

2018-2019

STUDENT HANDBOOK

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Dear Learner,

Congratulations on making a big step in furthering your education and opportunities! We are excited you chose Academy of Hope to help you reach your goals. We encourage you to dream big about your future and that it is never too late to dream a new dream. We will help you reach your big dreams and goals by focusing on reaching many small ones. Our staff will help you with this during orientation.

Academy of Hope is considered one of the most successful adult education schools in D.C. You are now part of a learning community where everyone is valued and adds value. Our staff, teachers, volunteers and current students work hard to maintain a welcoming and supportive environment. We provide intensive instruction to support the greatest learning possible.

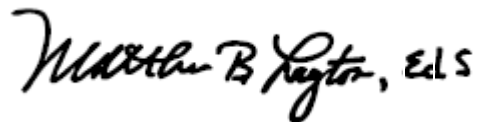
We encourage you to take advantage of all the services provided by Academy of Hope by attending regularly and participating actively. This is the best way for you to be successful. Please get to know our Student Support staff. They can help you work through obstacles to your progress. Feel free to contact us at any time if you have any questions or are in need of assistance.

We look forward to hearing about your accomplishments. Let's have a great school year!

Sincerely,

A handwritten signature in blue ink that reads "Leicester Johnson".

Leicester Johnson, Ed.S.
Chief Executive Officer

A handwritten signature in black ink that reads "Matthew B. Layton, Ed.S.". The signature is written in a cursive style.

Matthew B. Layton, Ed.S.
Chief Academic Officer

FOUNDING VISION

“Academy of Hope will be a place in which the main subject for everyone—teachers and students alike—is not reading, writing, or math, but hope. Hope only comes when we care and are cared for. At the Academy, all of us are teachers because all of us can care for another. And all of us are students since all of us need to be cared for.”

-Founding Vision (1985), Academy of Hope Adult Public Charter School

Understanding the culture of Academy of Hope Adult Public Charter School is a great first step in being successful here. We strive to create an inclusive and respectful environment where all learners—no matter their past journey or current challenges—have the opportunity to better themselves and achieve their goals. We also value hard work and professionalism. We therefore attempt to recreate a typical workplace as much as possible in order to prepare our learners for future employment.

ADVICE FROM OUR GRADUATES

DON'T GIVE UP Be on time
This is the right place to succeed
Stick with it keep learning as much as you can
Stick with AoH and don't be afraid of not knowing
be true to yourself Just continue until you reach your goals hang in there
come everyday and take in as much as possible let nothing distract you
Stick with it and don't give up Stay focused
Study hard and don't give up Don't miss any classes
listen and follow directions Commit and stick with it
Invest in yourself Do your work
Don't turn back

MISSION

ACADEMY OF HOPE PROVIDES HIGH QUALITY ADULT EDUCATION IN A MANNER THAT CHANGES LIVES AND IMPROVES OUR COMMUNITY.

CORE VALUES

AoH CARES

COMMUNITY

- ☐ Treat all adult learners, volunteers and staff as important contributing members of the Academy of Hope community.
- ☐ Practice and teach responsibility for the larger community and for the natural environment.

ACCEPTANCE

- ☐ Accept and respect all members of the Academy of Hope community, embracing the diversity of backgrounds and learning styles that make each individual unique.

RESPECT

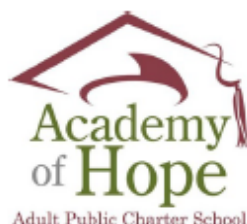
- ☐ Respect all persons and the different cultures and traditions they represent.

EMPOWERMENT

- ☐ Provide adult learners the skills needed to make informed economic, social and personal decisions and to be active members of their communities.

SERVICE

- ☐ Improve, continuously, our service to each other and to the larger community.



Academy of Hope Programs & Services

We offer a range of educational programs and services to meet the needs of adult learners at or below the adult secondary educational level.



Adult Education and GED Preparation Classes

Our small classes and tutoring provide individualized, contextualized instruction. Classes have a strong emphasis on life and work skills, critical thinking, the four subject areas

of the GED, Common Core, college and career standards for adults and test-taking strategies.

National External Diploma Program (NEDP)

This program provides learners an alternative means of earning a DC high school diploma by building on significant life and work experiences and skills. NEDP learners are required to demonstrate mastery of 70 general competencies in reading, writing and math by applying them to various life and work contexts. They must also demonstrate an individualized competency through work experience or by completing a training program.

Gateway to College and Careers

This program is designed for adults who have their high school diploma but need to improve their skills in order to go to college or qualify for training at DOES or UDC-CC. Students build their core academic and computer skills while they receive college and career guidance. Students in this program can earn up to four college credits for the courses they take with us.

Digital Literacy & Computer Training

Computer classes are incorporated in our pro-gram offerings and range from basic computer training to more advanced industry-recognized certifications in Microsoft Office and IC3 (Internet Computing Core Certification), both of which enhance employment potential.

Career Training & Development

The range of career support services are designed to help adult learners identify and understand their unique strengths and abilities, gain a better understanding of their academic and vocational needs, establish career goals and develop an individualized plan to achieve their goals.

Adult Education Levels

- Beginning Literacy refers to adults whose academic level is below 6th grade. They are building their literacy and numeracy skills.
- Basic Education refers to adults whose academic level is between 6th and 8th grade.
- Secondary refers to students who are at a 9th grade academic level or higher. Students are able to start preparing for the GED exam at this level.

AoH by the Numbers

- 81% of adults who enter our programs come in at or below a 6th grade academic level.
- Learners take an average of 2.2 years and over 400 hours of study to pass the GED exam or complete the NEDP.
- Roughly 1 out of every 3 adult learners discloses they have a learning disability.





What is Career Pathways?

An integrated collection of education and training programs designed to develop students' core academic, technical and employability skills that lead to advanced training, post-secondary education and high-demand, high-opportunity jobs.

