



Inspired Teaching Demonstration School

Family/Student Handbook 2018-2019

Inspired Teaching Demonstration Public Charter School

200 Douglas Street, NE

Washington, DC 20002

202-248-6825

www.inspiredteachingschool.org

Head of School

Deborah Dantzler Williams

Deborah.Williams@inspiredteachingschool.org

Principal, Lower School

Suriya Douglas

Suriya.Douglas@inspiredteachingschool.org

Principal, Middle School

Seth Biderman

Seth.Biderman@inspiredteachingschool.org

Chief Operating Officer

Kate Keplinger

Kate.Keplinger@inspiredteachingschool.org

Chair, Board of Directors

John Leibovitz

boardchair@inspiredteachingschool.org

Table of Contents

Calendar	4
Staff List, 2018-19	5
About the Inspired Teaching Demonstration Public Charter School	7
Mission.....	7
History.....	7
Philosophy and Approach	7
Teaching and Learning.....	8
The Four I's: Intellect, Inquiry, Imagination, Integrity.....	9
About Public Charter Schools in the District of Columbia	10
Admission, Enrollment, Withdrawal, and Expulsion	10
Community Expectations.....	11
Rights and Responsibilities	11
Community Expectations for Students.....	11
Classroom Rules.....	12
Expectations for Families	12
When and Where the Community Expectations Apply.....	13
Social Emotional Learning.....	13
Tiers of Discipline and Restorative Practices.....	13
Anti-Bullying & Sexual Harassment Policy	15
Definition	16
Prohibition against Bullying and Sexual Harassment	16
Publication and Contact Information.....	17
Training	17
Reporting Incidents of Bullying/Sexual Harassment or Retaliation.....	17
Investigating Incidents of Bullying/Sexual harassment or Retaliation	17
Appeals regarding Bullying and Sexual Harassment.....	18
Sanctions and Remedies for Bullying/Sexual Harassment	19
Policy regarding weapons, drugs, alcohol, and violence	19
Suspension.....	20
Expulsion.....	21
Student Support Services	22
Student Support Team	23
Special Education Services	23
English Language Learner Support Services.....	24
Programs for Students with Disabilities	24
School Policies and School Business.....	25
Student Arrival and Dismissal	25
Before and After School Programming	26
Attendance.....	27
Excused Absences	28
Truancy.....	28
Tardiness.....	29

Early Departure.....	30
Inclement Weather	30
Dress Code	30
Technology	31
Cell Phones	31
Other Electronics	31
Internet Use	32
Acceptable Use Policy	32
Personal Responsibility	32
Cyber bullying.....	33
Health and Wellness.....	33
Illness.....	33
Toileting.....	34
First Aid and Medication	34
Allergy Policy.....	35
Smoke-free School Policy	35
Nutrition	35
Student Fees	36
Meal Charge Policy	37
Field Trips.....	37
Volunteers	38
School Visitors.....	39
Celebrations	39
Lost and Found	40
Student Records/FERPA	40
Mandated Reporting of Suspected Abuse and Neglect	42
Family Communication	45
Student Folders and Binders	45
School Website	45
Text Alert Service	45
Social Media and Student Privacy	45
Room Representatives	46
Google Group for Inspired Teaching Families.....	46
Diversity Statement.....	47
Notice of Nondiscrimination.....	47
Non-Discrimination and Anti-Harassment Policy.....	47
Family Grievance Procedures	48
Notice of Grievance Procedures	49
Changes To This Handbook	50

Inspired Teaching Demonstration School

2018 - 2019 School Calendar

August 2018						
Su	M	Tu	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	9/9

September 2018						
Su	M	Tu	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						19/28

October 2018						
Su	M	Tu	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			20/48

November 2018						
Su	M	Tu	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	17/65

December 2018						
Su	M	Tu	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					14/79

January 2019						
Su	M	Tu	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		20/99

February 2019						
Su	M	Tu	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		15/114














March 2019						
Su	M	Tu	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						20/134

April 2019						
Su	M	Tu	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				17/151

May 2019						
Su	M	Tu	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	21/172

June 2019						
Su	M	Tu	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						9/181

July 2019						
Su	M	Tu	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			

	School Closed/ Holiday		Teacher Planning/Work Day: no students		Meet your Teacher Day
	Learning Showcase		First/Last Day of School		New Family & MS Orientation
	Family conf – no students		Intercession (regular student schedule)		8 th gr. promotion ceremony
	Student ½ day: 12:00 dismissal		New Staff Orientation		End of Trimester
	Back to School Night				

- School Day, PreSchool – 4th grade: 8:45 – 3:15
- School Day, 5th - 8th grade: 8:30 – 3:30
- 181 days (includes 4 half days; ITDS has received a waiver from the 180 full days in the past; this calendar 1163.50 hrs for LS)
- Snow make-up: June 14

Staff List, 2018-19

Nsilo Abraham, Physical Education Teacher
Liane Alves, Prekindergarten Lead Teacher
Katherine Arias, Preschool Paraprofessional
Jodi Ash, Middle School Science Master Teacher
Erin Bailey, Intervention and Instructional Specialist
Seth Biderman, Middle School Principal
Eli Blum, Third Grade Lead Teacher
Sybil Bolden, Kindergarten Master Teacher
Connie Brown, Prekindergarten Master Teacher
Kelly Brown, Manager, Data and Assessment
Samia Brown, Registrar and Special Programs Coordinator
Bettya Burgess, Prekindergarten Teaching Assistant
Page Christensen, Kindergarten Lead Teacher
Hubert Dixon, Third Grade Lead Teacher
Amber Dooley, Art Teacher
Leslie Douglas, Administrative Assistant
Suriya Douglas, Lower School Principal
Michele Eaton, Special Education Teacher
Ben Frazell, Instructional Coach
Kina Gee, Preschool Teaching Assistant
Sandhya Ghanta, Fourth Grade Master Teacher
Adriana Gonzalez, Spanish Language Teaching Associate
Tasha Harris, Special Education Teacher
Bryant Hatch, First Grade Teaching Assistant
Brittney Haywood, Special Education Teacher
Lacey Head, Preschool Teacher
Jadian Headly, Preschool Paraprofessional
Chrystena Hill, Third Grade Paraprofessional
Jaleesa Honesty, First Grade Paraprofessional
Maureen Ingram, Preschool Master Teacher
Jessica Jones, First Grade Teacher
Mercedes Jones, Preschool Paraprofessional
Shannon Kane, Instructional Coach
Hi-Uan Kang, Art Teacher
Monisha Karnani, Director of Demonstration and Outreach
Deanna Kearney, Dance Teacher
Jezel Kelly, Second Grade Teaching Assistant

Kate Keplinger, Chief Operating Officer
Suzy Lane, Preschool Teaching Assistant
Amy Lyon, Speech Therapist
Courtney McIntosh-Peters, Middle School Math Lead Teacher
Ashley Moser, Fourth Grade Master Teacher
Tamas O'Doughda, Middle School English Lead Teacher
Maya Oliver, Middle School Science Lead Teacher
Cornelius Paige, Special Education Paraprofessional
Malcolm Poole, Behavior Intervention Manager
Timesha Ray, Special Education Paraprofessional
Sergei Riddell, Middle School History Lead Teacher
Hannah Salisbury, Early Childhood Program and Curriculum Specialist
Octavia Shaw, Special Education Teacher
Angela Shuford, Special Education Teacher
Neoka Smith, Second Grade Master Teacher
Shawnicka Snipe, Second Grade Master Teacher
Melissa Somerville, First Grade Master Teacher
Tim Street, Manager, Strategic Initiatives
Paul Thomas, Building Services Manager
Michael Thompson, Prekindergarten Teaching Assistant
Juan Pablo (JP) Vasquez, Spanish Teacher
Chris Washington, Music Teacher
Deborah Dantzler Williams, Head of School
Anthony Whitaker, Kindergarten Paraprofessional
Desmond Williams, Middle School English
Matt Wong, Second Grade Lead Teacher

About the Inspired Teaching Demonstration Public Charter School

Mission

At the Inspired Teaching Demonstration Public Charter School, a professional learning community of master teachers and teacher residents ensures that a diverse group of students achieves their potential as accomplished learners, thoughtful citizens, and imaginative and inquisitive problem solvers through a demanding, inquiry-based curriculum. The standards-based curriculum and student goals are centered on the 4 I's: Intellect, Inquiry, Imagination, and Integrity.

The Inspired Teaching Demonstration School builds on the work of Center for Inspired Teaching: to ensure that all schools make the most of children's innate desire to learn. The school is organized to meet two related, mutually reinforcing goals: to provide an excellent education for students, and to provide excellent teacher preparation and professional development for teachers. As such, the school is a true learning community.

History

The Inspired Teaching Demonstration School was founded in 2011 by Center for Inspired Teaching, a non-profit organization that has been working with teachers and schools since 1995. Professional development, mentoring, and teacher certification programs have all been a part of Center for Inspired Teaching's work to transform the school experience for all children. Today the staff of Center for Inspired Teaching collaborates with the Inspired Teaching Demonstration School team to conduct professional development, coordinate research, and train teachers in residence. The school started by serving students in preschool through 3rd grade, and has grown so that it now welcomes students in preschool through 8th grade.

Philosophy and Approach

Inspired Teaching is rooted in the belief that every student possesses the ability to think critically, learn and understand information, and solve complex problems; and that students should spend their time in school engaged primarily in these kinds of activities. It is the teacher's responsibility to find or create a way to reach every student in partnership with his or her family.

At the Inspired Teaching Demonstration School, we teach and reinforce intellect, inquiry, imagination, and integrity. Programming at the school is based on the following beliefs:

- Children are inherently good and have an innate desire to learn
- Every child can be successful in school
- Children's energy, unique talents, and individuality are assets, not obstacles.
- Every student possesses the ability to think critically, learn and understand information, and solve complex problems
- Every student should spend time in school engaged primarily in these kinds of activities.

Students are expected not only to develop a familiarity with content, but also to develop a deep understanding of it. Assessment involves application of knowledge, often to new situations, and

the ability to explain or demonstrate mastery of subject matter. At Inspired Teaching Demonstration School this is done through multiple means such as interdisciplinary projects, writing, and oral presentations.

Teachers structure lessons using our standards-based curriculum so that students work in groups independently and collaboratively using the process of inquiry to search for answers, pose and solve problems, and meet academic standards. In each classroom teachers and students are intellectually, emotionally, and physically engaged.

Reflection, on the part of students, teachers, and every member of the staff, is a key component of Inspired Teaching. The teacher challenges students to reflect on their work and the Principals challenge teachers to reflect on their practice—their successes, and what they have yet to accomplish. This process of self-assessment involves constant examination and re-examination of the learning process, material learned, and student outcome data.

The teacher-student relationship and the relationship of the Principals and Head of School with teachers and students are essential to the achievements and success of the Inspired Teaching Demonstration School. Discipline and motivation for high levels of success are accomplished through intentional building of our learning community, with each student, teacher, and administrator making a contribution and investing in the success of the whole. ***As teachers respect the right of students to make decisions about how they approach learning, students accept the responsibility to do their best work and cooperate respectfully.***

Families are expected to support the mission, philosophy, and approach of the school. As partners in their child's education, families are invited to support the school's effort to cultivate students' academic, social, and emotional skills. The school celebrates the diversity of our community and the many divergent experiences that our students bring with them into the school environment while maintaining that all families will be held to the same standards for collaboration, partnership, and support for the school.

