



AppleTree

AppleTree Schools

Family Policies

SY 2022-2023



IMPORTANT NOTICE

This document contains important information. If you need assistance with translating the document or have any questions about this notice, please call 1-866-874-3972; the client ID is 511388 to access translation services. Tell the customer service representative the language you speak so you can be provided with an interpreter at no cost to you.

Table of Contents

<u>AppleTree Public Charter School</u>	4
Mission Statement	
<u>School Philosophy</u>	
<u>Diversity</u>	
<u>Admission and Non-Discriminatory Policy</u>	5
<u>Attendance Policy</u>	6
<u>Behavior Policy</u>	7
<u>Family Educational Rights and Privacy Act (FERPA)</u>	8
<u>School Transparency Policy</u>	10
<u>Grievance Procedures</u>	11
<u>Campus Contact Information</u>	12
<u>School Contact Information</u>	13

AppleTree Public Charter School



Mission Statement

The mission of AppleTree is to provide young children with the social, emotional, and cognitive foundations that will enable them to succeed in school.

School Philosophy

AppleTree Early Learning Public Charter School provides an engaging and rigorous preschool for DC three-and four-year-olds that gets children ready for Kindergarten and future school success.

Diversity

We believe that AppleTree must prepare all students to live, study and work in a diverse world. To that end, our school will provide students with opportunities that promote respect for self and others and a curriculum that values the many varieties of human expression.

AppleTree recognizes and values the interconnectedness of humanity and looks to the staff to lead this initiative. It is our vision that all people will be treated with equality, dignity, and respect; that all students will be educated to understand, accept and value all members of the world community; and that the community at large will join with us in support of this mission.

Admissions & Non-Discriminatory Policy



Admissions Preference Policy

AppleTree Public Charter School participates in the MySchool DC lottery process and will use the common lottery for enrollment. If the number of applications exceeds the number of spaces available, a lottery is held to determine the order in which students are offered seats. Per the District of Columbia School Reform Action, AppleTree recognizes four lottery preferences during the open enrollment period:

1. children of staff
2. current AppleTree students interested in transferring to a different AppleTree campus due to work, childcare, or address change. The requests should be put in writing to the school's operations coordinator and the request must be submitted through MySchoolDC.
3. siblings of current AppleTree students,
4. siblings of students who were on the waitlist for the upcoming year

Students applying after the open enrollment period will be added to the waitlist on a first come-first- served basis. For more information regarding My School DC, visit <http://www.myschooldc.org/>.

Non - Discriminatory Policy

No child will be discriminated against based on race, color, ethnicity, national origin, age, sex, ability, disability or any other bias prohibited by law. Non-residents of the District of Columbia who wish to attend AppleTree will be required to pay tuition at the rate established by The Office of the State Superintendent of Education. Non-residents must also follow the same enrollment process as residents and complete additional documentation as required by The Office of the State Superintendent of Education, District of Columbia government and The District of Columbia Public Charter School Board.

Attendance Policy



Attendance Policy

Good attendance is crucial to a student's learning. AppleTree's goal is to have each enrolled student attend 95% or more of the time for the school year. This is equivalent to missing one day per month. Our data shows that children who are consistently absent from school demonstrate less growth than children with strong attendance.

- Excused absences include illness, medical and dental appointments, family emergencies, school visits, and religious reasons. In order for an absence to be excused, families must provide a doctor's note or other appropriate documentation. This may be a phone call, email or any other written form of communication which notes the date of the absence and reason. If a student will be absent or tardy on a given day, the parent should notify their child's school prior to the start of school on that day.
- Examples of unexcused absences include a parent's choice not to send their child, family vacation.

Families of students whose absences exceed more than five days will meet with the Principal Instructional Leader and problem solve how to improve student attendance.

If a child misses more than 10 consecutive absences and you have not had any contact with the school, AppleTree will automatically conduct a home visit. At the home visit, a meeting will be scheduled to address attendance. Home visits can be conducted at the discretion of the school when a situation warrants it. The goal is to assist parents in helping their child to be successful as a student by maintaining good attendance.

If a student misses more than 10 consecutive days and the child has not been seen by school staff during a home visit (note: child must be seen and a parent saying the child is okay is not acceptable), a safety and welfare call will be made to CFSA/MPD.

Note: If a student with an Individualized Education Plan is absent, services are rescheduled and delivered upon the student's return. Missed sessions are rescheduled and completed within two weeks of the initially scheduled

Behavior Policy



Behavior Policy

AppleTree connects the teaching of social, emotional and behavioral skills with positive verbal and visual praise and reinforcements. Children engage in daily opportunities to earn classroom celebrations for demonstrating behavioral or social-emotional skills they are learning about in lessons and practicing throughout the day.

AppleTree believes that children often misbehave because they have not **yet** learned to use the appropriate skill or how to articulate their specific needs in a social or educational situation. In turn, we believe that responses to child misbehavior or heightened emotional expression should be immediate, logical, and serve as an opportunity to teach replacement behaviors and emotional regulation skills.

Every AppleTree classroom has a Calming Space. This is a comfortable and inviting space in the classroom that provides a designated space for children who need a few minutes to identify and regulate their emotions. Children are taught in the beginning of the year, and reminded throughout the year, that the Calming Space is a safe place to go if they are feeling angry, sad, frustrated, disappointed or aggressive.