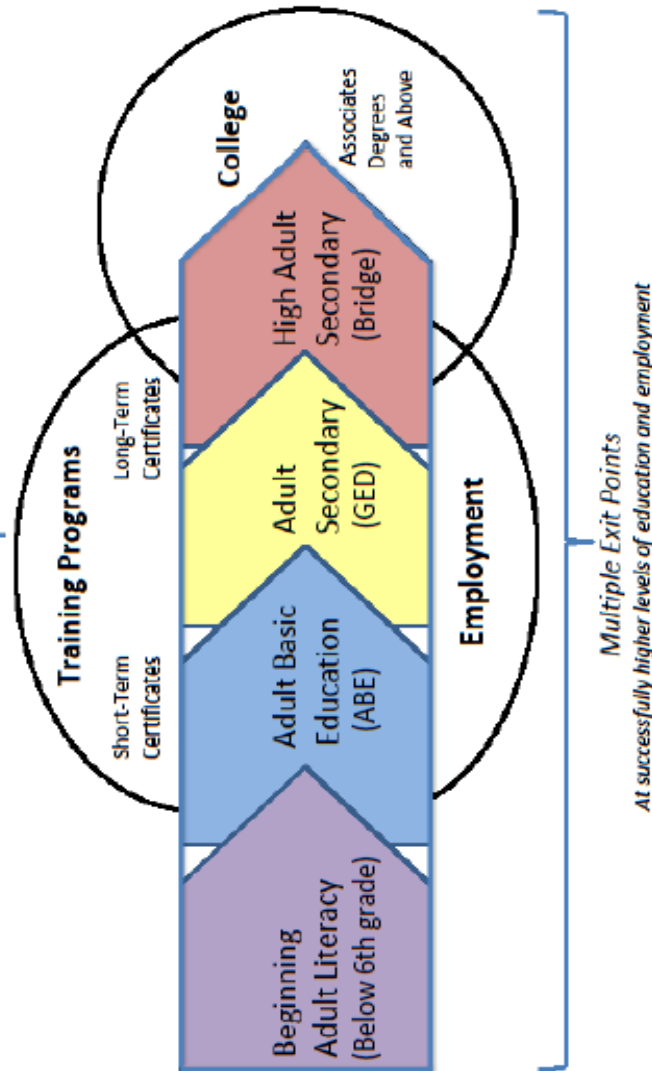
Why Career Pathways?

The Career Pathways strategy has been shown to be highly effective in helping adults make educational and career skill advances in a shorter timeframe.

- 26% of learners at Washington State's I-Best model were more likely to earn a certificate or degree.
- Students in Minnesota's FastTRAC model have had higher success in enhancing their employability and earning industry credentials.

Academy of Hope Career Pathways Model

Multiple Entry Points: Recognizing that each adult learner enters our program with very different skills and educational needs, Academy of Hope has developed a unique, competency-based instructional model that integrates education, career development, workforce training & ongoing support services into one continuum.



Academic, Career Readiness and Computer Courses, Dual Enrollment Supportive Services and Navigation Assistance

Training Programs that lead to industry certifications and career advancement include:

- Internet and Computing Core Certification (IC3)
- Microsoft Office Specialist
- Food Handlers Certificate

College Connections

Articulation Agreement with University of DC-Community College allow students to earn up to 4 college credits and receive college prep class.



ACADEMY OF HOPE

CLASS STRUCTURES



Academy of Hope has many different class levels to meet the needs of our students. This ensures that you are in classes with students who have similar skills and goals as you do. We use tests, intake information, your past education, and teacher knowledge to decide which class is a best fit for you.

All of our classes prepare you for CASAS, GED, NEDP, Certifications, College, and Careers

Depending on your past education and skill set in each subject, you can be at any of these learning levels. All levels are important and we often find ourselves at many different levels at the same time.



○ BUILD

Students focus on building reading and math skills. Classes focus on reading comprehension, writing structures, and beginning math concepts.

FOCUS AREAS

Reading Strategies
Writing Conventions
Math Operations

TEST

CASAS
Northstar Digital Literacy
Assessment (NSDLA)

SCORES

Reading: Below 220
Math: Below 215
NSDLA: <70% on Test 1

● DEVELOP

Students focus on developing skills from the build level. These skills are transferred to all 5 subjects. Classes focus on using foundational skills that prepare them for specific tests and goals.

FOCUS AREAS

Foundational Skills
Demonstrate skills and abilities in all five subject areas

TEST

CASAS
Northstar Digital Literacy
Assessment (NSDLA)

SCORES

Reading: 221-229
Math: 216-220
NSDLA: >70% on Test 1

ACADEMY OF HOPE CLASS STRUCTURES

PRACTICE

Students focus on practicing skills related to GED, NEDP, and certifications.

Classes focus on all subjects including the introduction of advanced computer skills. Students may test on GED Ready practice test to help decide if they should do the GED or go into NEDP.

FOCUS AREAS

All subjects including the introduction of advanced computer skills

TEST

CASAS

GED Ready

NSDLA/Certification Exam

SCORES

Reading: 230-235

Math: 221-229

GED: Below "Too Close to Call"

NSDLA: <85% on Test 5

Completion of certification exam

MASTER

Students should decide between GED and NEDP.

FOCUS AREAS

GED Mastering GED skills for all subjects

NEDP Completing tasks, Individualized Competency and In-Office Checks

TEST

CASAS

NEDP

GED Ready

GED

NSDLA/Certification Exam

SCORES

Reading: 236+

Math: 230+

GED: "Too Close to Call"

NEDP: Completion of Diagnostic Phase

NSDLA: >85% on Test 5

Completion of certification exam

DECIDING BETWEEN THE GED & NEDP

GED

Students in GED focus on mastering GED skills for all five subjects.

- ☐ Students continue with classes
- ☐ Time frame: Approximately 3 months to 1.5 years
- ☐ Final test of 4 subject areas
- ☐ Receive a High School Diploma

GED Ready: "Too Close to Call" or higher

If these points apply to you, you should consider the GED.

