

Parent/Student Handbook

“Re-Writing The Future One Student At A Time”

Dr. Marco Clark, CEO/Head of School



**Richard Wright Public Charter High School for
Journalism and Media Arts**

**770 M Street, SE
Washington, DC 20003**

2018-2019

Home of the Spartans

The mission of Richard Wright Public Charter School for Journalism and Media Arts is to transform students in grades 8-12 into well-versed media contributors by providing a student-centered environment that connects them to the classics and modern languages and a curriculum focused on strong writing skills and vocabulary.

Richard Wright Public Charter School does not discriminate against anyone because of race, color, religion, gender, age, national origin, sexual orientation, disability or any other characteristic protected by law in admission or access to, or treatment or employment in, its programs and activities.

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School Facts

School Motto: “Re-Writing The Future One Student At A Time”

School Colors: Hunter Green, Gold, Black and White

School Mascot: Spartans

Founded: 2010

Servicing: 8th—12th grades

Curriculum: General with Journalism and Media Arts

Mission Statement

The mission of Richard Wright Public Charter School for Journalism and Media Arts is to transform students in grades 8-12 into well-versed media contributors by providing a student-centered environment that connects them to the classics and modern languages and a curriculum focused on strong writing skills and vocabulary.

Philosophy

The Richard Wright Public Charter School will connect our students with the culture of the classics and modern languages while enhancing their education through an exploration of journalism and media arts. We believe in the following core values which will be instilled by the administration and staff and demonstrated by students on a daily basis:

- Self-discipline
- Academic rigor
- Moral conviction
- Self-respect
- Positive energy

Academics

Richard Wright Public Charter School has adopted the Boston Latin School framework for grades 8-12 in the classical tradition and aligned the curriculum to National Common Core Standards and DCPS Learning Standards where applicable. The Boston Latin Model has proven to be successful for well over 300 years. RWPCS will review its curriculum annually to ensure adherence to state and federal academic goals, and to incorporate best practices from education research.

DAY OF OPERATIONS AND CLASSES

RWPCS weekly business operations will be Monday through Friday, 7 a.m. to 5 p.m. The school year will align with DC Public Schools (DCPS) for holidays. We will follow a two-semester school year divided into quarters. The total academic year will include at least 190 days of instruction. The school day for students will be 8:00am-4:30pm.

Students may arrive no earlier than 7:45am. Arrival to school after 8:05am will be deemed “Tardy for School”. After breakfast, the student body teachers and staff will gather for “Family Matters”, a 10-minute period about classroom and school goals, and expectations of character and behavior. Student and staff “shout-outs” will occur at this time as well.

Roxie, Mississippi was the birthplace of Richard Wright. Students will use the “Roxie” period to reflect on the day’s goals and expectations. All students will attend mandatory academic camps for all core subjects. Struggling students grades 8-12, as well as students grades 8 and 10, will attend mandatory “Saturday Academy” for supplemental instruction and review.

RWPCS's Journalism and Media Arts classes are built in their schedules daily. These classes will teach students skills that will offer opportunities to explore interests in areas outside of the classroom in the field of Journalism and Media Arts.

Days may be scheduled “A” and “B” to designate alternating scheduled class days for students to receive instruction. Classes will be semester or year long courses.

BELL SCHEDULE FULL DAY

Full Day- Lower School			
Class Period	8 th Grade	Class Period	9 th Grade
Breakfast	7:50 – 8:15	Breakfast	7:50 – 8:15
Family Matters	8:15 – 8:25	Family Matters	8:15 – 8:25
1	8:30 – 9:55	1	8:30 – 9:55
2	9:57 – 11:22	2	9:57 – 11:22
3 (Lunch)	11:25 – 11:55	3	11:25 – 12:50
4	11:58 – 1:23	4 (Lunch)	12:53 – 1:23
5	1:26 – 2:51	5	1:26 – 2:51
6	2:53 – 4:18	6	2:53 – 4:18
Educational Wrap-up	4:18 – 4:30	Educational Wrap-up	4:18 – 4:30
Dismissal	4:30	Dismissal	4:30

Full Day- Upper School			
Class Period	10 th Grade	Class Period	11 th , 12 th Grade
Breakfast	7:50 – 8:15	Breakfast	7:50 – 8:15
Family Matters	8:15 – 8:25	Family Matters	8:15 – 8:25
1	8:30 – 9:55	1	8:30 – 9:55
2	9:57 – 11:22	2	9:57 – 11:22
3 (Lunch)	11:25 – 11:55	3	11:25 – 12:50
4	11:58 – 1:23	4 (Lunch)	12:53 – 1:23
5	1:26 – 2:51	5	1:26 – 2:51
6	2:53 – 4:18	6	2:53 – 4:18
Educational Wrap-up	4:18 – 4:30	Educational Wrap-up	4:18 – 4:30
Dismissal	4:30	Dismissal	4:30

BELL SCHEDULE HALF DAY

Half- Day- Friday Schedule	
Class Period	
Breakfast	7:50 – 8:15
Family Matters	8:15 – 8:25
1	8:30 – 9:12
2	9:12 – 9:54
3/4	9:54 – 10:36
5	10:36 – 11:18
6	11:18 – 12:00
Lunch/Dismissal	12:00 – 12:30

Grading Scale and Graduation Requirements

RWPCS Graduation Requirements (26.5 Credits Needed for Graduation)

English (4 Credits)

