled in Before School through Spring Board may arrive between 8:10 and 8:30.

If students are enrolled in Before School they will remain in the lollipop until 8:10, eating breakfast and participating in SpringBoard programming. At 8:10 students line up and go upstairs. Students arriving after 8:10 may get breakfast in the kitchen and head upstairs to their classrooms as breakfast is provided free of charge to all students.

It is extremely important that students are at school on time, every day. In the rare occurrence that students are late to school, they must stop at the front desk for a tardy slip before heading to their classroom.

DISMISSAL PROCEDURE:

School ends at 3:45, Monday through Thursday. On Fridays, dismissal begins at 1:15. Students in PreK-3, PreK-4 and Kindergarten may be picked up in their classrooms between 3:45 and 4:00. Students in grades 1-4 transition downstairs to the lollipop by 3:45/1:15 given the day of the week for dismissal. Students sit with their grade level while they wait to be picked up.

All adults picking up students must sign students out at the front desk. Unfamiliar adults will be asked for identification to ensure they are authorized to pick up a child. The front desk will provide a visitor pass (to be returned) for the adult to wear as they go to pick up their student from the classroom or the lollipop, depending on the grade. Adults must let the supervising teacher know they are picking up their child, either from the classroom or the lollipop.

Students who are picked up after 4:00 or after 1:30 on Fridays, must be enrolled with SpringBoard. For families picking up during SpringBoard programming, students must still be signed out at the front desk, families must take a visitor pass (to be returned), and they must connect with the supervising teacher before leaving with their student. Dismissal from SpringBoard happens from classrooms (or the playground, should a student be outside at recess). A board kept at the front desk is used to note which space or classroom each after school class, club or program is being held.

If parents or guardians wish for their older elementary student to walk home from school, the school must have a signed permission slip on file at the Front Office.

FOOD PROVIDER/LUNCH: We partner with ??? to provide healthy lunch and breakfast to our student each and every day. To sign up for school lunch, please speak with our Operations Manager, Mr. Sebastien. Payment can be made through Infinite Campus. If students develops an allergy, please update their information in our student information system, Infinite Campus.

Students who are eligible for free or reduced-price lunch under National School Lunch Program are automatically entitled to receive a lunch. However, the school must have a completed application form for the School Lunch Program on file for a child to receive free meals. These forms are necessary for the school to be reimbursed from the National School Lunch Program.

Students who wish to purchase lunch at the regular price must order lunch in advance through the Front Office. One week of notice is necessary for ordering purposes. If a student forgets to bring lunch, a school lunch will be provided at cost if one is available.

The lunch program can accommodate students with dietary restrictions, but accommodations must be arranged in advance. Parents/guardians and/or students should notify the school of their children's food allergies so that necessary precautions can be taken during lunch and at other times food may be consumed. For children that are lactose intolerant, a signed note from a parent or guardian is required to obtain a dairy free lunch. Children with other allergies must obtain a doctor's note to accommodate their dietary restrictions.

Parents/guardians who do not participate in the lunch program must send their children to school with a nutritious lunch that does not require heating or refrigeration.

FOOD POLICY:

Given allergies present among our school community, we are a strict nut-free and shellfish free school. Please be sure to not send your child to school with any nut or shellfish food products, including products that may have been processed in a plant that works with nut or shellfish.

SNACK:

During the first two weeks of school, E.L. Haynes provides snack to classrooms. After that point, we ask families to provide healthy snacks for their child's classrooms on a rotating basis. Please be sure to send healthy snacks (i.e., fruit, vegetables, crackers, etc) that meet our food policy expectations, noted above. If you are unable to provide snack, please let a school administrator or member of the wellness team know.

CLOSURE OF SCHOOLS

E.L. Haynes follows the decision of DC Public Schools to open late or close due to inclement weather or weather related emergencies. In such situations, please listen to local radio or television stations for announcement of school closings. Parents are also encouraged to monitor DCPS website and Twitter. You can also enroll for automatic text alerts for DCPS closures at www.dcps.dc.gov. When schools are closed, all school and community activities are canceled, including athletic practices and events.