NEDP

Students in NEDP focus on mastering tasks, Individualized Competency and In-Office Checks

- ☐ Students work individually on tasks
- ☐ Time frame: Approximately 6 months to 1.5 years
- ☐ Reading: 236, Math:230, Essay Requirement, and Age: 24
- ☐ Receive a High School Diploma

Completion of Diagnostic Phase

If these points apply to you, you should consider the NEDP.

APPLY

Students focus on applying skills to complete credentialing for certifications, high school, or college.

Classes focus on career and college level skills and knowledge. Students may enroll in external career and college classes.

FOCUS AREAS

Career and college level skills and knowledge

TEST

GED

NEDP

Certification Exam

Accuplacer

SCORES

GED: Based on subjects passed

NEDP: Based on task completion

Completion of certification exam

Accuplacer: Based on Dual Enrollment agreement with college



STUDENT SUPPORT SERVICES

Although the Academy of Hope does not provide special education services, we remain committed to supporting the access to and progress in our classes for all students, including those with disabilities. All learners, regardless of age, can receive needed supports and accommodations through the process outlined below:

1. **You or your teacher notice that you are struggling:** As soon as you feel like you are having a hard time in one or more of your classes, you can talk to your teacher, student support specialist, or principal who will refer you to the student support team meeting. Your teachers may also notice that you are having a hard time and make a referral to the student support team.
2. **Development of a Specialized Learning Needs and Accommodation Plan:** After an initial referral is made, you and the student support specialist will schedule a meeting to talk about your learning strengths and needs. You, the student support specialist, and your teachers will develop a plan to help you be successful in the classroom.
3. **Monitor your progress:** The Student Support Team will monitor your progress, to be sure that the plan is providing you with the support that you need in order to be successful. If you continue to struggle, the plan may be updated with any new information about your strengths and needs and recommendations for additional strategies and supports.
4. **Obtain further evaluations:** If you continue to feel as though your needs are not being met after attempting a variety of strategies, it may be time to consider further evaluations. Discuss options and referrals with the student support team specialist.

NOTIFICATION: INDIVIDUALIZED EDUCATION PROGRAM (IEP)

As an individual who was previously identified with a disability, you may continue to have the right to a free appropriate public education (FAPE) through the end of the term during which you turn 22. This means that you could continue to be eligible for special education services through the IEP process.

As an adult public charter school, Academy of Hope **does not** provide special education services through the IEP. Should you wish to continue to receive these services, you may choose to enroll in your local public school or another charter school that provides these services.

If you choose to remain at Academy of Hope Public Charter School, we are committed to helping you achieve your academic and employment goals. As an individual with a disability, you can receive reasonable accommodations designed to allow you to access and demonstrate learning in our general education classes. You will be able to meet with the Student Support Services Team who will work with you to determine the supports and accommodations that you will need for success and to develop a plan to ensure that you get the support that you need.

If you have any questions about this, please speak with our Associate Campus Principal.

ATTENDANCE POLICY

ABSENCES

Learners are expected to attend school every day. It is important to attend and participate in all classes to learn what is needed to pass the GED test, complete the National External Diploma Program (NEDP) or move on to college classes. If you miss class, you miss learning the new concepts taught, reviewing necessary skills, and participating in class discussions. It is also hard to catch up after missing more than a couple of days of classes. No absence is considered "excused" or "unexcused." Any absence from the class counts toward a learner's total, no matter the reason for the absence. Our most successful learners make educational gains after 100 hours of instruction. If you miss class, you will miss instruction. **Those who have an attendance rate less than 75% will be un-enrolled.**

Academy of Hope also understands that lives of adult learners are filled with responsibilities and issues that can be difficult to manage in a balanced way. For instance, you may get sick or your child might get sick; job or housing situations may change. As you begin or continue on your educational journey, it is important to remember these things may happen and to save absences for days when they are truly necessary.

These expectations begin the first day of school. All learners are expected to begin attending school at the start of each term in which they are enrolled, including each term's seminar. **Any learner who does not begin attending school during the first week of a term will be unenrolled for that term.** If you don't show up for the start of classes, we will understand that you are no longer able to or interested in attending classes that term and will give your spot to someone on the waiting list. Students may re-apply to be enrolled in the next term.

Learners are expected to contact and leave a message on the Attendance Hotline (x555 at Ward 5 and x888 at Ward 8) when they are going to miss class.

If a learner misses 3 class days, the learner will be required to meet with the student support specialist to discuss any barriers to attendance. Learners with frequent absences from particular classes may also be asked to develop an Attendance Plan. Learners with an attendance rate less than 75% within a term will be unenrolled from classes.

Attendance meetings are designed to support learners who struggle with attendance. They are designed to help a learner with any attendance challenges that may occur during a term by identifying the barriers to attendance and developing strategies to overcome those barriers. The Student Support staff is here for all learners to help with attendance challenges before un-enrollment becomes necessary.

Coming to class on time is an important part of good attendance. Learners who are late miss information and directions. When several people arrive late to class, they disrupt the class. For these reasons, Academy of Hope's policy is that students are expected to arrive to class on time and ready to learn by the time that the class is scheduled to begin. This often requires arriving at least 5 minutes early in order to give yourself the time that you need to get materials organized, use the restroom, etc. If you do arrive late, understand that you may not be allowed to enter your classroom, as it will be up to the teacher to decide whether you can enter class late. If your entry will be disruptive, your teacher likely will not allow you to attend class that day. Please know that if you develop a pattern of missing certain class periods, you may be asked to meet with a Student Support Specialist or Associate Principal.

UNENROLLMENT

If a learner is unenrolled, they will have to re-register for classes and may be put on a waiting list to re-enter the program the following session.