English I
English II
English III
English IV

Math (4 Credits)

Algebra I
Algebra II
Geometry
Algebra III
Pre- Calculus

Science (4 Credits)

Earth Science
Biology
Chemistry
Physics

Media Arts (3 Credits)

Art
General Music
Music Production
Graphic Design
Film

Community Service

100 hours

Foreign Language (3 Credits)

Spanish I (Elective)
Spanish II (Elective)
Spanish III (Elective)
Spanish IV (Elective)
Latin I
Latin II
Latin III
Latin IV

History/ Social Studies (4 Credits)

US History
American Government
World History
DC History
African American History

Senior Journalism/Seminar Project (1 Credit)

Health/ PE (1.5 Credits)

Electives (1 Credit)

Summer School/Recovery

8th-12th Graders with Passing Summer School will have Subject's Final Grade increase to a 72%. Student will earn Subject's credit(s) ONLY.

9th-12th Graders with a Summer School Failing Grade will have to repeat the course.

8th Graders not passing ALL mandated classes for Summer School will be retained.

RWPCS Grading Scale

Percentage	Letter Grade	
100 - 97	A+	4.00
96 - 93	A	3.80
92 - 90	A-	3.70
89 - 87	B+	3.30
86 - 83	B	3.00
82 - 80	B-	2.70
79 - 77	C+	2.33
76 - 73	C	2.00
72 - 70	C-	1.70
69 - 67	D+	1.33
66 - 65	D	1.00
64 - 0	F	0.00

Honors Grading Scale

Percentage	Letter Grade	
100 - 93	A	5.00
92 - 90	A-	4.66
89 - 87	B+	4.33
86 - 83	B	4.00
82 - 80	B-	3.66
79 - 77	C+	3.33
76 - 73	C	3.00
72 - 70	C-	2.66
69 - 67	D+	2.30
66 - 65	D	2.00
64 - 0	F	0.00

AP Grading Scale

Percentage	Letter Grade	
100 - 93	A	5.50
90 - 92.	A-	5.30
89 - 87	B+	5.00
86 - 83	B	4.70
82 - 80	B-	4.30
79 - 77	C+	4.00
76 - 73	C	3.70
72 - 70	C-	3.30
69 - 67	D+	3.00
66 - 65	D	2.70
64 - 0	F+	0.00

Attendance Policy

Daily attendance is critical to the academic success of students attending the RWPCS. The school's course work is rigorous, and missing school would make it difficult for a student to successfully complete his/her work. In addition, the law requires regular attendance. The DC Compulsory Attendance Act states that all children must attend school regularly from the age of five to eighteen and that parent/guardians can be held legally liable if their child does not attend. All parent/guardians should become familiar with the law. The School Attendance Clarifications Act of 2015 is followed by RWPCS as well. Part of the Act requires that guardians provide valid excuses for absence within five days. Please refer to pages seven (7) and eight (8) for details.

Early Departure

A written request from a parent/guardian is required before a student can be released from school at any time other than the normal dismissal time. Students will not be released without prior written permission from a parent/guardian. In the written permission, the note must have the reason for early release, date, telephone number where parent/guardian can be reached, and parent/guardian name printed and signed. **Requests will be verified by telephone. Students will not be released unless a parent/guardian is contacted.**

Tardiness Policy

The RWPCS opens at 8:00am. Breakfast is served from 8:00am-8:20am. All students should be in the building ready for Community family matters by 8:05a.m. and ready to begin their day of learning. Any student arriving to school 8:20am will be considered tardy. Students will report to Tardy Hall for first 1st period. Students who arrive after 8:20am without a valid excuse, will have their parents notified and students will be sent home for the day. Phone calls for tardy students must be made to the main office at 202.388.1011 ext. 0 or ext. 200 ONLY. Parents/Guardians may also contact the Attendance and Truancy Monitor directly at 202.520.7692. Truant Students picked up during school hours by Law Enforcement Officers, will be brought to RWPCS and parents will be contacted immediately.

The following policy applies to both Excused and Unexcused Tardiness. All tardiness is considered unexcused unless accompanied with a doctor's note or court documentation. After the third tardy, the student and a parent/guardian are subject to meet with the Principal/Student Support Staff and will be monitored closely.

Absences

Students are asked to make the commitment to attend school daily. Parent/guardians are asked to comply by ensuring that their child does attend school. The RWPCS staff, particularly the Parent Liaison, is available to assist both students and parent/guardians in making sure that attendance policies are enforced. All parents will be notified when their child is not present in school. All contact numbers need to be updated by parents with the attendance monitor. Truant Students picked up during school hours by Law Enforcement Officers, will be brought to RWPCS and parents will be contacted immediately.

**Students themselves -- and not their teachers -- are responsible for collecting any makeup work when absent.
IF A STUDENT DOES NOT REPORT TO SCHOOL, A SCHOOL OFFICIAL
WILL CONTACT THE PARENT/GUARDIAN.**

Excused Absences

The following are valid reasons for absence from school:

- Student illness
- Family emergency which requires the student's presence in the home;
- Death in the students' immediate family;
- Exclusion, by direction of the authorities of the District of Columbia, due to quarantine, contagious disease, infection, infestation, or other condition requiring separation from other students for medical or health reasons;
- Necessity for student to attend any judicial proceeding as a plaintiff, defendant, witness, or juror. The student must return with court documentation;
- Observance of religious holy days by members of a religious group;
- Lawful suspension or exclusion from school by school authorities;
- Other absences approved in advance by the Head of School or Student Support Staff upon the written request of the parent/guardian.