DELAYED OPENING

In the event of a delayed opening, all programming, including before school services, will be offered but will begin late the same amount of time as regular school programs. Field trips and other activities and programs that begin at 10:30 or earlier will likely be canceled.

EARLY DISMISSAL

In the event that schools must close early, families will be notified via robocall, an automated phone message to be sent to the primary phone number listed on each student's enrollment form. For this reason and others, parent contact numbers must be kept up to date.

If school needs to close early, all school and community activities for the afternoon and evening are canceled.

DRESS CODE

The E.L. Haynes Elementary School student dress code allows students a sense of personal choice. The following guidelines help us ensure a safe and productive learning environment and must be adhered to at all school related activities and events:

Children should wear or have available clothing suitable for both our air-conditioned and heated building and the outdoors. Given that students go outdoors for play every day, except for extreme weather, they should arrive on cooler days with a coat, hat, gloves, and if necessary, boots so that they can fully participate in outdoor play. Please do not send your child to school in short skirts because children often sit cross-legged on the carpet.

Students may not wear clothing that presents a safety risk or is distracting or offensive to others.

Students should not wear hoods or hats in the building unless needed for medical or religious reasons. One exception is particular Fun Fridays when students are encouraged to wear certain pieces of attire.

Students must wear footwear at all times and that footwear should allow them to participate actively in dance, fitness and recess. Wheeled shoes are not permitted, and shoes with heels or open toes are strongly discouraged.

All pre-kindergarten and kindergarten students need to keep a complete change of clothing at the school that is appropriate for the season in case of toileting accident.

If a student is wearing inappropriate clothing, a parent or guardian may be contacted to provide a change of clothes.

All clothing, lunch boxes, and backpacks must be labeled as we are not responsible for misplaced items. We do maintain a lost and found in the lobby of the elementary school, although items from the Lost and Found will be sent periodically to local charities.

ADMISSIONS

E.L. Haynes is open to all students who live in the District of Columbia. To apply to E.L. Haynes, families must submit an application through MySchoolDC. Details about the application process and lottery can be found online at [MySchoolDC.org](https://www.myschooldc.org)

ENROLLMENT

Families must provide enrollment documents each year in accordance with District of Columbia laws and school policies. The school will distribute enrollment and residency verification materials each spring with the published deadlines for families to return documents. Failure to return completed re-enrollment forms prior to published deadlines will result in loss of space and the student will need to re-apply for admission and may be placed on the waitlist if no space is available.

LOTTERY

If the number of new applications received before the lottery deadline exceeds the number of spaces available, E.L. Haynes must hold a lottery in accordance with DC public charter school law. MySchoolDC conducts the E.L. Haynes lottery. Only students whose applications are submitted before the deadline specified on the MySchoolDC website (www.myschooldc.org) are eligible to participate in the lottery for the upcoming school year.

If a student applies to E.L. Haynes after the lottery through MySchoolDC and there is still space available in the grade in which the student has applied, he or she will be accepted on a first-come, first-served basis. If there are no spaces available, then the student will be placed on the waiting list for that grade.

PREFERENCE

The District of Columbia Charter Law states that siblings of enrolled students receive preference for admissions. The sibling preference is managed by MySchoolDC. Thus, if a family of an enrolled student would like a sibling to attend E.L. Haynes, the family must submit a completed application to MySchoolDC prior to the lottery deadline.

Siblings of enrolled students will receive a preference over applicants from new families. If there are more siblings than spaces available for a particular grade level, then there will be a lottery among those siblings to determine who may enroll.

The law also provides for a preference for founding board members and full time staff. These individuals must also apply through the MySchoolDC lottery in order to claim these preferences. The school distributes information about these preferences directly to staff and founding board members.

WAITING LIST(s)

As spots become available for a particular grade during enrollment season, students will be offered seats according to the order of the waiting list for that grade. In accordance with the regulations set forth by the D.C. Public Charter School Board, E.L. Haynes must start new waiting lists each year. For instance, a waiting list for kindergarten this

year cannot automatically roll over to become the first grade waiting list for next year. Thus, every family on the waiting list will need to re-apply on MySchoolDC every year.