Teaching and Learning

All classrooms are organized to develop students' Intellect, Inquiry, Imagination, and Integrity—the four I's. Classrooms are student centered, and primary teaching methods of instruction are inquiry driven, with the teacher acting as an instigator of thought whose primary responsibility is to facilitate students' problem solving and investigation. Teachers are passionate about their practice and help students to become equally passionate about their learning. All classrooms are staffed with highly qualified Lead or Master Teachers who participate in ongoing professional development. Inspired Teaching Demonstration School hosts a cohort of Resident Teaching Fellows who are enrolled in the Center for Inspired Teaching Teacher Certification Program. Teaching Fellows earn their teaching credential after spending a Residency year with us, an additional year in a DC public or public charter school, and completing graduate coursework with Center for Inspired Teaching and Trinity University. Many classrooms also benefit from the support of teaching assistants and paraprofessionals. The low student to staff ratio and the

collaborative approach of our faculty allow students at all levels to benefit from a faculty committed to rigorous instruction, professional learning and innovation.

The Four I's: Intellect, Inquiry, Imagination, Integrity

The student program at the Inspired Teaching Demonstration School is organized around the four I's- Intellect, Inquiry, Imagination, and Integrity. We assume that every student is capable of reaching high levels of performance in each of these areas, which are not only equally important but also interrelated and interdependent. Families are encouraged to consider students' development in these terms. We define each of the four I's as follows:

Intellect:

- Students will apply content knowledge to relevant and current situations, problems, and experiences.
- Students will comprehend and analyze age-appropriate literature and nonfiction text.
- Students will communicate powerfully through writing, speaking, and the arts.
- Students will solve math problems using both procedural fluency and conceptual understanding.
- Students will demonstrate understanding of the complexity of the social and scientific worlds.

Inquiry:

- Students will be intellectually and physically active, self-directed learners.
- Students will demonstrate the skills of a researcher: reasoning, generating questions, collecting and analyzing information, and proposing solutions.
- Students will demonstrate the dispositions of a researcher: ongoing intellectual curiosity and collaboration, an internal motivation to learn, wonder, keen observation, attention to detail and data, and interest in possibilities for further investigations.

Imagination:

- Students will exhibit the skills of divergent thinkers: the courage to create, a joyful spirit, the ability to generate ideas and devise solutions, and the ability to play.
- Students will exhibit resourcefulness, ingenuity, and optimism when faced with a challenge or opportunity. Students will embrace and create tasks and situations that are unfamiliar.

Integrity:

- Students will demonstrate the skills and dispositions necessary to function as members of a democratic society.
- Students will be honest, stand up for their beliefs, have the confidence to make decisions according to their own value system
- Students will cultivate the ability to listen to, learn from, respect, and problem solve with others.
- Students will have empathy, compassion, and strong ethics.

About Public Charter Schools in the District of Columbia

Charter schools are independently managed public schools that are open to all students who are bona fide residents of the District of Columbia. Charter schools do not charge tuition to DC residents or have selective admissions policies. We participate in the MySchoolDC Common Lottery as established by the Common Lottery Board and comply with all policies and procedures established for the citywide lottery. Students must apply by the deadlines specified, and are selected in the public lottery process conducted by MySchoolDC. Charter schools operate under conditions of increased accountability and autonomy, and are by definition schools of choice.

The Inspired Teaching Demonstration Public Charter School is a 501(c)(3) nonprofit organization led by a Board of Directors that includes families, educators, community leaders, financial and legal experts. The Inspired Teaching Demonstration School is authorized and monitored by the DC Public Charter School Board.

Admission, Enrollment, Withdrawal, and Expulsion

Admission:

Admission to Inspired Teaching Demonstration School is by lottery for all DC residents. Admission begins in the spring of the previous school year and concludes in October each year. Any student who is a bona fide resident of the District of Columbia is eligible to apply for enrollment through MySchoolDC unless they have previously been removed from the school by expulsion. Every year, all students must complete the proof-of-residency process to verify that the student is a bona fide resident of the District of Columbia. Failure to complete required documents on time may result in the student losing his or her spot at the Inspired Teaching Demonstration School. Current and prospective families interested in enrolling a younger sibling should consult the school website regularly for information about application requirements. The school honors a sibling, staff, and founding group preference. After the admissions lottery families are required to complete enrollment documents, portions of which must be completed and submitted in hard copy.

Enrollment:

Enrollment begins after the first round of the MySchoolDC Lottery.

1. After being offered a spot at Inspired Teaching Demonstration School, students and families will be contacted via email and telephone informing them that they can obtain all necessary enrollment forms from the main office, or online. These forms will be available starting in March 1 of each year. Completed forms are due in the main office May 1 of each year.
2. Along with submitting enrollment materials, students must provide proof of District of Columbia residency. District of Columbia residency will be determined pursuant to the District of Columbia Nonresident Act of 1960.

3. The Inspired Teaching Demonstration School must also obtain immunization records for each student seeking enrollment.
4. Each enrolling student must submit signed, hard copies of each student's MySchoolDC Enrollment, Official Transcript Request, and Emergency Medical Treatment forms to enable The Inspired Teaching Demonstration School to obtain all academic and disciplinary records and Individualized Education Plans (IEPs) or 504 Education plans, if applicable, that may exist at other organizations.

Withdrawal or Expulsion

1. A student may withdraw from Inspired Teaching Demonstration School at any time and, if otherwise eligible, enroll in the school of choice.
2. Any student who is expelled from the Inspired Teaching Demonstration School is prohibited from re-enrolling at any time in the future unless other terms are explicitly provided at the time of the expulsion.

Community Expectations

Rights and Responsibilities

All members of the Inspired Teaching Demonstration School community share the following three Rights and Responsibilities, designed to cultivate students' intrinsic motivation and self-discipline in service of a vibrant, nurturing community.

- Everyone learns.
- Everyone is safe.
- Everyone builds the community.

Community Expectations for Students

In order to live by the three rights and responsibilities, all students are expected to:

1. Speak and act with respect and care and interact with all staff and peers in a courteous manner
2. Use words to express feelings or needs and solve problems
3. Handle school materials appropriately
4. Respect the building and all physical facilities within the school and the surrounding community
5. Follow directions the first time they are given
6. Walk in the hallways, stairwells, and in classrooms
7. Approach conflict as an opportunity to learn, participating in conflict mediation (i.e. restorative practices) and processing respectfully and reflectively
8. Manage their own belongings
9. Be present and on-time for all classes and school events

10. Cooperate in learning activities and give their best effort

Classroom Rules

Within every classroom, teachers, students, and families work together to develop agreements about what every student and community member must do in order to uphold their rights and responsibilities and the school-wide expectations. Through this process, all learners in the community develop an understanding of the rules for participation in our community. Typical classroom rules include:

1. Share classroom materials
2. Focus on class work with their best effort
3. Use kind words and friendly language
4. Touch others only in gentle and appropriate ways
5. Ask for help when needed
6. Be where they have permission to be, leaving a space only with permission
7. Respect each other's privacy, space, and belongings
8. Take care of and keep in good condition the building and all property within

Inspired Teaching Demonstration School works to use a system of discipline called “restorative justice,” which is described below.

Expectations for Families

Families are expected to model for students the collaboration and high standards for respectful participation that we aspire to cultivate in our students. This includes but is not limited to:

1. Respectful communication and interactions with all staff, other families, students, and neighbors of the school
2. Support for on-time arrival and appropriate preparation for learning each day
3. Participation in regularly scheduled Family Conferences and meetings requested by staff
4. Regular participation in student learning events such as Learning Showcases, performances, and presentations
5. Timely responses to email and/or phone messages from school staff
6. Compliance with the school's dress code (p. 29), discipline policies (p. 12), nutrition policies (p. 35), and attendance policies (p. 26)
7. Respect for the privacy of all families, students and staff
8. Support for the school's commitment to diversity and inclusivity
9. Respect for the community surrounding the school including following guidelines for drop off and pick up of students

The school reserves the right to ask individuals (family/guardians) who are not upholding school expectations for respectful communication and collaboration to leave the school premises and return to campus at a time designated by the school.

When and Where the Community Expectations Apply

The Community Expectations are in effect when a student is traveling to and from school and school events, during the school day, and during all school related/school sponsored extracurricular activities. In addition, behavior that occurs outside of school may be subject to the Community Expectations when such conduct is disruptive to the school community or neighborhood. As such, students may be held to community expectations and disciplinary responses for infractions even if their actions take place off campus or outside of school hours.

Social Emotional Learning

Behavior is learned. In order to support our students' social and emotional well-being, the school provides a range of resources and learning opportunities to ensure that students have the necessary tools to make appropriate behavioral choices. This includes but is not limited to recognizing emotions, empathy, self-advocacy, conflict resolution, inclusiveness, abuse prevention, and community building.

Tiers of Discipline and Restorative Practices

As opposed to the traditional "crime and punishment" model of discipline, the School works to implement a Restorative Justice approach when responding to violations of the School's Community Expectations. Restorative Justice is an approach to discipline that seeks to address the underlying cause of the misbehavior and find a way to repair the harm done to the community. This approach includes such actions as restorative circles and community service.

When responding to challenging or inappropriate behaviors, the school takes a tiered approach. Staff will consider closely the circumstance of student actions and classify the action into one of four tiers, which range from relatively minor infractions (Tier 1) to very harmful or dangerous actions (Tier 4). Staff members respond in proportionate ways that are considerate of the action, the impact on community, the age and developmental stage of the student, and the student's prior actions and will use the table below as a general guide to administer logical consequences and /or restorative practices. The family of any student involved in the breaking of Community Expectations — whether the initiator or the other party — will be notified of the events that took place.

It should be clear that there are violations of the community expectations, which alone or by repetition may require that the student committing them be separated from the school, temporarily or permanently. Such disciplinary action is expected to support the school's goals of self-motivated modification of behavior by helping students to understand that in order to participate in the school community they must conduct themselves appropriately. A student's attendance at the Inspired Teaching Demonstration School presupposes the family's acceptance and embrace of these expectations. The school will create a plan for continuing the education for any student who is suspended for the duration of the suspension and will share the plan with the student's family. Such plan will include a point of contact for the student to be able to communicate with school staff about assignments and the student will have an opportunity to make up any work missed during the suspension.