If a student is out of school sick for three or more days, the parent/guardian can make arrangements with the Student Support Staff to collect any missed assignments. When the student returns to school, he/she must return with a note from the doctor, and will be expected to stay after school to meet with his/her teacher to turn in make-up work not completed at home.

Unexcused Absences

All students who return to school without proper documentation or a phone call from a parent/guardian confirming knowledge of their absence will receive an after-school detention until a parent/guardian is notified. If parent/guardian is not contacted during the after school detention, the student cannot return to school until accompanied by parent/guardian. Unexcused absences will be reported to DC Police truancy division.

1 day absent: A phone and email to parents.

3 days absent: A warning letter will be mailed and emailed to parent

5 days absent: A mandatory meeting with the student & parents.

7 days absent He or she will be referred to the Student Support Team and an attendance plan will be drafted for the family.

10 absent days: Parents will receive a letter from the school informing the family of the school's legal obligation to contact Child Protective Services should the child be absent for 15 days of school. Richard Wright will contact C.P.S. on the day of a child's 15th absence.

ATTENDANCE CONT'D

Verifying Excused Absence

If a student is absent from school, the absence must be verified by a parent/guardian within a two day period by doing the following: (1) calling the school the day of the absence and (2) returning the student to school with a note regarding the absence.

Note: A student returning to school from an excused absence must verify the absence with a note, within a two-day period. If a note is not received within the allotted timeframe, the excused absence will automatically be converted to an unexcused absence.

Phone Call. On each day that a student is absent from school, the parent/guardian should call the school before 8:15 a.m. to inform school personnel of the absence. The parent/ guardian should leave the following information:

1. Parent's/guardian's name
2. Student's name
3. Day(s) absent
4. Reason for absence and phone number where parent/guardian can be reached to verify information

Letter. Upon returning to school from an absence, a student is required to bring a written note from his/her parent/guardian within . The following information should be included in the note:

1. Date returned to school
2. Full name of student
3. Dates of absence
4. Reason for absence
5. Signature of parent/guardian
6. Day time telephone number

If a student must be absent from school for an extended period of time due to illness or an emergency, the parent/guardian should inform the school by speaking directly to the Head of School and/or designee. Official documentation must be presented to the school with detailed information regarding the extended absence (ie. Official Medical Documentation, Court Documentation, detailed letter from parent about emergency) within five (5) days of the absence.

All notes/documentations should be given to the Attendance and Truancy Monitor on the date following the absence. Students have three days upon return to provide the school with a note.

Dress Code Policy

Flynn O'Hara School
Uniforms
1.800.441.4122
8807 Annapolis Road
Lanham, MD 20706



Richard Wright Public Charter School Uniform Policy

To assist in creating an environment conducive to learning, **Richard Wright scholars are required to wear uniforms to school every day.** This policy is designed to permit scholars to focus their attention on academics. The uniform worn by Richard Wright scholars emphasizes the fact that the school is both a community and a place of work. All scholars in grades 8-12* will be required to wear uniforms.

Flynn O'Hara is the "Official" uniform store of Richard Wright PCS

The official uniform shall be followed by all students explicitly:

Uniform Shirts

- All students Grades 8-9 will wear gray short-sleeved or long-sleeved style shirts with the Richard Wright logo {These shirts can ONLY be purchased at the school}
- All students Grades 10-12 will wear white short-sleeved or long-sleeved style shirts with the Richard Wright logo.
- Shirts must be tucked into the pants/shorts/skirts at all times in the building.

Uniform Bottoms

- Young Men:** -Solid Black Slacks/Pants from Flynn O'Hara ONLY
- Young Women:** -Solid Black Slacks/Pants from Flynn O'Hara ONLY
-Uniform School Skirt from Flynn O'Hara ONLY

All pants must be appropriately sized to eliminate any bagging or sagging. No skinny fitting pants will be allowed on female or male students. Pants must be worn at the natural waistline. Black belts only can be worn with uniform pants.

RWPCS Logo Blazers/Sweaters

- All male students Grades 10-12 must purchase a school blazer. Females have the option to purchase.
- Only RWPCS blazers, vests, sweaters are permitted over the uniform shirt. We highly suggest purchasing the RWPCS logo sweater vest as your child may wear that over top of a NON-logo white oxford.

Shoes

Students may wear the shoe of their choice in loafer, lace up, or tennis shoes. Shoe must be predominately black. Young ladies may not wear shoes over one inch in height. No open-toed, sandals, or shoes not covering the foot from heel to toe may be worn by any student. Lace up shoes may not be worn unlaced.

The following policies apply to all scholars:

- NO** uniforms with stains, writing, cuts or tears, or graffiti
- NO** altering of uniform pieces
- NO** large necklaces, bracelets, earrings or watches are allowed
- NO** jeans/denim shorts, denim skirts, sweatpants
- NO** hats, gloves, headbands, bandanas may be worn while in school
- NO** sleeveless shirts and tank tops

If a student arrives to school in violation of the school uniform policy, the student will not be allowed to participate in the school community, inclusive of classes, events, and athletics.