WITHDRAWALS

If you find that you need to withdraw your student for any reason, including relocating outside of Washington DC, please follow the steps below:

1. Notify the Principal of your intent to withdraw.
2. Schedule a meeting to discuss your reason for leaving and to fill out the Student Withdrawal Form.

Once we receive a completed confirmation of enrollment from the receiving school where your student will be enrolled next, we will send the student transcript directly to the receiving school. If a student leaves the school before the Student Withdrawal Form has been submitted to the Principal, those absences will be marked as unexcused. In addition, student records will not be released to a new school without parental consent, which is given on the Withdrawal Form.

It is important to make this decision with great care. Once a student has withdrawn, returning to E.L. Haynes requires that a new application be submitted. Former students do not receive preference in our lottery or on the waitlist.

HEALTH, SAFETY AND SECURITY

Emergency Contact Information

Access to up-to-date contact information at all times for each student is essential to our student's safety. In the event of an emergency, the office will call an ambulance before calling the parents/guardians. Emergency medical forms for each student are on file in the event of an emergency. Parents/guardians should ask to review their child's medical forms if they have questions or need to make changes.

Physical and Emotional Information

Critical to supporting every student, parents/guardians must inform the school if a child has been injured physically or emotionally. Having this information will ensure that the school makes appropriate accommodations for the child (e.g. not going to health & fitness if physically injured or providing any other support the child may need, taking additional care in supporting a child who has just experienced a death in the family, or knowing about an injury that happened over the weekend while playing).

First Aid

We are delighted to have a full time nurse from the DC Department of Health at the elementary school. That said, the first-aid care the school can provide is very limited. If a child is hurt or complains of an illness, the teacher or administrator will treat simple cuts or bruises by applying a bandage or ice, but cannot administer more serious medical treatment. The Front Office or School Nurse will call the parent/guardian in the event of a more serious injury or illness, and the student will be kept in the office until the parent/guardian arrives to get the child.

Illness

In order to maintain a healthy school, parents/guardians must not send their children to school with any contagious diseases such as the flu, strep throat, chicken pox, measles, conjunctivitis (pink eye), ringworm, scabies, or lice. Students with any of these conditions will be sent home from school until they are no longer contagious. Parents must pick up their child within two hours of being notified that their child is sick with a contagious illness. E.L. Haynes may request that the parent/guardian provide a doctor's note showing that their child is no longer contagious. Please notify the front office if you discover that your child may have been exposed to a contagious disease.

If your child is not feeling well in the morning, particularly if he or she has a fever of 100 degrees or more, do not send him or her to school. Parents/guardians should not send their children to school within 24 hours of vomiting or running a fever of 100 degrees or higher. Students should not return to school until 24 – 36 hours after beginning the course of antibiotics.

If your child has lice, we ask that the child is treated thoroughly. Upon return, your child needs to be re-checked by our nurse or designated staff member before returning to the classroom. If additional nits/eggs are found, the child will need to return home for additional treatments. Our nurse is available for consultation regarding the most effective treatments for lice removal.

Medications

Medication cannot be administered without a completed Medication Administration Authorization Form. The Medication Administration Authorization Form is available at the Front Desk of our Kansas Avenue and Georgia Avenue campuses. No medications, including over-the-counter medications, should be sent to school with your children. All medication must be brought in by a parent or guardian and kept in the Front Office. We strongly encourage parents/guardians to administer short-term medications, such as antibiotics, at home.

These medical policies and procedures are subject to change according to current local, state, and federal policy. Families will be notified in writing when and if there are any changes.

Child and Family Services Agency Mandated Reporting

Every staff member and long-term volunteer at E.L. Haynes is a “mandated reporter” requiring the reporting of any suspected abuse or neglect to D.C. Child Protective Services (CPS). Below is the process and guidelines that E.L. Haynes staff members follow.