Tier 1 Infraction Behaviors Include But Are Not Limited To:	Tier 1 Responses May Include:
<ul style="list-style-type: none"> • Off-task behaviors that demonstrate disregard for teacher direction • Refusal to complete assignments or follow other staff directives • General signs of disrespect • Running in the classroom or hallways 	<ul style="list-style-type: none"> • Verbal redirection • Restorative student conferences and/or family conferences • Formal apologies to community members • Loss of a privilege, and/or other logical or restorative consequence

Tier 2 Infraction Behaviors Include But Are Not Limited To:	Tier 2 Responses May Include:
<ul style="list-style-type: none"> • Documented patterns of persistent Tier 1 behaviors • Hurtful language or gestures to members of the school community • Use of profanity and/or vulgar language • Elopement from classroom • Disruptive physical contact between students • Willful destruction of peer's work • Physical aggression with peers • Inappropriate displays of student affection (including but not limited to inappropriate touching with hands or other parts of the body, hugging, sitting in each others' lap, kissing, unwanted advances or contact) • Inappropriate computer use/internet access or cell phone use • Possession of sexually explicit material • Concealment or use of non-school issued or non-approved technology (including but not limited to cell phones, e-readers, tablets, etc.) • Refusal to comply with Tier 1 consequences 	<ul style="list-style-type: none"> • Tier 1 Responses AND • Classroom behavioral contracts • Break from classroom for reflection in "buddy teacher's" classroom • Completion of reflection sheet • Contact with parent/guardian • Afterschool restoration & reflection • Notification of the Principal • Suspension • Referral to SST for continued documented problem behaviors

Tier 3 Infraction Behaviors Include:	Tier 3 Responses May Include:
<ul style="list-style-type: none"> • Documented patterns of persistent Tier 2 behaviors • Cheating or Plagiarism • Theft • Bullying or hazing, in person or via photo or online • Persistent harassment • Sexual harassment • Pattern of elopement from classroom or campus • Destruction of property • Fighting and other acts of physical aggression towards peers or staff • Refusal to comply with Tier 2 responses 	<ul style="list-style-type: none"> • Tier 2 Responses AND • Family conferences (in some cases, immediate) • Behavior Intervention Plan development or review by Student Support Team • In-School Suspension • Out of School Suspension

Tier 4 Infraction Behaviors Include:	Tier 4 Responses May Include:
<ul style="list-style-type: none"> • Documented patterns of persistent Tier 3 behaviors • Severe, persistent, or pervasive bullying, verbal, written, or electronic, or other physical behavior that results in another student's physical or emotional distress • Repeated sexual harassment • Possession of weapon* • Possession or use of drugs or alcohol • Refusal to comply with Tier 3 responses 	<ul style="list-style-type: none"> • Tier 3 Responses AND • Out of School Suspension • Family conferences • Creation, Review and/Modification of Behavior Intervention Plan • Recommendation for expulsion

**Possession of a weapon will result in an automatic suspension and may result in expulsion.*

Anti-Bullying & Sexual Harassment Policy

Inspired Teaching Demonstration School is committed to providing a safe learning environment for all students. Bullying and harassment threatens that environment and is not tolerated. In support of our efforts to provide a safe school climate, the Inspired Teaching Demonstration School will provide proactive anti-bullying education and prompt intervention to stop bullying/harassment behaviors and remedy their effects.

Definition

“Bullying” has been defined by the Youth Bullying Prevention Act of 2012 (YBPA) as any severe, pervasive, or persistent act or conduct, whether physical, electronic, or verbal that:

- (A) May be based on a youth’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 intrafamily offense, place of residence or business, or any other distinguishing characteristic, or on a youth’s association with a person, or group with any person, with one or more of the actual or perceived foregoing characteristics; and
- (B) Shall be reasonably predicted to:
 - (i) Place the youth in reasonable fear of physical harm to his or her person or property;
 - (ii) Cause a substantial detrimental effect on the youth’s physical or mental health;
 - (iii) Substantially interfere with the youth’s academic performance or attendance; or
 - (iv) Substantially interfere with the youth’s ability to participate in or benefit from the services, activities, or privileges provided by an agency, educational institution, or grantee.

“Sexual harassment” is defined as unwelcome conduct of a sexual nature. Sexual harassment can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment includes sexual violence, which the Inspired Teaching Demonstration School defines as physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent. Sexual harassment can be carried out by school employees, other students, or third parties. This policy applies to sexual harassment by other students. Complaints about sexual harassment by school employees or third parties should be made pursuant to the Inspired Teaching Demonstration School’s Grievance Procedures, which can be found in the Family Handbook.

Prohibition against Bullying and Sexual Harassment

Acts of bullying, including cyber bullying, and sexual harassment whether by youth, volunteers or staff, are prohibited:

1. On Inspired Teaching Demonstration School grounds and immediately adjacent property, at Inspired Teaching Demonstration School-sponsored or related events on and off Inspired Teaching Demonstration School grounds, on any vehicle used for Inspired Teaching Demonstration School business, at any transit stop at which youth wait to be transported to Inspired Teaching Demonstration School business, or through the use of any electronic devices owned by the Inspired Teaching Demonstration School, leased by the Inspired Teaching Demonstration School or used for Inspired Teaching Demonstration School business; and

2. At a location unrelated to the Inspired Teaching Demonstration School, through the use of any electronic devices, including those not owned or leased by the Inspired Teaching Demonstration School, if the acts of bullying or cyber bullying create a hostile environment at the school for the victim or witnesses, infringe on their rights at Inspired Teaching Demonstration School, or substantially disrupt the orderly operation of the school.

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

Publication and Contact Information

This policy is available on the Inspired Teaching Demonstration School's website and in the Family Handbook. The policy will be distributed to families annually and will be available at any time upon request.

Suriya Douglas, Principal of the Lower School (Preschool through 4th grade) and Seth Biderman, Principal of the Middle School (5th through 8th grade) or their designees are responsible for coordinating Inspired Teaching Demonstration School's bullying prevention efforts. All questions, comments and concerns about the policy should be directed to the appropriate Principal at 202-248-6825.

Training

Inspired Teaching Demonstration School will provide training on this policy and the procedures for responding to and reporting incidents of bullying/sexual harassment.

Reporting Incidents of Bullying/Sexual Harassment or Retaliation

Inspired Teaching Demonstration School expects all staff members and volunteers to report incidents of bullying/sexual harassment or retaliation they witness or are made aware of. Staff members should immediately record all such incidents in accordance with school procedures for reporting behavior incidents and notify the appropriate Principal. Any student who believes that they have been bullied/sexually harassed, or who has seen another student being bullied/sexually harassed, should report the problem immediately to a teacher or other adult on campus. Any parent who witnesses or becomes aware of an incident of bullying/sexual harassment should report it to the appropriate Principal. Reports may be made anonymously, although no formal response will be taken solely on the basis of an anonymous report. However, such a report may trigger an investigation.

Investigating Incidents of Bullying/Sexual harassment or Retaliation

If an incident of bullying, harassment or retaliation is reported, the appropriate Principal will respond quickly and appropriately to investigate and intervene. Complaints or reports of

bullying/sexual harassment/retaliation will be investigated in an adequate, reliable and impartial manner. Each investigation will include, as necessary, interviewing witnesses, obtaining documents and allowing parties to present evidence. All documentation related to the investigation will remain confidential. Inspired Teaching Demonstration School will take steps to ensure the safety of all parties involved and determine whether the incident was one of bullying/sexual harassment/retaliation. Inspired Teaching Demonstration School will also take steps to provide the complainant with periodic updates on the status of the investigation. Once bullying/sexual harassment/retaliation behavior has been determined, the following groups will be notified as needed by Inspired Teaching Demonstration School, making every effort to protect confidentiality of those who report bullying/sexual harassment/retaliation:

- Parents and guardians: Inspired Teaching Demonstration School will notify the parents or guardians of victims, instigators, and witnesses as appropriate, about the nature of the incident and the steps in place to respond to it. The Principal will determine if parents or guardians should be informed prior to or after the investigation of the incident.
- Law enforcement agencies: If Inspired Teaching Demonstration School determines that the reported incident may involve criminal activity or could become the basis for criminal charges, information about the incident must be conveyed to the appropriate law enforcement agencies.

Within ten (10) school days of receiving a report of bullying, the Principal will conduct the investigation and respond to the parents of the students involved in writing, summarizing the course and outcome of the investigation and identifying an appropriate resolution. If it is determined that bullying/sexual harassment has occurred, appropriate corrective and remedial action will be taken. Inspired Teaching School will make determinations as to whether a reported incident constitutes bullying/harassment based on all of the facts and circumstances surrounding the incident. Inspired Teaching Demonstration School will use a preponderance of the evidence standard (i.e., more likely than not that bullying/sexual harassment occurred) when resolving complaints.

Steps will be taken as necessary to protect suspected victims of bullying/sexual harassment during the course of the investigation process. Inspired Teaching School will make every effort to protect confidentiality during the course of the investigation. The individual responsible for conducting the investigation will be responsible for making determinations about confidentiality.

Appeals regarding Bullying and Sexual Harassment

Any party who is not satisfied with the outcome of the initial investigation and response from Inspired Teaching School may appeal in writing to the Head of School. Appeals must be made within 30 days of the conclusion of the initial investigation. The written appeal must contain the person's reasons for not accepting the response from Inspired Teaching Demonstration School. The Head of School or designee will review all information presented as part of the initial investigation and may include additional investigation or meeting with the individuals involved if necessary. Within fifteen (15) school days of receiving the appeal, the Head of School will

respond in writing summarizing the outcome of the appeal and any corrective or remedial action necessary. The secondary investigation shall be completed within 30 days of receipt of an appeal, unless: (1) circumstances require additional time to complete a thorough investigation; (2) the higher level authority sets forth those circumstances in writing; (3) the additional time is not to exceed 15 days. The party not satisfied with the outcome shall be informed of his/her right to seek further redress under the Human Rights Act.

Sanctions and Remedies for Bullying/Sexual Harassment

Inspired Teaching Demonstration School takes a tiered approach to responding to inappropriate behavior. The same approach will be taken when responding to bullying/sexual harassment. Inspired Teaching School's tiers of discipline are designed to (a) appropriately correct the bullying/sexual harassment behavior; (b) prevent another occurrence of bullying/sexual harassment or retaliation; (c) protect the target of bullying/sexual harassment; and are flexible and can be varied in method and severity based on: (i) nature of the incident; (ii) developmental age of the person committing the act at issue, and; (iii) any history of problem behavior from the person committing the act at issue. The Principal may apply more than one consequence, or skip a step, depending on the severity and nature of the violation. Consequences for bullying/sexual harassment are outlined in the Tiers of Discipline section of the Family Handbook.

Policy regarding weapons, drugs, alcohol, and violence

Our Community Expectations identify the presence of weapons, drugs and/or alcohol, violence, and threats of violence as serious offenses that require serious consequences. Possession of a weapon will result in an automatic suspension and may result in expulsion. Circumstances will be taken into account on a case by case basis. The Inspired Teaching Demonstration School abides by the Individuals with Disabilities Education Act (IDEA) when suspending or expelling student who are a part of the Special Education Program.

Offenses include:

- Behavior that violates the Gun Free Schools Act
- Use, possession, or bringing a weapon to school. Weapons include but are not limited to: loaded or unloaded firearms, pistols, blank pistols, starter pistols, revolvers, rifles, shotguns, knives, razor blades, explosives, fireworks, tear gas, and tazers.
- 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
- Physical assault/attack on a member of the school community
- Threats, intimidation, or other comparable conduct which causes or attempts to cause severe physical injury, substantial disruption, or obstruction of any lawful mission, process, or function of Inspired Teaching Demonstration School
- Gang activity, or recruitment
- Sexual violence

- Any behavior or other conduct not specifically enumerated in any other level in this section that is illegal, causes significant disruption to the school's operation, or causes substantial harm to self or others.
- Repeated acts of bullying and/or sexual harassment

Suspension

Suspension may be designated to be served in school or out of school. Suspension of a student is a consequence for inappropriate behavior choices that warrant the removal of a student from the classroom or the school for a period of time. During in school suspension the student will be assigned to a designated space and may not participate in school events including extra-curricular activities. During out of school suspension the student may not attend school or participate in school events including extra-curricular activities. Suspension decisions are made with great care and the school will develop a plan for continuing the education for any student who is suspended for the duration of the suspension.