BEHAVIOR

The Richard Wright Public Charter School for Journalism and Media Arts Student Discipline Code

RWPCS Philosophy

The vision of Richard Wright Public Charter School for Journalism and Media Arts is to transform students in grades 8-12 into well-versed media contributors by providing a student-centered environment that connects them to the classics and modern languages and a curriculum focused on strong writing skills and vocabulary.

The Richard Wright Public Charter School for Journalism and Media Arts Discipline Standards are guided by our commitment to offering our students a world class education that prepares them to succeed in college and to become future leaders who will contribute to the betterment of our society. Our Discipline Standards demand that RWPCS students meet high standards for Individual Responsibility, Respect for Self and Others as well as the property of others.

The aim of the Richard Wright Public Charter School for Journalism and Media Arts Student Discipline Tier is to provide structures and guidelines for students, parents, and staff to reference in order to create conscious accountability within our students. The Student Discipline Tier indicates in detail how student offenses within the community receive appropriate consequences. Our fundamental belief is accountability and consciousness will improve academic performance.

Education provides a means for human development, empowerment, and agency. The fundamental principle of Richard Wright Public Charter School for Journalism and Media Arts is that ALL students deserve and have access to an education. In situations involving misconduct, the Head of School and the staff of each school shall take all reasonable and available measures to modify any unacceptable student behavior prior to suspending the student. The school staff shall also take the necessary steps to bring the student to the attention of those screening committees, departments, offices, divisions, agencies and organizations that may be able to provide diagnostic or interventional assistance. **No Child may be given a Long-Term suspension or expelled without the approval of the Head of School.** All efforts will be made to use student support services to provide students with interdependent services.

Administrators will be cognizant of the need for age appropriate consequences when determining consequences for code violations. Administrators have the ability to take degree of severity, frequency of offense, situation, age, and decision-making capacity of a student into account in determining sanctions and shall be required to provide a rationale for any deviations from the code.

Expectations

Students are expected to act appropriately at all times. When students deviate from the Discipline Standards, staff members will remind students of their personal commitment to achievement and the negative behavior's impact on their success. With reference to RWPCS's philosophy of education and the task of providing student support structures, school staff members will not tolerate violent and chronically disruptive behavior. Richard Wright Public Charter School for Journalism and Media Arts will call police in cases of violence, and charges will be placed against the offender(s), including students with disabilities, whenever appropriate. For students with disabilities, an IEP Team must meet within the required timelines to determine IEP modifications and the appropriate alternative placement or intervention.

BEHAVIOR CONT'D

The fundamental beliefs of Richard Wright Public Charter School for Journalism and Media Arts discipline practices are grounded in the three discipline standards and/or Character Virtues.

Individual Responsibility: means that students will come to school ready to learn and follow directions, and are prepared to contribute to making our school a safe, clean, and challenging learning environment.

Representing Self, School and Community: means that students will behave in an appropriate and respectful manner when interacting with other people, visiting places, or acting as a member of the community.

Respect for Self, Others and Other's Property: Means that students will take care of their body, mind and spirit, will not take or destroy property; and will not offend, hurt, or contribute to hurting another individual.

Students should be aware that the school has the authority to take disciplinary action even when the misbehavior occurs off school property, or when schools are closed, if the behavior affects the general and conducive discipline of the school. Examples of this can occur are the following:

Infractions on the way to and from school. This includes infractions and incidents on public transportation. Infractions while participating in school-related activities such as field trips, dances, and athletic events

The charts in the Student Discipline Tier are by level and severity, violations and consequences to be used pertaining to student behavior. For any violations of the Student Discipline Code, administrators must apply and execute one or more of the consequences for any violations based on criteria established by the Head of School as set forth in the Student Discipline Tier. Administrators are strongly encouraged to use all support services and interventions staff and strategies available to them when executing consequences for violations to the Student Discipline Tier (For a complete list of Student Support Services, please reference the Office of Student Support Services.) No code can provide examples of every conceivable violation in its definitions. Where possible, examples have been listed. However, there may be circumstances that are not specifically addressed in the examples that still represent code violations (**Note: Only the Head of School may expel or recommend expulsion/or suspension for more than five (5) consecutive days.**)

Definition of Terms

The following definitions are intended to clarify the meaning of terms as stated in the consequences section of the discipline code.

- **Alternative Program:** A program or service within a school designed for “challenging” and/or disruptive students.
- **Community Service:** A service performed by students to benefit or “give back to” the larger school community
- **Behavior Contract:** Spells out in detail the expectations of student and teacher (and sometimes parents) in carrying out the intervention plan, making it a useful planning document.
- **Loss of Privileges:** A student’s exclusion from school extracurricular and athletic activities.
- **Short-Term Suspension:** A student’s removal from school for disciplinary reasons for a period not to exceed five (5) days.
- **Expulsion:** The removal of a student from Richard Wright Public Charter School for Journalism and Media Arts for the remainder of the academic school year. (Note: Students may reapply for admission the next academic year.) by the direction of the Head of School.
- **Long-Term Suspension:** A student’s removal from school for disciplinary reasons for a period of six plus (6+) days.

Richard Wright Public Charter School for Journalism and Media Arts Suspension/Expulsion Policies

RWPCS seeks to ensure that students will remain active in the learning process without interruption. The Head of School and management team will enforce a three-tiered model for disciplinary infractions. RWPCS recognizes that exclusion from our educational program, whether by suspension or expulsion, is the most severe sanction that can be imposed on a student and one that cannot be imposed without due process. RWPCS intends not only that these policies be applied when facts and circumstances clearly warrant the imposition of a suspension or expulsion, but also that expulsions are pursued when absolutely necessary and appropriate.