Kitchen

Coffee and tea are available for no charge. Only staff members and approved students are permitted to make coffee. Please help us keep AoH clean by washing dishes or placing them in the dishwasher. Please be mindful and help us conserve resources by only taking a reasonable amount of sugar, creamer, etc.

Cell Phone policy

Cell phones are for emergency use only while in school. They may not be visible. They must be put away in a bag, in a pocket, or somewhere else where they will not be seen. Ringers must be silenced or set to vibrate. Certain areas outside of classrooms will be designated for cell phone use to avoid disrupting others in class. *The potential consequences for breaking this rule are listed the Academy of Hope Adult Public Charter School Consequence Chart on page of this Handbook*

Children and Visitors

Academy of Hope Adult Public Charter School is not able to provide childcare because of liability concerns. No children are permitted at AoH during class hours. Please arrange alternative childcare. Visitors, including children, are not allowed in the classroom. When a visitor is expected, staff must be notified in advance. Otherwise, they will be turned away.

Parking

Parking lot parking at the Ward 5 site is limited, but street parking is also available. Parking at the Ward 8 site is street parking. Please make sure to read all signs. AoH is not responsible for learners' cars or for any damage done while on campus.

Transportation Assistance

To help learners with transportation emergencies, AoH has a very limited supply of bus tokens. Tokens should not be a learner's primary method of transportation to and from school. Visit Student Support Services or the Associate Campus Principal for emergency transportation assistance.

Fees and Service Work

AoH learners are required to pay an activity fee of \$35.00 for each term. This money will fund learner activities such as field trips and seasonal celebrations and parties. Learners also have the option to pay their fee by completing a number of service activities, such as helping clean up classrooms or unloading the dishwasher.

School Closings

AoH follows the D.C.P.S. weather closings. When the weather is bad, learners can follow the major news outlets for D.C.P.S. or AoH information about delays, early closings and school closing. If there is a one hour or two-hour delay for daytime classes, come to school for second period, which starts at 10:45 am. This information is also available on our website (aohdc.org) and on our voicemail system.

Digital Use

Access to the internet is provided to learners to improve their learning experience at AoH. Learners are responsible for the content of all text, audio or other images placed or sent over the Internet (see AoH policies on harassment and inappropriate technology use in this handbook).

Classrooms and School Spaces

Please help us keep our classrooms clean and beautiful by returning books and supplies to their proper places and by discarding trash (food wrappers, banana peels, etc.) in trash cans and recyclables (paper, glass, plastic bottles, and cans) in the recycling bins. Please clean all recyclable materials before placing them in the bins!

SAFETY POLICIES

Fire Drill Procedures

The school ensures that there are fire evacuation routes throughout the building and maps are posted in every classroom. There are fire drills throughout the school year. When the fire alarm rings, all learners must leave the building using the nearest exit quickly leaving all personal items behind. All persons must meet at the designated location.

Academy of Hope APCS | 2018-2019 CALENDAR

<p>Summer 2018 Term August 6, 2018 – August 31, 2018</p> <p><u>Daytime Program Schedule (W5/W8):</u> M/W – 9:00 am – 2:15 pm T/R/F – 9:00 am – 12:00 noon</p> <p><u>Evening Program Schedule:</u> W5 Campus M-R – 6:00 pm – 9:00 pm W8 Campus M-R – 5:00 pm – 8:00 pm</p> <p>Total Instructional Days: 20</p>	<p>Fall 2018 Term September 17, 2018 – December 14, 2018</p> <p><u>Daytime Program Schedule (W5/W8):</u> M-R – 9:00 am – 2:15 pm F – 9:00 am – 12:00 noon</p> <p><u>Evening Program Schedule:</u> W5 Campus M-R – 6:00 pm – 9:00 pm W8 Campus M-R – 5:00 pm – 8:00 pm</p> <p>Total Instructional Days: 60</p>
<p>Winter 2019 Term January 14, 2019 – April 5, 2019</p> <p><u>Daytime Program Schedule (W5/W8):</u> M-R – 9:00 am – 2:15 pm F – 9:00 am – 12:00 noon</p> <p><u>Evening Program Schedule:</u> W5 Campus M-R – 6:00 pm – 9:00 pm W8 Campus M-R – 5:00 pm – 8:00 pm</p> <p>Total Instructional Days: 58</p>	<p>Spring 2018 Term April 22, 2019 – June 19, 2019</p> <p><u>Daytime Program Schedule (W5/W8):</u> M-R – 9:00 am – 2:15 pm F – 9:00 am – 12:00 noon</p> <p><u>Evening Program Schedule:</u> W5 Campus M-R – 6:00 pm – 9:00 pm W8 Campus M-R – 5:00 pm – 8:00 pm</p> <p>Total Instructional Days: 42</p>