- **Step 1:** The Principal or designee will contact the parent/guardian to inform them of the reason(s) and the decision to suspend the student, as well as provide the details of the suspension. All notices regarding suspension will be given to the parent/guardian in writing and must be signed by the Principal or the Head of School.
- **Step 2:** Students who are suspended will be given school work for the duration of time they are out of the classroom. Students will also have a designated point of contact to support completion of assignments. This is to ensure that the student continues to receive their education during the period of suspension.
- **Step 3:** For students with disabilities (this includes students with IEPs or 504 Plans and students who are in the process of being evaluated for Special Education) who are suspended for more than 10 school days in a school year, a multi-disciplinary team will review all relevant educational records contained in the student's file or in possession of the school to determine whether the student's violation of school rules was a manifestation of the student's disability according to published guidelines for conduct of a Manifestation Determination.
 - a) If it is determined that the student's behavior was a manifestation of the student's disability, the circumstance will be reviewed with consideration for the student's disability and the act or behavior warranting the review.
 - b) If it is determined that the student's behavior was not a manifestation of his/her disability, the student's file will be reviewed to determine disciplinary action in accordance with the policies contained in this section.
- **Step 4:** The student and their family are asked to review and affirm their commitment to the school discipline policy.

Appeals Process:

Short-term Suspension (fewer than 5 days): For all suspensions, as noted in Step 1 above, parents/guardians will receive details of the suspension in writing. Parents/guardians will be

given the appropriate contact information to discuss and/or appeal the suspension with the Principal or Head of School.

Long-term Suspension (5 days or greater): Parents/guardians may appeal a long-term suspension through an appeals process that includes a hearing before an appeals committee consisting of The Head of School, the Principal, and other members of the school's team as deemed appropriate. The appeal must be made in writing within 24 hours of notification of suspension and be delivered by email, or by hand to the Head of School or designee.

A hearing will be scheduled as soon as possible after the Head of School receives notice of the appeal from the parent/guardian. To ensure that the student does not fall behind academically while the appeal is underway, the student will receive coursework until the appeal process is complete (as noted in Step 2, above).

1. At the appeals hearing, the Principal will present the information supporting the recommendation for the long-term suspension.
2. At the appeals hearing, the parent/guardian will present oral and or written statements as well as documentation supporting the appeal.
3. Students (age eleven and older) may have the option to attend and present an oral or written statement.
4. The appeals committee will consider the testimony of all participants and render a decision within 24 hours of the hearing; ideally the decision will be made the same day.
5. The decision of the appeals committee in affirming OR reversing the suspension decision is final.

Manifestation meetings, as required by law, will proceed regardless of whether a family appeals an expulsion decision.

Expulsion

Expulsion is an action taken only as a last resort. It is a consequence used for repeated offenses by a student who shows an inability to correct his or her behavior after repeated measures and options have been exhausted. It is also the consequence for a behavior that violates the Inspired Teaching Demonstration School's policy regarding weapons, drugs, alcohol, and violence.

Expulsion Process:

- If a student is under consideration for expulsion, the Principal will notify the parent via phone and in writing of the recommendation. The student will be considered suspended until the expulsion is final.
- Once the student is placed under consideration for expulsion, the parent/guardian is asked to pick up their student. The student is not allowed to return to the school grounds or participate in any school-sponsored activities, field trips, or programs.

- The Principal determines when to recommend expulsion. The recommendation will then be sent to the Head of School and a meeting will be held with the family/guardian to confirm the circumstances and the reason for the recommendation.
- The Head of School will make a final decision on the expulsion. The parent/guardian will be notified by phone and mail of the decision within 48 hours.

Appeals Process: Parents/guardians may appeal the decision to expel a student through a formal appeals process that includes a hearing before an appeals committee consisting of The Head of School, the Principal, and other members of the school's team as deemed appropriate. The appeal must be made in writing within 48 hours of notification of expulsion and be delivered by email, or by hand to the Head of School.

Once the appeal is received, a hearing is scheduled no more than three (3) business days after the Head of School receives notice of the appeal from the parent/guardian. To ensure that the student does not fall behind academically while the appeal is underway, the student will receive coursework until the appeal process is complete.

6. At the appeals hearing, the Principal will present written and oral statements as well as documentation supporting the recommendation to expel.
7. At the appeals hearing, the parent/guardian will present oral and or written statements as well as documentation supporting the appeal.
8. Students (age eleven and older) may have the option to attend and present an oral or written statement.
9. The appeals committee will consider the testimony of all participants and render a written decision within 48 hours of the hearing.
10. The decision of the appeals committee in affirming OR reversing the Head of School's decision is final.

Manifestation meetings, as required by law, will proceed regardless of whether a family appeals an expulsion decision.

Student Support Services

The Inspired Teaching Demonstration Public Charter School aspires to support every child's innate desire to learn. The curriculum and school culture are designed to support the development of students' Intellect, Inquiry, Imagination, and Integrity - four I's. We consider these four Is to be interdependent and complementary to all components of balanced socio-emotional development and academic preparation. Recognizing that some learners at the Inspired Teaching Demonstration School need additional support to reach their full potential, we have designed a comprehensive system for learner support that includes professional development for all staff, family participation, tiered levels of student and teacher support, special education services, enrichment opportunities, and ongoing monitoring and assessment of student growth.

We are committed to meeting the needs of all of our students. We focus on students' assets - the unique skills, characteristics, and dispositions that they bring with them to school - and invest in the supports that will capitalize on these assets while supplementing the students' critical areas of need. In line with the spirit of IDEA and NCLB, we hold all children to rigorous academic standards. We believe that a collaborative, scientific approach will ensure our success in differentiating instruction - a key aspect of developing the four I's in students with a broad range of academic backgrounds. Most learning support happens in the general education classroom. Using classroom-based strategies, teachers endeavor to develop a plan that will help each student succeed with the support of colleagues and families.

Student Support Team

When family members or teachers are concerned that a student is not reaching his/her full potential and standard classroom based interventions have not been effective, they may make a referral to the Student Support Team by emailing ssat@inspiredteachingschool.org.

The Student Support Team (SST) is a multidisciplinary team consisting of a combination of family members, classroom teachers, mental health providers, the Intervention and Instructional Specialist, the Behavior Intervention Specialist, the Nurse, Instructional Coaches, the Student Support Services Coordinator, and the Principal. The student's parent/guardian is always informed of recommendations made by the SST and is invited to attend the SST meetings. This team works together to gather and review relevant data about a student's academic and social-emotional progress, in order to create a support plan for the student, implement appropriate in-class and/or out-of-class interventions, and continue to monitor the student's progress. The progress of students is monitored utilizing a problem-solving model throughout the year by classroom teachers and other specialists.

Our mental health providers (school psychologist, social workers, etc.) are also available as a resource for students to address social, emotional, or academic needs. Students may be referred to counseling services in the following ways:

- Parent/guardian request to the Principal or designee
- Student may ask to speak with the counselor by submitting a request
- Teachers, staff, and Principal may refer students

Inspired Teaching Demonstration School has a part time Social Worker provided by the DC Department of Behavioral Health. Jasmine Tingling-Clemmons, LICSW, is the clinician assigned to our school: Jasmine.Tingling-Clemmons@inspiredteachingschool.org or by phone at (202) 438-1810.

Special Education Services

The Inspired Teaching School implements a continuum of services model for our students with special needs. This continuum allows the school to design Individualized Education Programs that are tailored to meet each student's needs. Special education services are reserved for students who have been found eligible through the special education process and have an

individualized education plan. Special Education Services are coordinated and provided by a team of in-house teachers and contracted related service providers. This team may include General Education and Special Education Teachers and Support Staff, a representative of the “Local Education Agency,” related service providers, school administration, families, etc. The school responds to both the letter and spirit of Special Education law, and aspires to meet all students’ needs through close partnership and collaboration with families.

Families may be contacted by teachers or administrators to discuss ways in which the school staff would like to work together to support the student’s success. Families may refer their child for Special Education by contacting the Student Support Services Coordinator. Questions about special education services should be directed to the appropriate Principal.

English Language Learner Support Services

As a DC public charter school, the Inspired Teaching Demonstration School is a member of the DC consortium that uses WIDA to assess students’ language development. Students for whom English is not the primary language will be assessed in order to determine whether they qualify for supplemental English Language Learner (ELL) support services. More information can be found at <http://www.wida.us/aboutus/mission.aspx>

Families with questions about their student’s progress with English language development should contact Kelly Brown, Project Manager and Data Specialist, Kelly.Brown@inspiredteachingschool.org, 202-248-6825.

Programs for Students with Disabilities

Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act (ADA) prohibit discrimination against persons with a disability who seek admission to or are enrolled at The Inspired Teaching Demonstration School. Section 504 and the ADA define a person with a disability as anyone who has a mental or physical impairment, which substantially limits one or more major life activities. The Inspired Teaching Demonstration School has the responsibility, to the best of its ability, to provide adjustments, modifications, and necessary services to eligible individuals. The Inspired Teaching Demonstration School acknowledges its responsibility under Section 504 and the ADA to avoid discrimination in policies and practices regarding its students. No discrimination against any person with a disability will be permitted in any program or practice in school.

Students, parents and/or guardians with questions regarding The Inspired Teaching Demonstration School’s compliance with Section 504 or the ADA or who wish to file a complaint regarding compliance should contact the campus specific Section 504/ADA coordinator as designated by The Inspired Teaching Demonstration School. Contact information for the Section 504/ADA coordinator is below:

Student Support Services Coordinator
Inspired Teaching Demonstration School
200 Douglas St., NE

School Policies and School Business

Student Arrival and Dismissal

Arrival time:

Supervised breakfast is provided for all students at no charge from 8:00-8:20am for middle school students and from 8:00-8:30am for elementary students.

Lower School (Preschool – 4th grade) students may arrive in classrooms beginning at 8:30am. Students must be in class and ready for learning by 8:45am. We ask all family members and caretakers to exit classrooms and hallways by 8:45 to enable an on-time and smooth beginning to every student's day.

Middle School (5th - 8th grade) students may arrive in classrooms beginning at 8:20am. Students must be in their classroom and ready to learn by 8:30am.

Dismissal time:

- 3:15-3:30pm for Preschool – 4th grade
- 3:30-3:40pm for 5th – 8th grade
- Half days: 12:00 noon for all students.

Students may arrive at school as early as 7:15am if the family is participating in the before school program, operated by the YMCA. Students will be signed into the school according to the procedures outlined for their age bracket. The school does not assume responsibility for a student until they are in the building and have been signed in appropriately. All students may arrive at school for breakfast beginning at 8:00am, at no cost to families. Students are required to remain in the assigned breakfast area until it is time to transition to classrooms. Families are asked not to enter the school before 8:00am unless their student is enrolled in Before Care.