If a child engages in behaviors that endanger themselves or others, he or she may be removed from the class for a brief period. Children are removed to ensure their safety and the safety of their classmates and teachers and once calm are welcomed back to their classroom community.

AppleTree does not suspend students for misbehavior.

Family Educational Rights & Privacy Act (FERPA)

Family Educational Rights and Privacy Act (FERPA)

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

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

1. Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
2. Parents or eligible students have the right to request that a school correct records that they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
3. Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials (an administrative, counselor, student support personnel, or other support person employed by the school or under contract with the school) with legitimate educational interest (provides support or oversees the educational or physical welfare of the student);
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Family Educational Rights & Privacy Act (FERPA)

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

If a parent does not wish for AppleTree Early Learning Public Charter School to disclose directory information from their child's education records without prior written consent, a parent must fill out the FERPA online opt-out form. This form must be filed annually in September for the following school year. Please note: Parents and guardians who opt a student out of FERPA may provide written confirmation to a building principal for a student to be included in a specific place where directory information is used. It is the parent or guardian's responsibility to make this request.

[Click here to fill out the FERPA opt-out form](#)

School Transparency Policy



AppleTree Early Learning Public Charter School Board of Directors is a group of individuals who are committed to helping AppleTree Early Learning PCS achieve its mission. Board members serve as trusted advisors to the AppleTree Early Learning PCS leadership team and maintain important financial and administrative oversight of the organization.

AppleTree Early Learning Public Charter School complies with all provisions of the Open Meetings Act and will hold Board meetings that are open to the public.

In order to ensure public access to Board meetings, AppleTree Early Learning PCS will publish the following information on its website:

- AppleTree Early Learning PCS's annual board meeting schedule and notice for upcoming Board meetings at least five days in advance of the meeting.
- The names of AppleTree Early Learning PCS Board members.
- Contact information for AppleTree Early Learning PCS's Board Chair.
- The full record of Board meetings, including meeting minutes, recordings, and documents provided to Board members.

The Board will only close meetings for the specific reasons outlined in the Open Meetings Act.

Grievance Procedures



Grievance Procedures

AppleTree makes every effort to make children's and families' association with our school a very positive one. Every staff member shares the mission and goals of this organization and will strive daily to live out our mission and reach each of our school goals. However, in the event that family members have a complaint about any of the policies, practices or procedures at AppleTree, families are encouraged to communicate them to the Principal and/or the Operations Coordinator. Parents should address the Principal with any issues concerning the instructional program, interactions with teachers, or family engagement. Parents should address the Operations Coordinator with any concerns related to the operations of the school including meal service, the physical plant, and health and safety. The administrative team takes parental feedback seriously and will work to find solutions.

If after talking with school leadership, the matter is unresolved, concerns should be forwarded to the Chief of schools, Jamie Miles (jamie.miles@appletreeinstitute.org).

The Chief of Schools shall contact the parent/guardian to schedule a telephone or in-person meeting. This meeting will usually take place within three business days after a complaint has been received.

If the matter is unresolved and the parents are dissatisfied with Chief of School's findings, the parents/guardian may contact Jack McCarthy, AppleTree's Board Chair via email at jack.mccarthy@appletreeinstitute.org.

Campus Contact Information

Campus/ Phone #	Principal Instructional Leader	Operations Coordinator
Columbia Heights 202-667-9490	Mike Jacobs mike.jacobs@appletreeinstitute.org	Lesly Hudgins Vacant
Douglas Knoll 202-629-2545	Aryka Calhoun Aryka.calhoun@appletreeinstitute.org	Winifred Scott Winifred.scott@appletreeinstitute.org
Parklands 202-506-1890	Tara Young tara.young@appletreeinstitute.org	Tracy West Tracy.west@appletreeinstitute.org
Lincoln Park 202-621-6581	Daisha.Wise Daisha.Wise @appletreeinstitute.org	Latricia Irby Latricia.irby@appletreeinstitute.org
Oklahoma Ave 202-629-2179	Terica Alleyne Terica.alleyne@appletreeinstitute.org	Danielle Jones Danielle.jones@appletreeinstitute.org
Southwest 202-978-2810	Shirvon.Smith Shirvon.smith@appletreeinstitute.org	Sherika Dawson Sherika.dawson@appletreeinstitute.org

School Contact Information

Position	Responsibilities	Contact Information
Special Education Manager	Supervises the special education program	Kenyetta Singleton 202-594-2036 kenyetta.singleton@appletreeinstitute.org
Language Acquisition and Family Literacy Manager	Supports teachers in ensuring that schools provide optimal support to all children, regardless of language status.	ChaQuan Wilder 202-526-1503 cwilder@appletreeinstitute.org
Positive Behavior Support Manager	Oversees the Social Work department to ensure standardized and evidenced-based mental health and behavioral support practices.	Megan Berkowitz, LICSW 202-656-7156 megan.berkowitz@appletreeinstitute.org
Director of Community and Family Engagement	Supports the enrollment and transition processes at all sites and provides support to all AppleTree Schools.	Juanita White 202-526-1503 Juanita.white@appletreeinstitute.org
Chief of Schools	Oversees the overall school and ensures all aspects of the program stay in good standing	Jamie Miles 202-695-2226 jamie.miles@appletreeinstitute.org
Board Chair	Serves as the chair of the Board of Trustees of AELPCS	Jack McCarthy 202-488-3990 jmccarthy@appletreeinstitute.org