Total Instructional Days: 180
Total Teacher Days: 202

Academy of Hope APCS | 2018-2019 CALENDAR

<p>4 Independence Day</p> <p>Student Days = 0 Teacher Days = 6</p>	<p style="text-align: center;">JULY 2018</p> <table> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr> </table>	S	M	T	W	Th	F	S	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					<p style="text-align: center;">JANUARY 2019</p> <table> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr> </table> <p> 1 New Year's Day 2 Organization Retreat 8-11 Teacher In-Service 14 Winter Term Begins 21 M.L. King Day 26 Winter Graduation </p> <p>Student Days = 13 Teacher Days = 18</p>	S	M	T	W	Th	F	S			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31																
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<p> 1-3 Teacher In-Service 6 Summer Term Begins 11 AoH Community Day (WS) 23 Intent to Return Form Due 27-31 New Student Seminar 31 Summer Term Ends </p> <p>Student Days = 20 Teacher Days = 23</p>	<p style="text-align: center;">AUGUST 2018</p> <table> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </table>	S	M	T	W	Th	F	S				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		<p style="text-align: center;">FEBRUARY 2019</p> <table> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td></td><td></td></tr> </table> <p> 11 Spring Application Opens 18 Presidents' Day 28 Black History Event </p> <p>Student Days = 19 Teacher Days = 19</p>	S	M	T	W	Th	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28																
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<p> 8 Teacher In-Service 29 Winter Application Opens </p> <p>Student Days = 22 Teacher Days = 23</p>	<p style="text-align: center;">OCTOBER 2018</p> <table> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr> </table>	S	M	T	W	Th	F	S		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				<p style="text-align: center;">APRIL 2019</p> <table> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td><td></td></tr> </table> <p> 1-4 End of Term Testing 1-4 New Student Seminar 5 End of Term 16 Emancipation Day 18-19 Teacher In-Service </p> <p>Student Days = 12 Teacher Days = 14</p>	S	M	T	W	Th	F	S		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30																		
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<p> 12 Teacher In-Service 16 Intent to Return Form Due 26 Winter Application Closes 21-23 Thanksgiving Break </p> <p>Student Days = 18 Teacher Days = 19</p>	<p style="text-align: center;">NOVEMBER 2018</p> <table> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td></tr> </table>	S	M	T	W	Th	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		<p style="text-align: center;">MAY 2019</p> <table> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </table> <p> 25 Graduation Deadline 27 Memorial Day </p> <p>Student Days = 22 Teacher Days = 22</p>	S	M	T	W	Th	F	S				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31															
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<p> 10-14 End of Term Testing 10-14 New Student Seminar 14 End of Term 22 Graduation App Deadline 17-31 Winter Break 24-31 School Closed </p> <p>Student Days = 10 Teacher Days = 10</p>	<p style="text-align: center;">DECEMBER 2018</p> <table> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr> </table>	S	M	T	W	Th	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						<p style="text-align: center;">JUNE 2019</p> <table> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> <p> 7 Intent to Return form Due 7 Fall Application Opens 17-18 End of Term Testing 19 End of Term 20-21 Teacher In-Service 21 2019-2020 Charter Lottery 22 Summer Graduation </p> <p>Student Days = 13 Teacher Days = 15</p>	S	M	T	W	Th	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30						
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DISCIPLINE POLICY

AoH believes that every learner should have the opportunity to learn the skills and values necessary for personal development. Every learner also has the right to learn and be safe, and no one has the right to interrupt learning or make others feel unsafe. During the first week of class, learners receive their schedules and all learners participate in a formal seminar. The seminar provides learners an opportunity to get to know other learners and the AoH faculty and staff. The orientation also provides an overview of AoH's programs, policies and procedures, including a thorough introduction to our disciplinary policy: the AoH Student Code of Conduct.

The Student Code of Conduct includes clear rules about the treatment of others (learners, staff and volunteers), attendance, late arrival, banned substances, and attire. The Student Code of Conduct clearly describes the potential consequences of violating these rules. There is also a process if they have complaints about peers, staff, school policies or disciplinary actions. In accordance with District of Columbia law (DCMR Title 25), serious violations of school policy and/or the Student Code of Conduct may lead to the suspension or expulsion of a learner. Every learner will be asked to sign a learner contract containing the Student Code of Conduct, indicating his or her willingness to abide by all school rules and policies.

GRIEVANCE OR COMPLAINT PROCEDURE

- A learner who has a complaint or grievance against another learner in a class should first discuss the issue or concern with the class teacher. If the learner is not satisfied, the learner should discuss the situation with either the **Student Support Specialist**.

Name	Email	Phone Number
Shaquierra Baker Student Support Specialist – Ward 5 Campus	shaquierra@aohdc.org	202-269-6623 ext. 103
Shatyra Henry Student Support Specialist – Ward 5 Campus	hope@aohdc.org	202-269-6623 ext. 142
Marisabel Santiago Student Support Specialist – Ward 8 Campus	marisabel@aohdc.org	202-269-6632
Thomas Webb Student Support Specialist – Ward 8 Campus	thomas@aohdc.org	202-269-6623 ext. 231

- A learner who has a complaint or grievance against a teacher should discuss the problem with the teacher. If the learner does not feel comfortable approaching the teacher or the learner is not satisfied with the solution after approaching the teacher, the learner should present the problem to the **Associate Campus Principal**.

Name	Email	Phone Number
Summer Ellis Associate Principal – Ward 8 Campus	summer@aohdc.org	202-269-6623 ext. 216
Hope Witherspoon Associate Principal – Ward 5 Campus	hope@aohdc.org	202-269-6623

- A learner who has a complaint or grievance against a decision made about a student or teacher during the implementation of a policy may appeal the decision by contacting the **Chief Academic Officer, Matthew Layton** at 202-269-6623 ext.110 or by email: matthew@aohdc.org

- A learner who has a complaint or grievance against a staff member should discuss the issue with the staff member. If the learner does not feel comfortable approaching the staff member or, if after discussing the problem with the staff member is still not feeling satisfied, the learner should take the grievance to the **Chief Operations Officer, Brian McNamee** at 202-269-6623 ext. 113 or by email: brian@aohdc.org
- A learner who has a complaint or grievance against a decision made during the implementation of a policy may appeal the decision by contacting the **Chief Executive Officer, Leicester Johnson** at 202-269-6623 or by email: leicester@aohdc.org
- A learner who cannot resolve a complaint or grievance through school leadership may contact the Academy of Hope Board Chair, Mr. Mark Kutner at boardchair@aohdc.org

STANDARDS OF CONDUCT

- The staff of Academy of Hope Adult Public Charter School encourages learning and personal growth. We expect all learners, teachers, staff and volunteers to respect one another at all times. We encourage and support one another as we learn and grow together in order to meet our goals.
- AoH does not allow alcohol or drug use on our grounds. Learners who come to school under the influence of substances will be asked to leave. AoH is a safe place for all learners and staff.
- AoH does not tolerate violence of any kind. Learners who become violent with other classmates or staff will be suspended for a period determined by the Chief Academic Officer in consultation with the appropriate Associate Campus Principal. Violence includes physically striking someone or using strong abusive or threatening language toward someone.
- AoH forbids all of its learners from harassing any other learner, volunteer or staff member because of race, color, religion, sex, age, marital status, disability, national origin, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, political affiliation, source of income or any other reason prohibited by law.
- AoH prohibits harassment at AoH itself and in social or educational activities (for example, celebrations and field trips) conducted or sponsored by AoH. If you believe a classmate, volunteer or staff member has harassed you, please speak with an AoH staff member, the Chief Academic Officer or the Chief Executive Officer.