Teachers are prohibited from making before and after care arrangements with families and at 3:30pm must sign students into the YMCA Aftercare Program. Regular drop-in fees will apply. If a family arrives after 3:30pm, they will find that their student has been transitioned to YMCA After Care. The student's family is responsible for the drop-in fee and other daily charges unless they are already registered.

Family volunteers will staff a curbside system of "Kiss and Go" for morning drop off. An announcement will be shared with the school community to confirm the start of the Kiss and Go program. Families with students who are old enough to get themselves out of the car independently can pull into the drop off lane in front of the school where a volunteer will welcome them to school. In order to use this system, students must be able to unfasten their own

seat belts and make their way independently to their classroom once escorted to the front door. Families are also encouraged to contact the Inspired Family Association to schedule a time to volunteer for “Kiss and Go” duty, as this is an entirely family led effort. Families are asked to make sure students are ready to exit the car when entering the Kiss and Go Lane. If a student requires time to gather items and or otherwise prepare to leave the vehicle, families are asked to park legally and escort the child into the building.

All families are expected to model safe, appropriate pedestrian behavior by using the designated crosswalks. Crossing the street outside of the crosswalks sets a dangerous precedent for children, and is especially unsafe given the flow of Kiss and Go traffic. Most importantly, it is a violation of laws governing pedestrian movement. Families are asked to treat Douglas Street as a one-way street with traffic flowing from 3rd St. toward Lincoln Road during morning drop-off and refrain from making U-turns on Douglas Street at all times. Students must not be dropped off or picked up across the street from the school. The space immediately in front of the main entrance is always available for drop off and pick up.

The Inspired Teaching Demonstration School asks that all families obey all parking signs and restrictions in the neighborhood. This not only makes ticketing less likely, but also helps us to maintain positive relationships with our neighbors and the community surrounding the school.

Photo identification will be required to pick up students during the beginning of the school year as staff get to know families in order to ensure that students are only sent home with approved adults. The school staff also reserves the right to require photo identification of any parent, family member, or guest picking up a student at any time and for any reason. Students will not be dismissed to adults who appear to be under the influence of drugs or alcohol, or who otherwise present as unsafe.

Dismissal

Lower School families are asked to pick up students from the cafeteria between 3:15-3:30pm. Middle School families should pick up students at the middle school entrance and exit located on 3rd Street between 3:30-3:40. After the dismissal window closes students are taken to the YMCA After Care Program and all program fees are the responsibility of the family.

Please take care to attend to your student(s) after pickup. We ask that you actively monitor children when using the playground before and after school to ensure that the playground area and equipment are used safely. Families should direct children to climb only on the designated play equipment. Children should not be permitted to climb on fences, stair rails, or the retaining wall. If a student needs to re-enter the building, he/she must be accompanied by an adult. After dismissal, students and families are not permitted to return to classrooms without having scheduled an appointment with the teacher.

Before and After School Programming

YMCA Before/After Care Program

The Inspired Teaching School's before and after care is provided in partnership with the YMCA After Care Program. Families must register directly with YMCA and financial assistance is available. For information, speak to the YMCA site coordinator.

Clubs and After School Activities

The Inspired Teaching School offers a variety of after school clubs and activities for currently enrolled students. Most of these clubs are run by outside organizations and Inspired Teaching School staff supports the administration and logistics of these programs by supporting the registration process and movement of students to the proper location at school dismissal. Please note the following:

- There is a \$25 administration fee per student per club.
- ITDS school staff facilitates the availability of these clubs and activities, but cannot serve as a leader or facilitator for any of the club offerings.
- Outside organizations are responsible for collecting their portion of registration which could include additional fees and waivers/ release forms.
- All ITDS behavior expectations apply

Attendance

Attendance is critical to every student's success at the Inspired Teaching School. We expect all students to be at school every day, for the entire day. It is equally important that students arrive on time and leave on time. When a student is absent for any reason, please check with the teacher regarding missed work. Experience has shown that catching up after an absence can be difficult and stressful for a child, and for this reason we discourage absences for reasons other than illness or emergency.

If a student must be absent, families MUST notify the school and provide the reason for the absence.

Please call the school office at 202-248-6825 or email attendance@inspiredteachingschool.org by 8:30 am to report each day that a student will be absent. This report must be made on every day that a student is absent from school.

Upon your student's return to school, the school must have on file a written explanation of the absence. If you did not send an email on the day(s) of the absence, a written note or email, with your child's name, date of absence and reason for absence must be turned in to the school. If a student is absent for more than five (5) consecutive days he/she must return to school with a note from a doctor or other acceptable documentation explaining the absence.

Any absence for which no excuse is provided within 5 days of the student's return to school will be considered an unexcused absence. *Unexcused absences will not be changed to excused unless documentation of the reason for the absence is consistent with the laws of the District of Columbia (see below).*

Excused Absences

Absences can be excused within five days of the student's return to school and only for the following reasons as dictated by the laws of the District of Columbia:

- Illness of the student;
- Medical or dental appointment for the student;
- Exclusion due to contagious disease, infection or other condition requiring separation from other students for medical or health reasons;
- Other immediate family emergency which requires the presence of the student outside of the school;
- Death in the student's immediate family;
- Religious Observance;
- Necessity for the student to attend judiciary or administrative proceedings as a party to the action or under subpoena;
- Lawful suspension or exclusion from school by school authorities.

If a student will be absent from school for an extended period due to an extraordinary circumstance, the Head of School, at his/her discretion, may determine the absence to be excused.

If a student is ill, he or she will not be permitted to attend school. Please do not send your child to school in the morning if the student:

- Expressed that they feel ill
- Has a fever of 100 degrees or higher
- Is vomiting or has diarrhea
- Shows symptoms of a severe head cold, persistent cough, or sore throat
- Has a suspicious skin rash or is contagious (i.e. pink eye, head lice)

Parents will be called to pick up students who show signs of illness. Students are expected to be picked up within one hour of parent contact. At the discretion of the school Principal, students who are not picked up in a timely fashion may be transported to a local medical facility to receive appropriate care. Students must be symptom free for 24 hours prior to returning to school.

Please contact the school immediately if your child has a contagious disease or condition (i.e. chickenpox, pink-eye, head lice) so that the school can respond appropriately.

Truancy

Students who have a pattern of lateness or are regularly absent from school will receive support and intervention from the school. This may include letters to the family reminding them of school arrival times and the reasons for missing school that would be considered "excused" and family conferences. If attendance does not improve, families will be asked to meet with school administrators to review DC law and school policies, and develop a truancy action plan.

In accordance with DC law, if a student accumulates ten (10) unexcused absences from school, they must be referred to Washington, D.C.'s Child and Family Services Agency as a chronically absent student. At the same time, the school must report the student to be truant to the Office of the State Superintendent for Education for follow up.

Excused Absences:

Students who accumulate an excess number of excused absences are jeopardizing their educational and instructional progress at the school. When a student accumulates 12 excused absences, the student may be placed on the "Promotion in Doubt" list and the school will contact the family to develop an attendance intervention plan.

Unexcused Absences:

In order to ensure that the Inspired Teaching Demonstration School is aware of the whereabouts of its students, and to ensure that the school is in compliance with local laws, policies and procedures of the Office of the State Superintendent of Education and the Public Charter School Board the following steps will be taken in response to unexcused absences:

UNEXCUSED ABSENCE	The Inspired Teaching Demonstration School Response:
Each unexcused absence	Parent/guardian will be contacted
At 6 unexcused	Parent/guardian will be contacted by the Principal, and documentation will be placed in the student's school records.
At 8 unexcused	The student will be placed on the "Promotion in Doubt" list for truancy and the school will contact the family to develop an attendance intervention plan.
At 10 unexcused	Students in grades K-8 will be referred to the Child and Family Services Agency (CFSA) in accordance with D.C. Law
At 15 unexcused	Students 14+ must be referred to DC Court Social Services & Office of the Attorney General, Juvenile Division per D.C. Law.

Tardiness

Prompt and regular attendance at school is essential to ensure a positive and productive learning experience for all students. Teachers take attendance in their classrooms promptly and students who arrive late must present the teacher with a late slip from the front desk so that school records accurately indicate late arrival to school. Families who accumulate excessive tardies may be referred for attendance support.

Please Note: D.C. Law requires students to attend at least 80% of the school day to be considered present. Students missing more than 20% of the school day will be considered Absent. This means:

- **Grades PK3-4th grade: Arrive after 10:00 AM or dismiss before 2:00pm is considered Absent.**
- **Grades 5-8: Arrive after 9:45AM or dismiss before 2:15pm is considered Absent.**

Early Departure

Students are expected to remain in class until the end of the day. Students who are picked up early miss important information and disrupt class because the teacher has to accommodate their early departure. Students will not be allowed to leave the school grounds before dismissal without the physical presence of a parent/guardian to sign them out of school at the front desk. We ask families to inform the school by email, attendance@inspiredteachingschool.org, of any planned early dismissals by 11:00 AM. Families arriving early to pick students up must complete an early leave slip from the front desk. All early pick-ups must occur before 2:45, otherwise students will be dismissed at the regular dismissal time.

Inclement Weather

The Inspired Teaching Demonstration School follows DC Public Schools in cases of inclement weather closings or delays. Please sign up for the school's text alert service to receive notices from the school about closings or delays due to weather. The School will send an email, text alert, and post on social media when school is closed or opening is delayed.

Dress Code

All students are expected to be dressed for school in clothing that allows them to be active and engaged learners without distractions. Parents will be contacted and expected to bring a change of clothes for students who are in violation of the dress-code. Repeated violation of the dress code may result in disciplinary action. The dress code requires:

- Clothing that students can paint, draw, play, rest, or build in without fear of being in trouble for getting dirty or wrinkled.
- Shoes students can run, jump, skip, and walk in comfortably and safely. Flip-flops, high heels and wedges are prohibited. Athletic shoes that students can get on and off themselves are strongly recommended.
- Clothing students can get on and off themselves (considering that three year olds, for example, often have difficulty with buttons and zippers).
- Pants, skirts, or shorts must cover the upper thigh area ("finger-tip length") and allow students to play, sit on the floor or in a chair comfortably without showing undergarments. Pants, shirts, shorts, skirts must sit comfortably on the waist.
- Baseball or other hats/caps, including hoodies, may not be worn in the building unless it is a designated opportunity for special clothing

- T-shirts, tank tops, or long sleeve shirts must cover students' entire abdomen, and chest area and cannot show undergarments (students may not wear undershirts alone).
- Images or language on clothing must uphold community standards, safe choices and respectful relationships. This means that graphics may not include any profanity or direct references to violence, drug or alcohol use, or the derogation of any gender, sexual orientation, race, ethnicity, religion, or community group.

All students are encouraged to keep a complete change of clothes in their backpack or cubby so that if they need to change while at school they are able to do so. If a student is inappropriately dressed families may be called and asked to bring a change of clothing to school.