Anyone involved in the care and treatment of children under the age of 18 are considered “mandated reporters: and are required to report cases of child abuse and neglect. According to DC Code 2-1357, any mandated reporter who fails to make a report will be fined or imprisoned. If child abuse or neglect is suspected, mandated reporters must immediately call D.C. Child and Family Services Administration (CFSA) reporting hotline at (202) 671-SAFE (671-7233).

Mandated reporters must call the CFSA hotline immediately, even if all the information is not available. If requested, reports may be required to follow up with a written report to the DC Child Protective Services. Once an abuse report is filed, CPS will assess and investigate the case. CPS determines the nature, extent, and cause of child maltreatment and assesses possible risk to the child if left in the situation. Please note that staff members who report suspected abuse or neglect are not allowed to disclose the report to parents or guardians.

Insurance

Students’ medical needs, including those that may arise on school grounds, must be covered by parents’/guardians’ insurance. Parents/guardians should notify the office if they do not have insurance for their child or have any questions about their child’s insurance coverage. The school may be able to provide information to parents/guardians interested in obtaining health insurance.

Emergency Contingency Plan

In the event of an emergency (e.g. a lock-down or evacuation of the building) our main concern is the safety of our students and staff. Parents will be called and notified as to the status of the situation, location of their child, and status of the scheduled activities for the day as soon as possible given the situation. It is of utmost importance that we have correct contact information at all times. If your phone numbers change, please notify the Operation Manager for the Kansas Avenue campus. If the Georgia Avenue

campus must be evacuated, all students will walk to the Kansas Avenue campus. If the Kansas Avenue campus must be evacuated, students will walk to our Georgia Avenue campus (located at 3600 Georgia Avenue, NW) or the Center City Petworth campus (located at 510 Webster St NW, Washington, DC 20011).

Fire Drills and Emergency Drills

Fire Drills are conducted monthly to prepare staff and students for a safe and orderly evacuation of the building in case of a fire related emergency. We also conduct additional emergency drills throughout the school year to ensure we are prepared for all types of potential emergencies. These drills include a 500 foot evacuation (twice a year), a severe weather drill (once a year), and a lock-down drill (twice a year).

Student Telephone Use

In order to limit disruption to the classroom, students will not be called to the telephone except in cases of extreme emergency. Only with permission from a member of the staff may students use the office telephone to make a phone call.

Deliveries

If a student leaves any necessary items at home, the items may be delivered to the school and left in the main office for the student to pick up.

Grievance Policies

The E.L. Haynes Board of Trustees adopted school policies in the area of grievance procedures.

The following are the official School Policies:

GRIEVANCE PROCEDURES

It is the policy of EL Haynes that all employees, students, parents, and visitors have the right to voice their complaints or grievances about matters pertaining to its schools.

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

WHAT MAY BE GRIEVED

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

WHO MAY GRIEVE

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

OTHER REMEDIES

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

INFORMAL GRIEVANCE

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

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

FORMAL GRIEVANCE

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

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

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

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

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

APPEALS

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

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

1.7. Prohibition Against Retaliation

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

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

MODIFICATION

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

Contact Information

Hilary Darilek, Chief Executive Officer
Officer

E.L. Haynes Public Charter School
4501 Kansas Avenue, NW
Washington, DC 20011
hdarilek@elhaynes.org; 202-667-4446
4446

Vanessa Carlo Miranda, Chief Operating

E.L. Haynes Public Charter School
4501 Kansas Avenue, NW
Washington, DC 20011
vcarlo-miranda@elhaynes.org; 202-667-

Dr. Phyllis Hedlund, Chief Academic Officer Elizabeth Simpson, Principal (High School)

E.L. Haynes Public Charter School
4501 Kansas Avenue, NW
Washington, DC 20011
phedlund@elhaynes.org; 202-667-4446

E.L. Haynes Public Charter School
4501 Kansas Avenue, NW
Washington, DC 20011
esimpson@elhaynes.org; 202-667-4446

Brittany Wagner-Friel, Principal (Grades PK-4)