ACADEMY OF HOPE ADULT PCS BULLYING-PREVENTION POLICY

DEFINITIONS

Academy of Hope Adult Public Charter School (AoH APCS) defines bullying as any severe, pervasive, or persistent act or conduct whether physical, electronic, or verbal that:

1. May be based on an learner's actual or perceived race, color, ethnicity, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, intellectual ability, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intra-family offense, place or residence or business, or any other distinguishing characteristic, or on an learner's association with a person, or group with any person, with one or more of the actual or perceived foregoing characteristics; and
2. Can reasonably be predicted to:
 - a. Place the learner in reasonable fear of physical harm to their person or property;
 - b. Cause a substantial detrimental effect on the learner's physical or mental health;
 - c. Substantially interfere with the learner's academic performance or attendance; or
 - d. Substantially interfere with the learner's ability to participate in or benefit from the services, activities, or privileges provided by an agency, educational institution, or grantee.

PROHIBITION AGAINST BULLYING

Acts of bullying, including cyberbullying, whether by a learner, volunteer or staff, are prohibited:

- On AoH APCS grounds and immediately adjacent property, at AoH APCS -sponsored or related events on and off AoH APCS grounds, at any transit stop at which learners wait to be transported to AoH APCS business, or through the use of any electronic devices owned by the AoH APCS, leased by the AoH APCS or used for AoH APCS business; and
- At a location or function unrelated to the AoH APCS, through the use of any electronic devices, including those not owned or leased by the AoH APCS, if the acts of bullying or cyberbullying create a hostile environment at the agency for the victim or witnesses, infringe on their rights at the AoH APCS, or materially and substantially disrupt the orderly operation of the AoH APCS.

Retaliation against a learner, volunteer or staff member who reports bullying, provides information about an act of bullying, or witnesses an act of bullying is also prohibited.

Academy of Hope APCS expects all community members, including youth, to behave in a way that supports Academy of Hope's objective to provide a safe and welcoming environment for all youth and adult learners, staff, and volunteers. Academy of Hope expects youth who are a part of the community to:

- Treat all members of the AoH APCS community with respect;
- Respect the property of AoH APCS, its staff, and other youth and adult learners connected to AoH APCS;
- Respond appropriately to instructions from AoH APCS staff.

REPORTING INCIDENTS OF BULLYING OR RETALIATION

- AoH APCS expects all staff members and volunteers to report incidents of bullying or retaliation they witness or are made aware of to the Student Support Specialist. The student support specialist will create a written report of a bullying incident.
- Reports of bullying by learners, parents, guardians and community members may be made anonymously. Academy of Hope ACPS cannot take disciplinary action solely on the basis of an anonymous report, though such a report may trigger an investigation that will yield actionable information. All oral reports received as part of this process will be transcribed into writing and included in AoH's bullying database.

INVESTIGATING INCIDENTS OF BULLYING

The Director of Student Support Services is charged with making determinations as to whether a reported incident constitutes a case of bullying. These determinations will be made in consideration of the totality of the facts and the circumstances surrounding the incident. If the Director of Student Support Services determines that an incident of bullying or harassment has occurred, s/he should take the response steps enumerated in AoH APCS' Student Handbook.

APPEALS

Parties dissatisfied by the outcome of the bullying investigation may appeal the determination of the Director of Student Support Services to Matthew Layton, Chief Academic Officer, who may be reached by phone (202) 269-6623 x110 or by e-mail matthew@aohdc.org. This appeal should be submitted no later than 30 days after the initial determination. Upon receipt of an appeal, the Chief Academic Officer must conduct a secondary investigation within 30 days of the receipt of an appeal. This 30 days may be extended by up to an additional 15 days if the Chief Academic Officer sets forth in writing the reasons why more time is needed to conduct an investigation. Additionally, upon the receipt of an appeal, the Chief Academic Officer must inform the party making the submission of their ability to seek additional redress under the DC Human Rights Act.

ACADEMY OF HOPE ADULT PUBLIC CHARTER SCHOOL CONDUCT CONSEQUENCES CHART
MINOR INFRACTIONS

Minor Infractions	
Specifics and Examples	Potential Consequences
Disruptive Behavior	
<ul style="list-style-type: none"> Any action that halts learning and leads to negative changes in the educational environment including: Outbursts or verbal interactions Using profanity Purposefully misdirecting the class Defiant/Confrontational behavior 	<ul style="list-style-type: none"> Teacher can ask learner to leave at any time during class Learner meets with Case Manager and Program Manager and develops behavioral plan
Cell phone or electronic device use	
<ul style="list-style-type: none"> Cell phones or electronic devices are visible and/or in use during class time or not turned off or on 'silent mode' 	<ul style="list-style-type: none"> Verbal warning from teacher Teacher may ask learner to leave class Meeting with AoH management staff
Inappropriate technology use	
<ul style="list-style-type: none"> Accessing, transmitting, or otherwise making use of pornographic materials of any kind available over the Internet is not permitted. Any form of harassment activity from AoH computers including but not limited to email transmissions or social media platforms is not permitted. Accessing, transmitting, or otherwise making use of "hate-group" or materials of any kind available over the Internet that may cause discomfort to any gender, race, age, religion or belief, disability or sexual orientation is not permitted Illegal duplication or transmission of protected software is not permitted 	<ul style="list-style-type: none"> Immediate forfeiture of AoH computer access privileges for personal use, up to one week (Does not include in class technology use) Meeting with AoH management staff
Dress Code	
<ul style="list-style-type: none"> Learners should not wear shorts or skirts more than 3 inches above the knee Casual dresses, shorts and skirts Clothing should not reveal underwear, inappropriate body parts (including back, chest, feet, stomach, and excessive cleavage) or offensive words, terms or pictures. Female learners should not wear halter tops and men should not wear tank tops Hats, both for men and for women (unless for religious or ethnic reasons) are not permitted Tight revealing clothing, spandex tights, and torn clothing are prohibited 	<ul style="list-style-type: none"> Asked to correct violation or asked to leave school for the day Meeting with AoH management staff
Unapproved Solicitation	
<ul style="list-style-type: none"> The sale or promotion of non-AoH approved goods or services is not permitted (To receive approval, learners should speak with a program manager) The sale of stolen items or illegal items/ services is not permitted 	<ul style="list-style-type: none"> Verbal warning AoH staff may ask learner to leave Learner required to meet with AoH management staff (see the Handbook section on Theft and Drugs violations for consequences involving those infractions)