Technology

Cell Phones

Cell phones are a significant responsibility for students and require a great deal of trust between students and their families. Students do not need a cell phone while present in the school building. Students needing to contact their families must ask a teacher or principal for permission to use a school phone. Families needing to reach students during school hours must call the school. Students may not use a cell phone inside the school building at any time. This includes lunch/recess, transitions or during after school activities and students may not keep them on their person throughout the day. Students bringing cell phones to school must turn them off. They may store them in their backpacks, lockers, or give them to their homeroom teacher at the start of the day. Cell phones will be confiscated for failure to adhere to the policy. Students may pick up their cell phones at dismissal. Students who are in After Care may pick up their cell phones prior to leaving After Care. Cell phones – either being carried or used by a student inside the school building – will be confiscated.

Repeated violation of this policy will result in consequences that may include: confiscation of phone; return of phone only to parent/guardian; and suspension.

Families are encouraged to discuss their student's vulnerability to theft and/or physical harm when they carry expensive electronics. In addition, cell phones, iPods, iPads, and other electronic devices increase the chance of locker break-ins. The school will not be responsible for the loss, damage, or theft of cell phones and other electronic devices. Staff will not investigate the theft of devices that were not appropriately stored in a teacher's locked cabinet.

Other Electronics

Personal electronic devices such as student owned iPods, iPads and other electronic devices are not allowed in classrooms, the cafeteria, or the halls without the permission of the classroom teacher. All such devices are subject to confiscation. E-readers such as Kindles and Nooks are permitted in the building and may be used exclusively during designated periods for reading. Use of games or other content that is not specifically allowed will result in confiscation of the device.

Internet Use

The internet provides opportunities to access a wide array of resources. It also presents risks to students. A strong family partnership is needed to ensure internet safety. Families are expected to monitor student internet use and content at home. Computers (including handhelds and peripherals), network, and Internet access are privileges available to students at school. We require students to use the internet responsibly. Our goal in providing access to the internet and online educational services is to promote educational excellence by facilitating resource sharing, innovation, and communication. The right to use computers at school may be revoked if a student does not adhere to school guidelines.

Acceptable Use Policy

Students' use of computers, the Internet, and the school network must be in support of education and research within the expressed goals and objectives of the Inspired Teaching Demonstration School. Unauthorized access to any network, computer or other electronic device is strictly prohibited.

Personal Responsibility

As a member of the Inspired Teaching Demonstration School community, students accept responsibility for proper use of school technology and for reporting misuse of technology. Student use of school technology must meet the following guidelines:

1. Computers will be used for school authorized purposes only. The use of technology to play music/games or to serve any purpose outside of a class activity is prohibited.
2. 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.
3. Keep passwords private.
4. Use appropriate language and refrain from using profanity, disrespectful or insulting language.
5. Offensive messages that originate outside of school, but disrupt the school's educational process may be subject to disciplinary action by the school.
6. Respect school equipment. Computers and all electronic equipment should be handled with care to prevent damage. Vandalism or passing of computer viruses is expressly prohibited.
7. Use only approved software and applications.
8. Access or download content from approved sites only and those sites designated appropriate for school classes or activities.
9. Do not give out personal information such as full name, address, or telephone number.
10. Do not correspond or meet with anyone met through the Internet without the permission of a school official, parent or guardian.
11. Report immediately any technology use that makes the student uncomfortable or violates school policies.
12. Use only authorized e-mail accounts at school with the prior permission of a teacher.

13. Instant messaging and chat rooms are prohibited unless authorized for school use by school staff.

Cyber bullying

“Cyber bullying” may be defined as bullying or harassing through the use of technology or other electronic communication including, but not limited to, a transfer of signs, signals, writing and images. Examples of conduct that may constitute cyber bullying include, but are not limited to:

1. Posting racial or sexual slurs or spreading rumors about a student
2. Posting misleading or fake photographs, or altering photographs or images without the school’s permission
3. Sending e-mail, text messages, IM, or leaving voice mail messages that are mean or threatening, or so numerous as to bombard the target’s e-mail account, IM account, or cell phone;
4. Using a camera phone or digital still or video camera to take and/or send embarrassing, sexual or otherwise inappropriate photographs of self or of others;
5. Any messaging, posting, or communication that is disparaging to another person.

Cyber bullying is a serious offense. Students engaged in cyber bullying are subject to Tier 3 disciplinary action (please see bullying and discipline sections). Students and families who are aware of cyber bullying and inappropriate online exchanges are required to inform the classroom teacher and Principal immediately.

Health and Wellness

Illness

Students who are sick should not be at school. Absences due to illness are automatically excused when verified by the parent/guardian in writing. In order to maintain a healthy school, parents/guardians must not send children to school with any untreated contagious disease or condition such as the flu, strep throat, chickenpox, measles, conjunctivitis (pink eye), ringworm, or scabies. Students with any of these conditions will be sent home from school until they have been cleared to return by a medical professional. Families are expected to pick up sick students within one hour of contact by the school. The school may require a physician’s note clearing the student to return to school if they have been sent home because of a contagious illness, repeated vomiting, nose bleeds and fevers.

To return to school students should be well and have been fever-free for at least 24 hours without the use of a fever-reducing medicine. For example, this means that if a child goes home with a fever at 2pm on Tuesday, they may not return to school on Wednesday and should not be at school until they have had no-fever for at least 24 hours and are well (absent symptoms). Students with persistent coughs or other signs of being ill should not be at school. Absences must be phoned in or emailed to the school on each day that a student is ill in order to be excused.

Parents/guardians are asked to present a note from a physician or health professional upon the return of a student who has been absent due to illness for three or more days.

If your child has lice, the child must be treated thoroughly. Upon return, families must bring the child to the nurse with proof of treatment before returning to the classroom. If additional lice or nits are found, the child will need additional treatments.

When children are diagnosed with, or a family experiences an outbreak of a contagious condition or illness, families should notify the school. This includes bedbugs, lice, ringworm scabies, etc. By sharing a child's diagnosis and course of treatment, families enable the school to communicate with families that there may be specific symptoms to watch for and address. If a child is taking a course of antibiotics or using a medication at home please notify teachers so that they can monitor the child for any side effects or latent reactions. Staff members who believe students are repeatedly unwell or have untreated medical concerns, are required by law, to report their concerns to Children and Family Services. Students with chronic medical conditions may also be eligible for a 504 Plan if their condition significantly limits participation in a major life activity. Families should contact the Student Support Services Coordinator, if they have a concern of this nature: info@inspiredteachingschool.org

Please inform the school if your family experiences a major life event that can impact a child's physical and/or mental health and well being, such as a death in the family, relocation, homelessness, or family member's serious illness.

Toileting

All students are expected to be fully toilet trained by the first day of school. Families and teachers work together to support and nurture a child's development. Students who have toileting accidents are expected to clean themselves. If school staff member believes a student is unable to clean herself or himself sufficiently to ensure a hygienic environment, families will be called to come to the school to pick up their child. If a student has a significant number of toileting accidents (4 or more in a week) the teaching team and principal may determine that the student is not toilet trained and will be un-enrolled. Students in diapers and pull-ups are not considered toilet trained.

First Aid and Medication

Inspired Teaching Demonstration School has a nurse on site daily, except when the nurse is required to attend training as required by Children's National Medical Center, the District of Columbia government or the Public Charter School Board. If a child is sent to the nurse's suite, families will be notified as soon as possible. In an emergency, the school will first attend to student's safety, and then proceed to contact the student's family via phone and email. If staff determine that emergency medical or police attention is required, 911 will be called and parents/guardians notified immediately thereafter. The school maintains the right to call 911 and secure emergency medical, police, or mental health services for students and their families at any time. In these circumstances, the school may require families to provide appropriate

documentation to confirm that the student is well enough to return to school. When emergency psychiatric services are determined necessary for students, the school will notify the Children and Adolescent Mobile Psychiatric Service (CHAMPS) to ensure that appropriate services and follow up support are provided to the child and family.

Medication or any over the counter product containing an “active ingredient” cannot be administered without a complete up to date Medication Administration Authorization Form and Hold Harmless Letter. The Medication Administration Authorization Form is available on the website, and there are also copies available at the front desk. All medications must be checked in directly to the school nurse, and should be delivered in the original packaging which includes name, dosage (amount and frequency), date, and prescribing physician. No medications, including over-the-counter medications, should be sent to school with your child. All medication that is provided by families will be kept in the nurse’s office. With the exception of emergency medicines (such as an inhaler or epinephrine injector) families must always administer the first dose of medication at home. We strongly encourage families to administer short-term medications, such as antibiotics, at home. Some students may be able to self-administer medications, such as sunscreen or an inhaler, but must still have their medications submitted to the school with official paperwork so that all doses can be documented. When an emergency medication is administered, parents will be notified by the school nurse within one hour and asked to pick up their child to provide adequate monitoring. These medical policies and procedures are subject to change according to current local, state, and federal policy. Families should contact the school nurse at 202-248-6825 if they have questions.

Allergy Policy

In order to reduce students’ exposure to common allergens, we require that students not bring nuts or nut products to school. We ask for your cooperation to ensure the health and safety of all of our students. We do not, however, guarantee that we are a nut-free facility. We will not be in the practice of screening students’ lunches on a daily basis. We will take appropriate safety precautions in every classroom and throughout the facility.

Smoke-free School Policy

Adults visiting the school may not smoke within 500 feet of the school. This distance includes the Kiss and Go area and the playground. When students are on a field trip, this includes any areas within 500 feet of Inspired Teaching Demonstration School students and staff.

Nutrition

Healthy eating is critical to students’ academic and social development. The Inspired Teaching Demonstration Public Charter School supports the development of lifelong healthy habits for every student.

For the health and safety of our students with allergies, students and families are asked to refrain from bringing any nuts or nut products into the school or to any school events. This includes special snacks and all school events on or off campus.

Students may choose to bring their own snacks and lunches to school. Students may not, however, bring with them nut or nut products (including peanut butter, trail mix, almond milk, etc.), candy, or soda. These items may be taken from students and returned at the end of the day. Every effort will be made to provide hungry students with healthy food at appropriate times in the day, including those who do not bring snack from home.

Students are encouraged to bring a refillable water bottle to school daily.

Breakfast is provided to all students free of charge and is served before school begins. Lunch/snacks are served either in the classroom or in the multipurpose room.

Guidelines for foods brought for consumption at school:

Allowed foods include:

- Fruits and vegetables
- Crackers and pretzels, preferably without sugar or hydrogenated oils
- Sandwiches, salads, soups
- Leftovers from dinner
- Whole grain, baked chips

Foods that are not allowed include:

- Any nuts/nut product (incl. peanut butter, nut milks, granola/protein bars, trail mix, etc.)
- Candy (including mini-candy in pre-packaged lunches and sugar-free versions)
- Soda and caffeinated beverages

School meals are provided through Revolution Foods. Revolution Foods has been selected by the Inspired Teaching Demonstration School for the high quality and healthiness of their food. Families must pay for the food program or may qualify for a free or reduced price lunch. Applications for Free or Reduced Price Lunch are available at the school office and on the school's website. Breakfast is provided to all students at no charge. Please contact Imani Taylor, Business Manager to request reasonable accommodations that may be necessary related to food service. The School will provide any accommodations required by applicable law.