E.L. Haynes Public Charter School
4501 Kansas Avenue, NW
Washington, DC 20011
bwagnerfriel@elhaynes.org; 202-667-4446

Myron Long, Principal (Grades 5-8)

E.L. Haynes Public Charter School
3600 Georgia Ave, NW
Washington, DC 20010
mlong@elhaynes.org; 202-667-4446

NON DISCRIMINATION

In accordance with Title VI of the Civil Rights Act of 1964 ("Title VI"), Title IX of the Education Amendments of 1972 ("Title IX"), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Age Discrimination Act of 1975 ("The Age Act"), and the District of Columbia Human Rights Act of 1977, applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with E.L. Haynes are hereby notified that E.L. Haynes does not discriminate on the basis of race, color, national origin, sex, age, disability, marital status, personal appearance, sexual orientation, gender identity or expression, family status, family responsibilities, matriculation, political affiliation, genetic information, source of income, status as a victim of interfamily offense, or place of residence or business in admission or access to, or treatment or employment in, its programs and activities.

Students, parents and/or guardians having inquiries concerning E.L. Haynes compliance with Section 504, ADA, Title VI, Title IX, the Age Act, and/or DC Human Rights Act as they apply to students, employees or third parties or who wish to file a complaint regarding such compliance should contact: Vanessa Carlo-Miranda, Chief Operating Officer at vcarlo-miranda@elhaynes.org or 202-667-4446 who has been designated by E.L. Haynes to coordinate its efforts to comply with the regulations implementing Section 504, ADA, Title VI, Title IX, the Age Act, and the DC Human Rights Act.

NOTIFICATIONS FOR NO CHILD LEFT BEHIND

Title I School

Title I of the federal Elementary and Secondary Education Act (ESEA) is designed to help close the achievement gap between low income and minority students and their peers. With more than 40% of E.L. Haynes students eligible for free or reduced price lunch, the school is considered a Title I school as defined by the law and receives ESEA funds.

Parents' Right to Know—Teacher and Paraprofessional Qualifications

Parents of Title I students may request certain information from the Front Office on the professional qualifications of the student's classroom teachers and paraprofessionals providing services to the child.

Parents' Right to Know—Non-Highly Qualified Teachers

Parents of students who are taught for four or more consecutive weeks by a teacher who is not highly qualified will be notified by the school.

Family Involvement Policy

E.L. Haynes PCS recognizes that family involvement is vital to achieve maximum educational growth for students in Title I programs. Therefore, in compliance with federal parental involvement requirements, Title I schools will meet with families to provide information regarding their school's participation in the Title I program and its requirements.

E.L. Haynes will ensure that such meetings are held annually and at a convenient time. All parents shall be invited to attend. Title I funds may be provided for transportation, childcare, home visits, or other parental involvement services, as appropriate. E.L. Haynes will ensure equivalence among schools in teachers, administration, and other staff and in provisions of curriculum materials and instructional supplies.

Parents will be informed of their right to be involved in the development of this E.L. Haynes family involvement policy, and the overall schoolwide plan.

This family involvement policy will be developed, agreed upon, and reviewed annually with families. E.L. Haynes will ensure:

- Involvement of families in the development of the E.L. Haynes overall schoolwide plan and the process of school review and improvement.
- Coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective family involvement activities to improve student academic achievement and school performance.
- Development of activities that promote the schools' and families' capacity for strong parent involvement.
- Coordination and integration of family involvement strategies with appropriate programs, including the requirements of other federal title programs, as provided by law.
- Barriers to participation by families who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority are identified.
- Findings of annual evaluations are used to design strategies for more effective family involvement and to revise, if necessary, the requirements of this policy.
- Involvement of families in the school activities and are provided a flexible number of meetings.
- Designation of a minimum of 1 percent of the Title I, Part A allocation for family involvement.
- Provision of the policy to families in an understandable and uniform format and, to the extent practicable, in a language the families can understand. The policy will also be made available to the local community.