ACADEMY OF HOPE ADULT PUBLIC CHARTER SCHOOL CONDUCT CONSEQUENCES CHART
MAJOR INFRACTIONS

Major Infractions	
Specifics and Examples	Potential Consequences
Drugs	
<ul style="list-style-type: none"> • Use/Under the Influence, determined by: • Suspicion of use (smell or physical/mental appearance) • Credible information of use (sight) • Drug paraphernalia or actual drugs/alcohol • Selling, determined by: • Credible information of selling • Drug paraphernalia or actual drugs/alcohol 	<ul style="list-style-type: none"> • Suspension of up to 5 days • Expulsion for selling drugs on campus
Violence	
<ul style="list-style-type: none"> • Physically striking someone • Using strong abusive or threatening language • Use of weapons (Including but not limited to: knives, brass knuckles, nun-chucks, TAZER, stun gun, pepper spray, mace or use of everyday items as a weapon) 	<ul style="list-style-type: none"> • Expulsion for brandishing, showing or threatening to use weapons; physically assaulting someone • Suspension of up to 5 days for using abusive or threatening language
Harassment	
<ul style="list-style-type: none"> • Use of language, written or spoken, that exhibits discrimination or disrespect towards another person based on the person's race, skin color, religion, sex, age, marital status, disability, home country national origin, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, political affiliation, source of income, or any other reason prohibited by law • Sexual harassment: <ul style="list-style-type: none"> ○ Unwelcome sexual advances ○ Unwelcome verbal or physical conduct of a sexual nature ○ Graphic verbal comments about an individual's body ○ Sexually or otherwise degrading comments, jokes, gestures or sounds ○ Unwelcome touching ○ Unwanted pressure for dates ○ Sexually suggestive objects or materials 	<ul style="list-style-type: none"> • Meeting with AoH management staff • Suspension of up to 5 days • Expulsion for ongoing harassment
Theft	
<ul style="list-style-type: none"> • Theft of office equipment or others' (staff or learner) personal belongings 	<ul style="list-style-type: none"> • Suspension of up to 5 days • Expulsion

*Police may be contacted for major infractions

STUDENT RIGHTS WITH RESPECT TO SUSPENSIONS

Students have the right to receive an appropriate education. Listed below are the student rights that are relevant to school discipline:

- Students have the right to enjoy peaceful and meaningful freedom of speech, press, assembly, and religion on school property and at school-sponsored events.
- Students may not be excluded from their regular school program or denied instructional time in the absence of a documented, official, disciplinary intervention (i.e. suspension or expulsion).
- Students must be given an opportunity to tell their side of the story before a decision is made to place them on in-school, short-term, long-term, or extended suspension or expulsion.
- Students will be returned to their regular educational program once the conditions of a suspension or expulsion are met. Behaviors that should not result in suspension include, but are not limited to, cutting class, or unexcused absences.
- Students are entitled to receive written notification of why they are being removed from the classroom or school for disciplinary reasons.
- Students are entitled to a conference with the associate principal at the time when a decision is made to remove them from the classroom or school for disciplinary reasons.
- Students are entitled to make up classwork and assignments without penalty when they are excluded from school for any period of time. Teachers are required to provide students all daily classwork and assignments, and will correct and return all completed work to students on a weekly basis. Students are responsible for completing classwork and assignments in a timely manner.
- Students cannot be suspended for more than three consecutive school days without the CAO's approval.

Academy of Hope recognizes the effectiveness of restorative practice methods and other progressive disciplinary measures that build positive relationships. These interventions are a shift away from overly harsh and punitive disciplinary responses. Instead, they educate students about the harm caused by their actions, while seeking to reunite them with the school community.

OUT-OF-SCHOOL SUSPENSION GUIDELINES

Out-of-school suspensions of up to 5 days are used when learners severely violate the expectations of the community of Academy of Hope. This step is never taken lightly, and is a decision made based on input from the school administration staff, student support staff, and faculty.

The following categories are examples of behaviors that may result in a learner being suspended:

- Disruptive behavior that is on-going and uncontrollable, including harassment
- Behavior that is a danger to the learner or to others, including the use of threatening language and the possession or use of drugs or alcohol while at school
- Other extreme behaviors that may deserve suspension based on the frequency of the behavior, the riskiness of behavior, and the learner's openness to following instructions
- Theft

At least one day prior to returning to classes at Academy of Hope from an out-of-school suspension, the learner is required to have a meeting with school administration and student support staff. Prior to the meeting, the learner is expected to prepare a written statement to take responsibility for his/her actions that led to the suspension and propose a plan to avoid similar actions in the future. During the meeting, a behavior intervention plan is created and implemented in order to help the learner to avoid the problem behavior in the future.