Student Fees

Student fees accumulated during any school year must be paid in full to receive report cards, transcripts, or school records when promoting, withdrawing or transferring a student. Eighth graders with an outstanding balance will not be allowed to participate in promotion activities. If students have outstanding bills, they may not be able to participate in school activities

throughout the school year or subsequent school years. Families receive updates of student account bills throughout the school year. Student fees are assessed for the following:

Assigned Laptop (missing/damaged)	\$50.00-\$250.00
Missing, damaged or lost book	\$5-\$45
Lunch bill	Varies according to use
Student activities (ex. trips)	Varies by event
Damaged Lockers	\$50.00-\$200.00

Meal Charge Policy

Students who do not qualify for free or reduced lunch (applications for free/reduced lunch can be found on our website or from Imani Taylor, Business Manager at the school) may purchase school lunch for \$3.35/lunch. Families will be billed for each lunch purchased, and may pay their bill with cash, check, or with credit card via our online portal EZSchoolPay.com. EZSchoolPay allows you to easily see your outstanding balance, provides alerts, and has a mobile application for easy access.

Each month the school will send home an invoice for any outstanding school lunch balance. Please pay these bills promptly. Additional reminders may be made by email or phone call. If you need to make special repayment arrangements, set up an installment plan, or have extenuating circumstances that make paying the bill difficult, please call Imani Taylor at 202-248-6825 to discuss possible arrangements. The Inspired Teaching Demonstration School is committed to working with families to ensure all bills are paid in full.

Students with outstanding meal balances will continue to receive a regular school lunch; however, when an outstanding balance goes over \$100, students may become ineligible to participate in after school clubs/activities, and report cards and/or school transcripts and records will be withheld until the bill is paid or payment arrangements have been made.

Field Trips

Students at the Inspired Teaching Demonstration School spend a significant amount of time off campus in surrounding parks, neighborhood facilities, and local attractions. All families are

asked to sign a “walking field trip form” at the beginning of the year. Families will typically not be asked for additional permission slips for learning opportunities that take place within a mile from the school, but teachers will send home specific permission slips for further trips. Students who have not returned signed permission slips in a timely and complete manner will not be allowed to participate.

The Inspired Teaching Demonstration School encourages family members to volunteer as chaperones. Teachers and administration, however, may limit the number of family members and guardians who attend based on the guidance from the hosting organization, type of trip or venue.

There may be an additional cost for special field trips (e.g. entrance fee) which families will be asked to contribute. These contributions are voluntary, and regardless of a family’s contribution all students are invited to participate in class trips.

The Inspired Teaching Demonstration School expects excellent behavior during field trips and that all students will follow the Community Expectations for the duration of the trip. If a student’s behavior compromises the student’s safety or the safety of others, families may be asked to accompany their student on future field trips or the student may be required to remain on campus.

Volunteers

We encourage family members to volunteer. Volunteers are expected to uphold community expectations and comply with staff requests. The first point of contact for family volunteers should be the child’s teacher, who will share specific classroom needs. There may be times when families volunteer to be in the classroom and teachers may decide it is best that they decline the offer. Families are asked to respect this decision, and trust that it reflects teacher’s best judgment about the classroom community they are building and the particular learning needs of students. Family members and guardians may contact the school office to volunteer to support school-wide needs. Individuals who volunteer in our classrooms and/or accompany our students on field trips must refrain from posting on social media without the expressed approval of the Principal (Lower School or Middle School). **Student confidentiality is of the highest importance and individuals who volunteer with Inspired Teaching Demonstration School must refrain from discussing student behavior, achievement, personal circumstance or other attributes observed while volunteering with the school.**

Family volunteers who come to school for a special occasion, such as a read-aloud day or field trip, may do so simply by making arrangements with the teacher and signing in at the front office. If a family member is volunteering regularly, to the extent that they have an established presence in a classroom or in the school, they must complete the school’s volunteer registration process. This includes securing permission from the teachers involved and the Principal, completing a formal background check with the Metropolitan Police Department, and being screened through the National Sex Offender Registry. The requisite paperwork is available in the main office.

School Visitors

The Inspired Teaching Demonstration School is a demonstration school. As such, we welcome visitors who wish to learn about Inspired Teaching's work with students and teachers. We require that all guests for demonstration visits coordinate their visit with Monisha Karnani, Director of Demonstration and Outreach, (202) 248-6825 monisha.karnani@inspiredteachingschool.org. Visitors typically tour classrooms, talk with teachers and students, and meet with administrators. We also host tours for prospective students and their families at specific times of the school year in conjunction with recruitment season. Visitors are expected to uphold community expectations and comply with staff requests.

Students may not bring visitors to school without pre-approval by the classroom teacher and final approval by the Principal. Families are asked to speak with the Principal prior to the day of the visit to request permission to bring a visitor or visit during the school day.

Celebrations

Should families plan an at-home birthday party or other social gathering, the Schools suggests that it be held on a weekend. It is strongly encouraged that either all of the class or less than half the class be included. The disappointment of being one of the few excluded can be hurtful to a child. It is vital for families to keep in mind the importance of being inclusive. Please do not pass out invitations at school, or ask teachers to distribute party-related information.

Lower School

If a Lower School family wishes to celebrate a student's birthday at school, they should contact the classroom teachers to coordinate something appropriate at least one week in advance. Classroom teachers have the prerogative to determine what is developmentally appropriate and suitable for the school day. Families may bring a small nutritious treat to share with the class at the end of the day, but must make plans at least three days in advance with the child's teacher and comply with the school nutrition policy. There may be food allergies and scheduling issues to take into account, so families must work out the specifics of the celebration with the child's teacher. Classrooms are not the place for individual student's birthday parties, and families are asked to refrain from bringing special guests, presents, balloons, or other decorations to school. Food that does not fit with the school's nutrition policy will not be served but will be sent home with the student.

Middle School

In the Middle School, staff and students naturally acknowledge birthdays with good cheer and announcements, but the school has not found it always positive to condone birthday parties or celebrations, due to the way some adolescent emotions can be highly charged around such events. Birthday parties are thus not allowed during the school day in the Middle School, but families and students are encouraged to network with each other and organize celebrations outside of the regular school day.

Lost and Found

The Inspired Teaching Demonstration School hosts a lost and found area in the front lobby. The lost and found is cleaned out regularly, and unclaimed items are donated to charity. It is strongly recommended that parents put name labels on every item of students' clothing and belongings and check the lost and found should they discover their student is missing clothing or other items

Student Records/FERPA

Families are responsible for updating the school in the case of a change in their contact information. Changes in address, phone number, email for home or work and/or pick up authorization list must be reported to the school in writing. Families must also alert the school to any change in a student's medical record so that in the case of an emergency the school may respond appropriately. All medical and emergency information is confidential. Please submit any record changes to the receptionist using the Change of Information form as soon as possible in order to ensure that school records are up to date.

Families will be able to communicate with each other with the aid of a school directory, which is updated annually after the enrollment audit each fall. Families can opt out of the School Directory by e-mailing info@inspiredteachingschool.org. The information in the directory may be used solely for the purposes of supporting the students, and not for commercial, religious, or political purposes.

Families can review their children's school records and request copies if desired; see below for specific information on the Family Educational Rights and Privacy Act (FERPA). Special education records are filed separately from the regular student files. Requests to view these records should be made directly to the student's special education case manager.

FERPA Rights for Families

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age 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 after the day the Inspired Teaching Demonstration School receives a request for access.

Parents, guardians, or eligible students should submit to the school principal a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent, guardian or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent, guardian, or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Families or eligible students who wish to ask the Inspired Teaching Demonstration School to amend a record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school 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 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 provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer 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 file a complaint with the U.S. Department of Education concerning alleged failures by the Inspired Teaching Demonstration School 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 Avenue, SW
Washington, DC 20202

See the list below of the disclosures that elementary and secondary schools may make without consent.

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without

obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(I) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))

Mandated Reporting of Suspected Abuse and Neglect

All staff members of the school are Mandated Reporters, meaning that there are certain student statements, behaviors, or physical symptoms that must be reported directly to social service or

law enforcement agencies. Staff members are not permitted to use their discretion and must make calls to the appropriate authorities. Families will not be notified before this reporting takes place. See below for additional information on the school's Mandated Reporter Procedures. Members of the school community may contact the District of Columbia Child and Family Services Agency directly (202) 671-SAFE or (202) 671-7233 (your call to the hotline is confidential) or may contact Kate Keplinger, Chief Operating Officer if they have concerns about members of the school community (kate.keplinger@inspiredteachingschool.org 202-248-6825).

***MANDATED REPORTER PROCEDURES:
RESPONDING TO SUSPECTED CHILD ABUSE OR NEGLECT***

It is the policy of the Inspired Teaching Demonstration School to ensure the safety and well-being of every student. When a concern of possible abuse/neglect arises, the expectation is that we as a school will act swiftly and in an organized manner to respond.

In accordance with *D.C. Code § 4-1321.02* (2008), the Inspired Teaching Demonstration School staff members will comply with the following legal guidelines:

§ 4-1321.02. Persons required to make reports; procedure [Formerly § 2-1352]

(a) Notwithstanding § 14-307, any person specified in subsection (b) of this section who knows or has reasonable cause to suspect that a child known to him or her in his or her professional or official capacity has been or is in immediate danger of being a mentally or physically abused or neglected child, shall immediately report or have a report made of such knowledge or suspicion to either the Metropolitan Police Department of the District of Columbia or the Child and Family Services Agency.

(b) Persons required to report such abuse or neglect shall include school officials, teachers, athletic coaches, social service workers, and mental health professionals. Whenever a person is required to report in his or her capacity as a member of the staff of a school, he or she shall immediately notify the person in charge of the institution or his or her designated agent who shall then be required to make the report. The fact that such a notification has been made does not relieve the person who was originally required to report from his or her duty under subsection (a) of this section of having a report made promptly to the Metropolitan Police Department of the District of Columbia or the Child and Family Services Agency.

Preventive Measures

ALL staff members and personnel are required to participate in the Mandated Reporter training at least one time during each school year. Attendance is tracked to ensure full participation.

In order to minimize risk in the school environment, every staff member is informed that one-adult/one-student situations should occur only when necessary. If they are to occur, the interactions and/or activities should take place where they can be seen by others and interrupted

easily.

Reporting Procedures

The following procedures shall be followed when a staff member suspects abuse and/or neglect:

1. If a staff member observes a student being abused in any capacity, it is the responsibility of that staff member to ensure the child's immediate safety by taking realistic and appropriate steps. Only after the child's safety has been secured, should the staff member begin the reporting process.
2. If staff members receive a disclosure of abuse or neglect from a student or observe something of concern (incident, marking on child, etc.), they are to IMMEDIATELY report their concern to the school psychologist. If the mental health provider is unavailable, the report should be made to the Principal.
3. The staff member who originally initiated the response shall complete a report *immediately following the incident or disclosure*. The mental health provider or other designee will provide the incident report form to the staff member. The report will include the circumstances around the disclosure, incident, or observation, including the specific words of the student if applicable and steps taken in response (e.g. reported the concern to the Principal or Head of School, brought the student to the counselor's office, etc.). The staff member is to turn in the completed incident report form to the mental health provider or designee by the end of the same school day. *All incident reports are to be kept in a confidential mental health file.*
4. After returning the incident report, the staff member who originally initiated the response must determine if he/she should make a report to Child and Family Services Agency (CFSA) or to the Metropolitan Police Department (MPD) based on the information they have received*. The staff member can request that the mental health provider or designee be present when the report is made if they so desire. *If a report to CFSA or MPD is made at this time, the Head of School must be notified when the call is made, if possible.*
5. When a staff member reports concern of abuse and/or neglect, school psychologist or other designee will meet with the student to obtain additional information about the concern that same school day. *To ensure confidentiality, no other staff member should question the student about the concern/disclosure.*
6. The school psychologist or designee shall determine next steps (call to parent, report to CFSA or MPD, etc.). *A parent should be notified if, in doing so, no further harm will come to the student. Staff will NOT notify parent or caregiver if these individuals are suspected to be involved in the suspected abuse and/or neglect.*
7. If the school psychologist or designee determines a call to CFSA MPD is warranted based on any additional information received during student interview, he/she will call to make the report. This call may be in addition to a previous call to CFSA or MPD made

by the staff member who received the initial disclosure.