SHORT TERM SUSPENSIONS

Short-term suspension means the temporary withdrawal of the privilege of attending school for a period of ten consecutive school days or less. The Head of School and/or the Head of School's designee have the authority to impose short-term suspensions. The Head of School/designee may suspend the student for five days or less, choose another disciplinary alternative, or exonerate the student. A written record of the decision shall be kept in the student's discipline file.

If a short-term suspension is imposed upon the student, the following steps shall be taken:

- The student shall receive verbal notice of the alleged misconduct.
- The student shall be provided with the opportunity to explain his/her version of the situation.
- The school official involved shall make reasonable efforts to verify facts and statements prior
- to making a decision regarding discipline.

A parent must be notified before the student is allowed to leave campus. If no parent contact can be made, the student may be isolated until dismissal time and then given a written message to the parents.

On the day of suspension is given, the Head of School shall contact the parent and inform him/her of the suspension. If the parent cannot be contacted by phone, a letter must be sent to the parent explaining the terms and reasons for the suspension and to request a meeting to solicit his/her help and/or for re-entry.

BEHAVIOR CONT'D***LONG-TERM SUSPENSION/EXPULSION***

Long-Term Suspension means the temporary withdrawal of the privilege of attending classes at RWPCS for a set period of time for six or more consecutive school days.

Expulsion means the permanent withdrawal of the privilege of attending a RWPCS.

Only the Head of School is authorized to impose a long-term suspension or expulsion. The student shall receive the verbal notice of the alleged misconduct. The student shall then be provided with the opportunity to explain his/her version of the situation. The school administrator/teacher involved shall make reasonable efforts to verify facts and statements prior to making a recommendation regarding discipline.

If a long-term suspension is imposed, a notification of the long-term suspension will be mailed (certified) or hand delivered to the parent, guardian or emancipated minor to the last known address. This letter will include the following information:

- The nature of the offense (s) alleged and the policies, regulations or rules allegedly violated.
- A statement that the school Head of School has imposed long-term suspension.
- Definition of long-term suspension.
- The extent of the punishment, including the restrictions placed on the student during the period of suspension.
- The date suspension begins.
- A statement that the parent, guardian, or emancipated student are welcome to meet with the Head of School to discuss the situation in an informal setting.
- A statement that a formal hearing may be requested. This request must be made in writing and returned to the Head of School within five school days after the notice of intent to long-term suspend letter is mailed or hand delivered.

If a timely written request for a formal hearing is received, the Head of School shall forward the request to the Board of Trustees secretary. A hearing date shall then be scheduled. Written notice regarding the hearing shall be mailed and/or hand-delivered to the parent(s), guardian(s), or emancipated student within three days prior to the hearing and shall include the following information:

- The charges and the rule or regulation violated.
- The extent of the punishment to be considered.

- A statement that the student may be represented by counsel at his/her own cost. Notice that the student will be represented by legal counsel shall be provided to RWPCS at least two working days prior to the hearing.
- If a hearing officer has been designated, the name of the hearing officer.

A formal hearing will be held, during which the student will be informed of the following:

- The student is entitled to a statement of the charges and the rule or regulation violated.
- The student may be represented by counsel, at his own expense.
- The student may present witnesses.
- The student or counsel may cross-examine witnesses presented by the School.
- Either the hearing must be recorded on tape or an official record must be kept in some other appropriate manner. In addition, parents are to be allowed to tape-record the hearing at their own expense.

The Hearing Committee Chair shall prepare a written decision within ten days after the hearing. Copies of the decision shall be provided to the parent, guardian, or emancipated student and Head of School.

APPEALS PROCESS FOR SUSPENSION AND EXPULSIONS

SUSPENSION OF SPECIAL EDUCATION STUDENTS

Prior to the long-term suspension of a special education student (this would include infractions of the zero tolerance policy) a team meeting will take place. Included in this meeting will be:

- Certified Special Education Teacher or Psychologist
- Administrator
- Parent
- Student

The re-entry conference will include the persons mentioned below:

- Certified Special Education Teacher or Psychologist
- Administrator

And one of or both (**** please refer to Page 16*);

- Parent
- Student

All students are expected to adhere to the behavioral expectations outlined in RWPCS'S Code of Conduct. At RWPCS, our goal is to proactively manage student behavior using a full system of positive behavioral supports. Should a student with a disability engage in behaviors that result in out of school suspension, RWPCS adheres to the following procedural guidelines as described in federal regulations governing the discipline of students with disabilities. Should a student be removed from school for more than 10 days in the school year, manifestation determination review meeting will be held and services will be provided in an interim alternative educational setting while the student is serving his/her suspension. Parents and guardians will thus be immediately notified of the need for a manifestation meeting, provided a copy of the procedural safeguards and invited to attend the Manifestation Determination Review:

If the team determines that the behavior IS a manifestation of the child's disability the team will complete the following:

- Complete a functional Behavior Assessment (Unless one was completed prior to the incident) and develop a Behavior Intervention Plan (BIP).
- If the BIP is already in place the team should review and change the plan as necessary in order to address the behavior.
- Return the Student to the previous placement unless is deemed required by the team as a modification to the BIP.