LINKS TO OTHER IMPORTANT RESOURCES

- 1) [School Calendar](#)
- 2) [Haynes' Internet Policy](#)
- 3) [Family Education and Privacy Act \(FERPA\)](#)
- 4) [Protection of Pupil Rights Amendment \(PPRA\)](#)
- 5) [E.L. Haynes Anti-Bullying and Sexual Harassment Procedures \(English\)](#)
- 6) [E.L. Haynes Anti Bullying and Sexual Harassment Procedures \(Spanish\)](#)
- 7) [E.L. Haynes Asbestos Letter](#)
- 8) [Students in Temporary Living Situations](#)
- 9) [E.L. Haynes Notice of Non-Discrimination \(Bi-lingual\)](#)
- 10) [Grievance Forms](#)

[Grievance Form \(English\)](#)

[Grievance Form \(Spanish\)](#)

APPENDICES

1) E.L. Haynes Tiers of Discipline

Appendix 1 E.L. Haynes Tiers of Discipline

In accordance with E.L. Haynes School Policy, the school administrator (Principal, Chief Executive Officer, or Designee) will administer logical consequences in response to behavioral incidents. The consequences listed in the Tiers of Discipline are meant as a guide for potential consequences in response to specific behaviors and are not exhaustive. Students with disabilities are also entitled to additional procedural safeguards.

Definitions of Disciplinary Responses

- **Temporary removal of student from classroom:** Removal from the student's classroom for less than half of a school day, not to extend beyond the time of dismissal on the day of the disciplinary action. During any such removal, the student shall be supervised and provided with instructional materials.
- **In-school disciplinary action:** Disciplinary actions such as after-school detention, loss of privileges (including recess), exclusion from extracurricular activities, written reflection, conflict resolution, meditation, or similar actions of short duration that do not result in the student's loss of academic instruction time.
- **Short-term suspension:** On-site or off-site suspension for one (1) to ten (10) school days.

- **Long-term suspension:** Suspension for eleven (11) to ninety (90) school days.
- **Expulsion:** The denial of the right of a student to attend E.L. Haynes, including all classes and school activities, for one calendar year.
- **Weapon:** Include, but are not limited to: weapons enumerated in the DC Official Code 22-4514 (2001); firearms, knives, martial arts devices, air gun, bb gun, paintball gun, mace, pepper spray, tear gas, explosives, slingshot, bullets, chemical weapon, razorblade, razor, other weapons or instruments designed to be or commonly used as weapons (chains, clubs, knuckles, night sticks, pipes, studded bracelets) and others as listed in Chapter 25 of DCMR.

Discipline Tier 1

Tier 1 behaviors are those behaviors that are disrespectful or cause minor disruptions to the academic environment that interfere with the learning of self and/or others but do not involve damage to school property or harm to self or others. Tier 1 behaviors result in classroom- level disciplinary responses that may be elevated to administrative response.

Examples of Tier 1 Behavior	Behavior Discipline Responses
<ul style="list-style-type: none"> • Dress Code demerits • Attendance demerits • Homework/ form submission demerits • Talking out of turn • Eating or chewing gum or other items in class • Not following classroom or school procedures • Attending class without required class materials or assigned work • Behaviors that disrupt or interfere with classroom teaching and learning • Communication with staff and peers that is not polite, courteous, or respectful • Excessive noise in the classroom, hall, or building • Inappropriate displays of affection • Noncompliance with an approved dress code • Off- task behaviors that demonstrate disengagement from classroom learning 	<ul style="list-style-type: none"> • Disciplined by and conference with teacher • Verbal redirection • Temporary removal of student from classroom • In-school disciplinary action Formal apology to community member in front of an adult (e.g. morning meeting) • In school disciplinary action, such as detention, for MS students • Repeated Tier 1 behaviors will result in parent contact • Alternative consequences as specified in student's Behavior Intervention Plan

<ul style="list-style-type: none"> Refusal to comply with reasonable staff instructions, or classroom of school rules Running in the classroom, hall, or building Unexcused lateness for school or class Any behavior or other conduct not specifically enumerated in any other tier that is disrespectful or causes minor disruption to the academic environment but does not involve damage to school property or harm to self or others Leaving the classroom without permission 	<ul style="list-style-type: none"> In-school short-term suspension Out-of-school short-term suspension
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Discipline Tier 2

Tier 2 behaviors are those behaviors not specifically enumerated in any other tier that cause disruption to the academic environment, involve damage to school property, or may cause minor harm to self or others. Tier 2 behaviors result in school- based and administrative disciplinary responses.