8. After a call is placed, the following documentation is required: when the call was made, the *Agent number* of the hotline worker who you spoke with, what the response was from the hotline worker (accepted the report, did not accept the report, etc.), and what follow-up can be expected (CFSA or MPD will investigate report, CFSA or MPD to come see the student at the school, etc.) if this information is provided.

*Note: If a staff member reports a concern and the school psychologist or designee does not think a call to CFSA or MPD is warranted or cannot be contacted, it remains the responsibility of that staff member to make the report if they feel it should be done. Reporting is an individual responsibility and failure to report can lead to penalty. The school psychologist shall maintain a record of all reports made, whether it is deemed appropriate to contact CFSA or MPD or not.

Family Communication

Student Folders and Binders

Preschool-4th grade students will have an orange family folder to support regular communication between the school and family. Please check this folder regularly in accordance with your teacher's guidelines.

Middle school students will carry a binder and an agenda. Students will be responsible for recording daily homework and announcements. Students will place school fliers in their binders. Families should develop a routine for regularly checking student agendas and binders.

School Website

The school's website is the primary vehicle for communication about important information for families about the school. This includes the school calendar, classroom websites, staff directory, important school related documents and applications including lunch sign-up, free/reduced lunch applications, before/after care information, and re-enrollment materials. The web address is www.InspiredTeachingSchool.org.

Text Alert Service

In cases of emergency or extremely time sensitive information, the school will send a message via the Text Alert System. If you are enrolling in this free text alert program, visit <http://bit.ly/19SSqIE>. You will be prompted to input your name, email address and mobile phone number. The service is free, but standard usage charges from your mobile service provider apply.

Social Media and Student Privacy

The School will not use the image of any student in school social media without consent from that student's family. However, the school cannot guarantee that other families are equally mindful of these family preferences. All families are encouraged not to post pictures or names of

other students in the school on their own social media outlets without first consulting with those students' families. There are not only privacy preferences that may be relevant, but in some cases there are serious safety reasons for a family to prefer that their child's image and name not be published.

Room Representatives

Lower School Room Representatives are teams of volunteers who help teachers to build the classroom community and strengthen learning experiences. Room Reps are selected by school staff in the spring for the following school year. Family members who would like to volunteer for this position should notify their Principal. Room Rep responsibilities include organizing snack rotations, organizing class play dates, supporting special programming in the classroom, rallying volunteers and donations for special projects, and reminding families about class or school events. Room Reps are not available to receive complaints or concerns about classroom or school issues, as these should be brought directly to school staff. Room Reps do not serve as mediators, and do not decide on which students or families participate in school events.

The Middle School will set up its plan to engage family volunteers/room representatives at the start of the school year.

Media Release

As a part of the enrollment process all families are asked to inform the school if it is their preference that their student's image not be shared in school publications. This entitles the school and its partners to use images of the student in documentation and to publicize the school's programs. Students' full names will not be shared. Families who wish to withdraw from the school's media release policy must do so in writing.

Inspired Family Association

The Inspired Family Association (IFA) is a voluntary organization of families working to support the school and strengthen the school community. The IFA is open to all families and all families with children enrolled in the school are automatically members of the IFA. At IFA meetings families share updates on fundraising and community programming, hear updates from school staff, and are often joined by teachers and administrators for family education workshops.

The Inspired Family Association (IFA) maintains a Facebook page for family events and school related information. By "liking" this page, families will see content from the IFA load to the Facebook news feed. The page address is: <https://www.facebook.com/inspiredteachingIFA>.

Google Group for Inspired Teaching Families

The Inspired Family Google Group, which is maintained and monitored by the Inspired Family Association, supports communication among Inspired Families. To sign up for the Google Group, go to googlegroups.com and search for "inspired families" and click on "apply for membership." Families will typically be approved within five days of applying for membership.

The Inspired Teaching Demonstration School's family list serve is a closed group designed for families to share information with each other in a respectful and collaborative manner, and not for sharing individual student or family concerns about school matters. The group is not intended for private marketing. Inspired Teaching School Staff does not post information or comment on the Google group. Families are always encouraged to ask questions directly to staff.

Diversity Statement

The Inspired Teaching Demonstration School is committed to creating a diverse co-educational community and actively seeks students, faculty, and staff from different racial, cultural, religious, and economic backgrounds. The Inspired Teaching Demonstration School nurtures and values a rich intellectual environment that embraces authentic respect for individual talents, perspectives, and opinions.

Notice of Nondiscrimination

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 ("Title II"), and the Age Discrimination Act of 1975 ("The Age Act"), 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 the Inspired Teaching Demonstration Public Charter School (Inspired Teaching Demonstration School) are hereby notified that the Inspired Teaching Demonstration School does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in, its programs and activities.

Anyone having inquiries concerning the Inspired Teaching School's compliance with Section 504, ADA, Title VI, Title IX, and/or the Age Act or who wish to file a complaint regarding such compliance should contact:

Kate Keplinger
Chief Operating Officer
Inspired Teaching Demonstration School
200 Douglas St., NE
Washington, DC 20002
202-248-6825
kate.keplinger@inspiredteachingschool.org

Non-Discrimination and Anti-Harassment Policy

The Inspired Teaching Demonstration School is committed to providing an environment in which all individuals are treated with respect and dignity. Each student has the right to learn in an atmosphere that promotes equal opportunities and prohibits discriminatory practices, including harassment of any sort including sexual harassment. Sexual harassment may be defined as unwelcome sexual advances, requests for sexual favors and other verbal or physical

conduct of a sexual nature. The Inspired Teaching Demonstration School does not discriminate on the basis of actual or perceived race, color, creed, religion, sex, national origin, age, personal appearance, sexual orientation, gender identity or expression, family status, family responsibilities, political affiliation, disability, genetic information, status as a victim of an intrafamily offense, place of residence, or any other protected characteristics as established by law.

Conduct deemed harassment includes, but is not limited to: epithets, slurs or negative stereotyping, threatening, intimidating or hostile acts, denigrating jokes, display or circulation of written or graphic material that denigrates or shows hostility or aversion toward an individual or group (including through email), and unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature.

Family Grievance Procedures

Inspired Teaching Demonstration School is committed to providing the best possible conditions for all members of the school community including students, families, visitors, teachers and administrators. Part of this commitment is encouraging an open and frank atmosphere in which any problem, complaint, suggestion or question receives a timely response from school supervisors and administrators. Inspired Teaching Demonstration School strives to ensure fair and honest treatment of all students, families, visitors and employees. Everyone is expected to treat each other with mutual respect. If a student, parent/guardian, or visitor disagrees with established rules of conduct, policies or practices, or their treatment, he or she may express his or her concerns through the following problem resolution procedure. No person will be retaliated against or penalized formally or informally, for voicing a complaint with Inspired Teaching Demonstration School in a reasonable, business-like manner or for participating in the investigation of a complaint pursuant to the grievance procedure.

A student, parent or guardian may initiate the grievance procedure to appeal any final decision of school personnel except as provided in section 1 below. Any person may initiate the grievance procedure to resolve complaints of discrimination based upon race, color, national origin, sex, age or disability. This grievance procedure does not bar individuals from filing claims in other forums to the extent permitted by state or federal law.

- This policy does not apply in the case of suspension or expulsion or in the case of alleged sexual harassment where the provisions of the Sexual Harassment Policy apply. The appeals process for expulsion can be found on page 21, and the process for sexual harassment cases on page 18.
- Step I – Principal Conference – A parent or guardian wishing to invoke the grievance procedure shall make a written request for a conference with the Principal to discuss the grievance and seek resolution. If a complaint of discrimination is being made against the Principal, the written request can be submitted to the Head of School, who will designate

an appropriate individual to investigate the complaint. The request shall state in detail the basis for the grievance, name the specific policy, rule or law believed to have been violated, and specify the relief being sought. The written complaint can be sent or delivered to 200 Douglas St., NE, Washington, DC 20002. The following additional guidelines shall be observed in Step I:

1. No grievance will be heard unless it has been filed in writing within thirty (30) calendar days after the act or condition giving rise to the grievance and such filing must state with particularity the basis for the grievance, the policy regulation and/or procedure, rule or law believed to have been violated, and the remedy sought.
 2. The Principal shall initiate an adequate, reliable and impartial investigation and grant a conference within five (5) school days following receipt of the written complaint.
 3. The person making the complaint will be permitted to present any information, documents, or witnesses that he/she would like to be considered as part of this conference and investigation. All information related to the conference and investigation will remain confidential.
 4. Within ten (10) school days of the conference, the Principal will respond to the complaint in writing summarizing the outcome of the investigation and any corrective or remedial action necessary.
- Step II – Appeal to Head of School – If the grievance is not resolved at Step I, the grievant may appeal the decision in writing to the Head of School. The written appeal can be sent or delivered to 200 Douglas St., NE, Washington, DC 20002. The appeal must be made within five (5) school days following receipt of the Principal’s written response. The Head of School or designee shall review the complaint, Principal’s response, and all information presented as part of the investigation, and meet with the individuals involved if necessary. Within 15 school days of receiving the appeal, the Head of School or will respond in writing summarizing the outcome of the appeal and any corrective or remedial action necessary.
 - Step III – Appeal to the Board of Directors – If the grievance is not resolved at Step II, it may be appealed in writing to Chair of the school’s Board of Directors. Contact information for the Board Chair is as follows: Board Chair, Inspired Teaching Demonstration School, 200 Douglas St., NE, Washington, DC 20002; boardchair@inspiredteachingschool.org

Notice of Grievance Procedures

Anyone who believes that the Inspired Teaching Demonstration School has violated Title VI, Title IX, Section 504, Title II, and/or the Age Act may submit a complaint pursuant to the Inspired Teaching Demonstration School’s Grievance Procedures. A copy of the grievance procedures can be found in this handbook or obtained by request through:

Kate Keplinger

Chief Operating Officer
Inspired Teaching Demonstration School
200 Douglas St., NE
Washington, DC 20002
202-248-6825
kate.keplinger@inspiredteachingschool.org

Changes To This Handbook

Changes to this handbook may occur throughout the year, and will be sent to families in writing. Feedback is always welcome and can be shared directly with the Lower School or Middle School Principal for consideration. As we will be growing over the coming years and expanding into our permanent facility, we anticipate needing to ask for flexibility and attentiveness from all members of our school as modifications to our policies may be needed.