EXPULSION GUIDELINES

In rare instances, learner behavior may be so severe that expulsion is appropriate. Expelling a learner is never considered lightly and requires the consensus of the Associate Principal and Chief Academic Officer. Typically, student support staff and faculty also participate in the decision process.

As a school, one of our most important responsibilities is to create an environment that is safe for everyone. We take that seriously and act accordingly. As a result, expulsion is considered when we believe that a learner may be a danger to self or others. Except in extreme instances when a learner's behavior might warrant immediate expulsion, we first try to create a plan that meets both the community's need for safety and the needs of the learner. If the plan fails, then we may move to expel the student.

Grounds for immediate expulsion may include, but are not limited to:

- Physical violence or assault
- Brandishing, use, or threat of a weapon
- The sale of drugs on campus
- Theft

Except in cases of extreme behavior, a learner is expelled only after the learner's team has worked closely with the learner to change the problem behaviors. After expulsion, learners are not permitted to attend classes for the current session or to be present on either campus for the duration of the expulsion. If the current session is near its end, the expulsion may carry over to the next session. At the end of the expulsion, a student may complete the application and registration process to return to Academy of Hope, and must also complete a more extensive appeal to return that includes a restorative justice process.

DUE PROCESS AND APPEALS PROCESS FOR SUSPENSION AND EXPULSION DECISIONS

In accordance with school policy, students have a right to appeal a suspension or expulsion within 10 days after receiving the final decision on the disciplinary action. The **Chief Academic Officer, Matthew Layton** will render a written decision within 10 days from receiving the appeal. If this decision is not made within 10 days, the student will be allowed to return to school unless there is a finding that the student's return would pose an imminent threat of serious harm to other students or staff.

In the event a student disagrees with the outcome of a disciplinary decision, they may appeal the determination to the **Chief Executive Officer, Leicester Johnson**. This appeal should be submitted no later than 5 days after the decision to uphold the suspension or expulsion. The Chief Executive Officer, will render a final decision no later than 5 days from receipt of the appeal.

In the event a student disagrees with the outcome of a disciplinary decision made by the Chief Executive Officer, they may appeal the determination to the **Board Chair**.

NOTIFICATION OF FERPA RIGHTS

Learners will be notified of the Family Educational Rights and Privacy Act (FERPA) at orientation, and a copy of their rights is provided in this manual and is reviewed during orientation week at the beginning of each semester. Learners with further questions regarding the notification of Rights under FERPA should contact the Associate Campus Principal at the school site they attend or contact school officials as identified in the notification.

Notification of Rights under FERPA

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

- (1) **The right to inspect and review** the student's education records within 45 days of the day Academy of Hope Adult Public Charter School (AoH) receives a request for access. Parents or eligible students should submit to the Chief Academic Officer a written request that identifies the record(s) they wish to inspect. The Chief Academic Officer (CAO) or other appropriate school official will make arrangements for access and notify the Parent or eligible student of the time and place where the records may be inspected.
- (2) **The right to request amendment** of the student's education records that the parent or eligible student believes are inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students may write the Chief Academic Officer, clearly identify the part of the record they want changed, and specify why it should be changed. If AoH decides not to amend the record as requested by the Parent or eligible student, the school will notify the Parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the Parent or eligible student when notified of the right to a hearing.
- (3) **The right to consent to disclosures of personally identifiable information** contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. For example, FERPA authorizes disclosure without consent to school officials whom AoH has determined to have legitimate educational interests. A school official is a person employed by AoH as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person or company with whom AoH has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
- (4) **The right to withhold disclosure of directory information.** At its discretion, AoH may disclose basic "directory information" that is generally not considered harmful or an invasion of privacy without the consent of parents or eligible students in accordance with the provisions of District law and FERPA. Directory information includes:

A. Student Name	F. Weight and Height of Members of Athletic Teams
B. Student Address	G. Diplomas and Awards Received
C. Student Telephone Listing	H. Student's Date and Place of Birth
D. Name of School Attending	I. Names of Schools Previously Attended
E. Participation in Officially Recognized Activities and Sports	J. Dates of Attendance

Parents or eligible students may instruct AoH to withhold any or all of the information identified above (i) by completing the "Release of Student Directory Information" Form available at the school, or (ii) by notifying in writing to the Director of Accountability, at Academy of Hope – Adult Public Charter School, 2315 18th Place, NE, Washington, DC 20018. The release or notification must be provided within 30 days of the issuance of this notice.

- (5) **The right to file a complaint** with the U.S. Department of Education concerning alleged failures by AoH to comply with the requirements of FERPA. The name and address of the office that administers FERPA are Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave. SW, Washington, DC 20202.

ATTENDANCE POLICY SIGNATURE PAGE

By signing this page, I am stating that I understand and agree to follow the attendance policy outlined in the handbook and restated below:

I understand that I am expected to come to school every day. I agree to call AoH to let them know when and why I am missing class.

I understand that if I miss two classes, a teacher will likely call to check-in and inform me that I have missed two classes and remind me that I can only miss 2 additional days without taking further steps. If I miss 2 more days, I understand that I will need to arrange a meeting with AoH staff to discuss what is keeping me from attending school. Additionally, I understand that if I miss eight days during the term I may be unenrolled.

Finally, I understand that I am expected to arrive to class and be ready to learn by the scheduled start time of each class. This often means that I need to plan to arrive to class a little bit early in order to give myself time to prepare for class. I understand that when I arrive late, my teacher will decide whether or not I can enter class and that I am expected to follow that decision as it is based on the disruption that I may cause to my fellow learners. When I miss class, whether it's because I'm late or absent, I will contact my teacher for missed work, but also understand that completing this work is not the same as making up for a missed class.

Learner's Name: _____

Learner's Signature: _____ Date: _____

STUDENT HANDBOOK CONFIRMATION OF RECEIPT

By signing this page, I acknowledge that I understand and will adhere to all policies that are outlined in this Student Handbook.

Learner's Name: _____

Learner's Signature: _____ Date: _____