If the team determines that the behavior IS a manifestation of the student's disability, resulting from a failure to implement the student's IEP as written:

- Determine that the behavior is a manifestation of the child's disability; and
- Take steps to immediately remedy the identified deficiencies; and
- Return the student to the previous placement

SUSPENSION OF SPECIAL EDUCATION STUDENTS CONT'D

If the determines that the behavior is NOT a manifestation of the child's disability:

- School personnel continue with action as would be for non-disabled peers; and
- Continue to provide the student with services in an interim alternative educational setting

Special Circumstances

School personnel may remove a student to an alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child:

- Carries a weapon to school, on school premises, or to or at a school under the jurisdiction of a State Education Agency or a Local Education Agency; or
- Uses illegal drugs, or sells, or solicits the sale of a controlled substance, while at school, on school premises, or to or at a school under the jurisdiction of a State Education Agency or a Local Education Agency; or
- Has inflicted serious bodily injury upon another person while at school, on school premises, or to or at a school under the jurisdiction of a State Education Agency or a Local Education Agency.

***** Please note that under the Student Fair Access to School Act, the return of a student to school may not be contingent upon the parent accompanying the student, attending a conference, or otherwise being present at the school.**

The following is a link to a PDF of Chapter 25 Section 5 of the DC Municipal Regulations which are tightly aligned with the regulations governing the discipline of students with disabilities as outlined in IDEA 2004.

Richard Wright Public Charter School for Media and Journalism Discipline Model

Level I Infractions: Teachers & Staff

Note: Excessive means more than four times and you have documented your interventions. If student does what is asked then they remain in class and a referral is sent to the Student Support Staff, DOS. Teacher keeps one copy, student gets another copy.

INFRACTIONS	MANAGER	MINIMUM	MAXIMUM
Arriving to class unprepared	Teacher	Parent contact, conference with student	Contract, teacher held detention, withhold classroom rewards
Unable stay awake in class due to behavior/illness or on a frequent basis (two or more reminders goes to DOS on a referral)	Teacher	Parent contact, conference with student	Contract, teacher held detention, withhold classroom rewards
Chewing gum	Teacher	Parent contact, conference with student	Contract, teacher held detention, withhold classroom rewards
Consumption of food or beverages in the classroom, computer lab, or library	Teacher	Parent contact, conference with student	Contract, teacher held detention, withhold classroom rewards
Disrupting the flow of movement through the hallway, but not a safety risk	Teacher	Parent contact, conference with student	Contract, teacher held detention, withhold classroom rewards
Failing to complete class work	Teacher	Parent contact, conference with student	Contract, teacher held detention, withhold classroom rewards
Failing to complete home work	Teacher	Parent contact, conference with student	Contract, teacher held detention, withhold classroom rewards
Frequent request to use the restroom outside of break time (not a medical reason)	Teacher	Parent contact, conference with student	Contract, teacher held detention, withhold classroom rewards
Non-academic use of technology – 1st offense	Teacher	Parent contact, conference with student	Contract, teacher held detention, withhold classroom rewards
Tardiness to School or Class, Cutting Class, Cutting assigned detentions, homework center, or other school mandated functions	Teacher	Parent contact, conference with student	Contract, teacher held detention, withhold classroom rewards
Use of electronic devices, cell phones, iPods, etc	Teacher	Parent contact, conference with student	Contract, teacher held detention, withhold classroom rewards
Violating the dress code (four or more moves to level II)	Teacher	Parent contact, conference with student	Contract, teacher held detention, withhold classroom rewards

Level II Infractions: Student Support Staff

INFRACTIONS	MANAGER	MINIMUM	MAXIMUM
Unable to stay awake in class due to behavior/illness or on a frequent basis (two or more reminders goes to DOS on a referral)	Student Support Staff	Parent contact, referral to Student Support Staff with documentation	Referral to Student Support Staff with documentation, demerits, detention, and/or suspension by Student Support Staff
Lying to staff/parents regarding school incidents.	Student Support Staff	Parent contact, referral to Student Support Staff with documentation	Referral to Student Support Staff with documentation, demerits, detention, and/or suspension by Student Support Staff
Misbehaving on the way to or from school and at school sponsored events	Student Support Staff	Parent contact, referral to Student Support Staff with documentation	Referral to Student Support Staff with documentation, demerits, detention, and/or suspension by Student Support Staff
Play fighting and hitting after a warning	Student Support Staff	Parent contact, referral to Student Support Staff with documentation	Referral to Student Support Staff with documentation, demerits, detention, and/or suspension by Student Support Staff
Refusal to comply with school wide rules	Student Support Staff	Parent contact, referral to Student Support Staff with documentation	Referral to Student Support Staff with documentation, demerits, detention, and/or suspension by Student Support Staff
Repeated classroom disruptions	Student Support Staff	Parent contact, referral to Student Support Staff with documentation	Referral to Student Support Staff with documentation, demerits, detention, and/or suspension by Student Support Staff
Repeated use of electronic devices while in classrooms or the school building	Student Support Staff	Parent contact, referral to Student Support Staff with documentation	Referral to Student Support Staff with documentation, demerits, detention, and/or suspension by Student Support Staff
Threatening hallway, cafeteria, or gym safety	Student Support Staff	Parent contact, referral to Student Support Staff with documentation	Referral to Student Support Staff with documentation, demerits, detention, and/or suspension by Student Support Staff
Use of profane language	Student Support Staff	Parent contact, referral to Student Support Staff with documentation	Referral to Student Support Staff with documentation, demerits, detention, and/or suspension by Student Support Staff
Excessive Tardiness to School or Class, Cutting Class, Cutting assigned detentions, homework center, or other school mandated functions	Student Support Staff	Parent contact, referral to Student Support Staff with documentation	Referral to Student Support Staff with documentation, demerits, placed on contract by Student Support Staff