Examples of Tier 2 Behavior	Behavior Discipline Responses
<ul style="list-style-type: none"> Cursing (ex: saying a curse word in response to a poor grade) After/before school misbehavior Asked to leave class or disrupting class Ignoring or refusing to participate after teacher directive Misuse of electronics Possession of obscene or offensive material Playful (non-malicious) horseplay, pushing, fighting, or wrestling, without harm or injury Unapproved gambling Directing profanity or obscene/offensive gestures toward community members 	<ul style="list-style-type: none"> May be disciplined by teacher or dean 1 hour detention 45 Minute detention - MS Verbal redirection Teacher/student conference (1-10 minutes) Temporary removal of student from classroom (with reflection) In-school disciplinary action Formal apology to community member in front

<ul style="list-style-type: none"> • Inappropriate or disruptive physical contact between students • Intentional misuse of school equipment/ supplies/ facilities • Leaving classroom or group without permission • Unauthorized presence in hallway during class time • Unauthorized use of portable electronic devices during school hours (e.g. mp3 players, cell phones, ipods) • Unexcused absence from class • Unexcused absence from school • Using computer/office equipment without permission • Any behavior or other conduct not specifically enumerated in any other tier in this that causes disruption to the academic environment, involves damage to school property, or may cause minor harm to self or others • Documented pattern of persistent Tier 1 behavior 	<p>of an adult (e.g. morning meeting)</p> <ul style="list-style-type: none"> • Parent contact in writing or by phone • Develop behavior plan with student • Alternative consequences as specified in student's Behavior Intervention Plan • In-school short-term suspension • Out-of-school short-term suspension
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Discipline Tier 3

Tier 3 behaviors are those behaviors not specifically enumerated in any other tier that cause significant disruption to the academic environment or cause harm to self or others. In addition to lesser consequences, Tier 3 may result in either in-school suspension or out of-school suspension.

Examples of Tier 3 Behavior	Behavior Discipline Responses
<ul style="list-style-type: none"> • Vandalism (or purposeful damaging of property) • Theft • Academic Dishonesty or other dishonesty (including skipping class) 	<ul style="list-style-type: none"> • Verbal redirection • Teacher/student conference and/or administrator/student conference

<ul style="list-style-type: none"> • Disrespect to an adult or peer • Bullying, using humiliating, intimidating language, or behavior including internet bullying and gossiping • Causing disruption on school properties or at any E.L. Haynes- sponsored or supervised activity • Possession of, or bringing an object to school grounds that has the potential to cause serious bodily harm (ex: pocket knife) • Communicating slurs based on actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intra-family offense, or place of residence or business, including derogatory sexual language • Engaging in behavior that demonstrates gang/neighborhood crew affiliation (displaying clothing or gestures associated with gangs) • Engaging in reckless behavior that may cause harm to self or others • Engaging in sexual acts on school premises or at school- related functions • Extortion • Acts of physical aggression towards another community member • Inappropriate use of E.L. Haynes computer or network (restricted websites, offensive emails) • Throwing objects that may cause injury or damage property • Forgery • Gambling • Hazing 	<ul style="list-style-type: none"> • Parent contact (written or by phone) • Parent conference • Removal of student from classroom • In-school disciplinary action • 1 hour detention for MS • Formal apology to community member in front of an adult with parent present (e.g. morning meeting) • Day-long parent shadowing • Behavior Plan with family involvement • In-school short-term suspension • Out-of-school short-term suspension • Alternative consequences as specified in student's Behavior Intervention Plan • Other logical or restorative consequence
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<ul style="list-style-type: none"> • Lying to or giving misleading information to school staff or distribution of any item without authorization • Unauthorized possession, use, or distribution of over-the-counter medication • Verbal, written, or physical threat to person or property (including intimidating gestures/postures) • Any behavior or other conduct not specifically enumerated in any other tier that causes significant disruption to the academic environment or causes harm to self or others • Posting or distributing material or literature that is disrespectful, demeaning, humiliating, or damaging to students and/or staff. This includes posting material on internet or sending material electronically (via email or cell phone) • Leaving school, playground, or field work site without permission 	
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Discipline Tier 4