Level III Infractions: Administrators

INFRACTIONS	MANAGER	MINIMUM	MAXIMUM
Any gang-like behavior	Student Support Staff/ Head of School	Parent contact, referral to Student Support Staff with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Arson	Student Support Staff/ Head of School	Parent contact, referral to Student Support Staff with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Being in possession of or distributing illegal substances such as alcohol, tobacco, drugs, incendiary devices (on campus or in transit to school)	Student Support Staff/ Head of School	Parent contact, referral to Student Support Staff with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Bullying or intimidating students or staff	Student Support Staff/ Head of School	Parent contact, referral to Student Support Staff with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Cheating or plagiarizing	Student Support Staff/ Head of School	Parent contact, referral to Student Support Staff with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Committing assault or assault and battery	Student Support Staff/ Head of School	Parent contact, referral to Student Support Staff with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Grossly and/or repeatedly violating or breaking any signed contract	Student Support Staff/ Head of School	Parent contact, referral to Student Support Staff with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Disrespecting staff or other students	Student Support Staff/ Head of School	Parent contact, referral to Student Support Staff with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Engaging in sexual activity, sexually suggestive activity, inappropriate touching	Student Support Staff/ Head of School	Parent contact, referral to Student Support Staff with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Fighting	Student Support Staff/ Head of School	Parent contact, referral to Student Support Staff with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Forging signatures and paper or electronic notes	Student Support Staff/ Head of School	Parent contact, referral to Student Support Staff with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion

Level III Infractions: Administrators

Illegal possession or use of firearms (including replicas)	Student Support Staff/ Head of School	Parent contact, referral to Student Support Staff with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Interfering with RWPCS High School instruction or events	Student Support Staff/ Head of School	Parent contact, referral to Student Support Staff with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Issuing verbal or physical threats to a student or staff member	Student Support Staff/ Head of School	Parent contact, referral to Student Support Staff with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Stealing	Student Support Staff/ Head of School	Parent contact, referral to Student Support Staff with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Trespassing or defacing private or public property	Student Support Staff/ Head of School	Parent contact, referral to Student Support Staff with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Possession or use drugs without expressed written permission a medical professional	Student Support Staff/ Head of School	Parent contact, referral to Student Support Staff with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Acts or threats of violence to faculty, staff or peers	Student Support Staff/ Head of School	Parent contact, referral to Student Support Staff with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
*Harassment, Intimidation, or Bullying of faculty, staff or peers	Student Support Staff/ Head of School	Parent contact, referral to Student Support Staff with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion

***Harassment, Intimidation, or Bullying (includes Cyberbullying) Definition**

1. Acts which mean a gesture, an electronic communication, or a written, verbal, physical, or sexual act that is (a) reasonably perceived to have the effect of harming a student physically or emotionally or damaging a student's property, or placing a student in reasonable fear of personal harm or property damage and/or (b) that insults or demeans a student or group of students causing substantial disruption in, or substantial interference with, the orderly operation of the school -- "school" means, in this context, in a classroom, on school premises, on a school bus or other school-related vehicle, at an official school/metro bus stop, at a school-sponsored activity or event whether or not it is held on school premises, or at another program or function.

2. Reprisal, retaliation, or false accusation (a) against a person who reports an act of harassment, intimidation, or bullying (includes Cyberbullying) or (b) against a victim, witness, or a person with reliable information about an act of harassment, intimidation, or bullying (includes Cyberbullying)

3. Falsely accusing another person of committing an act or acts of harassment, intimidation, or bullying (includes Cyberbullying)

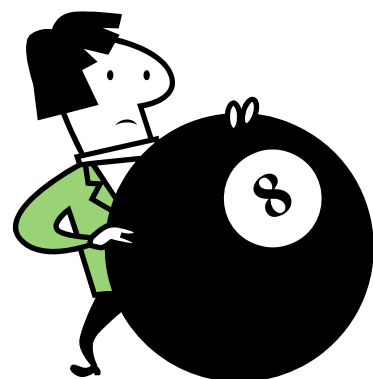
NO BRAINERS

“No Brainer”

An action that will result in immediate suspension or expulsion of a student.

They are as follows:

- Fighting**
- Stealing**
- Bullying**
- Vandalizing, Damaging, or Destroying School Property**
- Threats to staff or students**
- Possession of a weapon and/or explosives**
- Possession of illegal substances**
- Pulling the fire alarm/Bomb threats/False Fire Alarm**
- Repeated Disrespect and Non-compliance**
- Harassment (Verbal/Sexual) of a staff or another student**
- Bomb Threats/False Fire Alarm**



Locker Policy

Students are offered a locker to safeguard their personal property. The school is not responsible for items that are lost, damaged, or stolen in and/or out of lockers. Students should never share their combination with another student. Students are to pay close and precise attention to make sure their locker is closed and locked after use. Large amounts of money or valuables should not be brought to school or stored in your locker.