Tier 4 behaviors are those behaviors not specifically enumerated in any other tier that cause disruption to the school operation, destroy school property, or cause significant harm to self or others. Tier 4 behaviors result in out-of-school suspension.

Examples of Tier 4 Behavior	Behavior Discipline Responses
<ul style="list-style-type: none"> • Activating false alarm • Intentional acts of vandalism, destruction of property, or graffiti (tagging) • Contaminating food • Documented persistent harassment based on actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, 	<ul style="list-style-type: none"> • Out-of-school short-term suspension • Out-of-school medium-term suspension • Out-of-school long-term suspension • Alternative consequences as specified

<p>family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intra family offense, or place of residence or business</p> <ul style="list-style-type: none"> • Lewd or indecent public behavior or sexual misconduct • Possession of a weapon • Retaliation for reporting harassment and sexual harassment • Possession of tools or instruments which school administrators deem could be used as weapons • Sexual harassment • Tampering with, changing, or altering an official record or document of a school • Obscene, seriously offensive, or abusive language or gestures • Interfering with school authorities or participating a major disruption of the school's operation • Using an article that is not normally considered a weapon to intimidate or threaten another individual • Causing serious disruption or damage to school's computer systems, electronic files, or network • Fighting where there is no physical harm or weapon • Any behavior or other conduct not specifically enumerated in any other tier that causes disruption to the school operation, destroys school property, or causes significant harm to self or others • Documented pattern of persistent Tier 3 behavior 	<p>in student's Behavior Intervention Plan</p> <ul style="list-style-type: none"> • Other logical or restorative consequence
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Discipline Tier 5

Tier 5 behaviors are those behaviors not specifically enumerated in any other tier that are illegal, cause significant disruption to the school operation, or cause substantial harm to self or others. Tier 5 behaviors result in out-of-school suspension or expulsion.

Examples of Tier 5 Behavior	Behavior Discipline Responses
<ul style="list-style-type: none"> • Arson, Biohazard, Bomb threat • Possession of a weapon • Planned assault/physical attack on student or staff where there is or has the potential for substantial harm • Commission or attempted commission of any act of sexual assault or sexual aggression • Fighting which results in a serious physical injury • Participating in group fight which has been planned, causes major disruption to school day or results in substantial bodily injury • Possession of drug paraphernalia or controlled substance • Possession of fireworks or explosives • Possession or distribution of alcohol • Selling or distribution of marijuana, prescription drugs, controlled dangerous substances, imitation controlled substances, inhalants, other intoxicants, controlled or drug paraphernalia • Theft or attempted theft using force, coercion, intimidation or Threat of violence • Use, possession, or bringing to school a loaded or unloaded firearm • Use, threatened use, or transfer of any weapon • Using an article that is not normally considered a weapon to injure another individual • Intentional Vandalism/destruction of property over \$500 • Any other intentional use of violence, force, coercion, threats, intimidation, or other comparable conduct which causes or attempts to cause severe physical injury, substantial 	<ul style="list-style-type: none"> • Out-of-school medium-term suspension • Out-of-school long-term suspension • Expulsion • Alternative consequences as specified in student's Behavior Intervention Plan • Other logical or restorative consequence

<p>disruption, or obstruction of any lawful mission, process, at E.L. Haynes.</p> <ul style="list-style-type: none"> Any behavior or other conduct not specifically enumerated in any other tier that is illegal, causes significant disruption to the school operation, or causes substantial harm to self or others Documented pattern of persistent Tier 4 behavior 	
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