Students may bring a lock from home or purchase a lock for their assigned locker. School lockers are considered school property and subject to search at any time. Locks may be

- USE OF LOCKERS. Lockers are to be used to store school supplies and personal items necessary for use at school. Lockers shall not be used to store items which cause, or can reasonably be foreseen to cause, an interference with school purposes or an educational function, or which are forbidden by state law or school rules, such as drugs (inclusive of medicine for which a student has current prescription or common cold or headache medicine sold over the counter), drug paraphernalia, beverage containing alcohol, weapon, any flammable substance, bomb or explosive device, any pungent acid or nauseous chemical, any library book not properly checked out or overdue, unreturned gym or athletic equipment, any stolen items, any obscene material, or tobacco products that are banned by school rules or regulations. Students will be expected to keep their lockers in a clean and orderly manner. If lockers are damaged or defaced, students are to inform the office and the student responsible will be asked to pay for the damages, or clean the locker. One student per locker. Students are advised not to share their lockers, keys, and/or combinations with others.
- AUTHORITY TO INSPECT. The school corporation retains the right to inspect lockers to insure they are being maintained in accordance with the Richard Wright expectations. All inspections of student lockers shall be conducted by the Head of School or Vice Principal. All lockers are property of the school. It is expected that students will treat them with respect.
- INSPECTION OF INDIVIDUAL STUDENT'S LOCKERS. The inspection of a particular student's locker will not be conducted unless the Head of School has a reasonable suspicion to believe that the locker to be inspected contains items which cause, or can reasonably be foreseen to cause, an interference with school purposes or an educational function, which are forbidden by state law or school rules, or which pose an imminent and serious threat to health and safety necessitating the general search of part or all of the lockers.
- INSPECTION OF ALL LOCKERS. An inspection of all lockers in the school, or all lockers in a particular area of the school, may be conducted if the Head of School or Vice Principal reasonably believes that such an inspection is necessary to prevent, impede or substantially reduce the risk of:
 - (1) an interference with school purposes or an educational function,
 - (2) (2) a physical injury or illness to any person,
 - (3) damage to personal or school property, or
 - (4) a violation of state law or school rules.

Examples of circumstances justifying a general inspection of a number of lockers are:

- (a) When the school corporation receives a bomb threat;
- (b) When evidence of student drug or alcohol use creates a reasonable belief of an unusually high level of student use;
- (c) At mid-term, end of grading period, before school holidays to check for missing library books, or lab chemicals, or school equipment;
- (d) When there is a reasonable belief that weapons are stored in the lockers.

- STUDENT MATERIAL. When conducting an inspection pursuant to these rules, the inspector shall take care to avoid disrupting the contents of the locker or intruding unnecessarily into any student's written material located in the locker. In addition, as to written material, the inspection will be kept to the minimum level necessary to determine that such material is not in itself, or being used to conceal contraband.
- DISPOSAL OF CONFISCATED CONTRABAND. All contraband confiscated from lockers may be disposed of by the principal or his designee as he or she deems appropriate, including:
 - (1) return to the proper owner or place, unless it poses a threat to health or safety;
 - (2) use as evidence in a student discipline proceeding if possession of the contraband constitutes a ground for suspension or expulsion as mentioned in this handbook;
 - (3) delivery to the appropriate law enforcement officials for prosecution purposes if possession of the contraband constitutes evidence of a crime; or
 - (4) destruction.
- INVOLVEMENT OF LAW ENFORCEMENT OFFICIALS.
 - A. Head of School may request the assistance of law enforcement officials to assist the school administrators in inspecting lockers or their contents for purposes of enforcing school policies only if such assistance is required:
 - (1) to identify substances which may be found in the lockers; or
 - (2) to protect the health and safety of persons or property, such as to aid in the discovery and disarming of bombs which may be located in the lockers.
 - B. The Head of School may cause a locker inspection to be performed for school purposes if information supplied by law enforcement officials gives rise to a reasonable suspicion that a locker or lockers contains contraband.
- LOCKER CLEANING. Nothing in these rules shall affect members of the custodial staff, who at the direction of a supervisor, clean out:
 - (a). lockers from time to time in accordance with a general housekeeping schedule, or
 - (b). the locker of the student no longer enrolled in the school.
- LOSS OR STOLEN ITEMS. Richard Wright PCS is not responsible for any lost or stolen items not placed and/or placed in the lockers.

Family Educational Rights and Privacy Act (FERPA)

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

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

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
School officials with legitimate educational interest;

- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

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

The Student Support Team Process

What is the Student Support Team (SST)?

The Student Support Team is designed to meet the needs of EVERY student in a school, including those with disabilities.

Who are the team members?

The Team members are the Head of School, Special Education Coordinator, The Public Health Nurse, Social Worker, Teacher, Dean of Students, Attendance and Truancy Monitor, and any other Professionals from outside agency might be utilized for consultations.

The Student Support Team also has a lead Coordinator to support the given needs of a Student. The Student Coordinator could be a teacher, social worker, nurse, guidance counselor or administrator who is appointed by the Head of School.

What is the primary goal of Student Support Team?

The goal of Student Support is to organize, develop and maintain a comprehensive and coordinated support service delivery system that will identify serve and enhance the overall development of **all students** (not only the academically at risk) in the school. The Student Support Team renders support, advice and services in order to maximize the educational, emotional and behavioral needs of students. The SST follows a systematic procedure for identifying and referring students in need of support services, which emphasizes proactive, preventative interventions that address individual and student needs as well as broader school issues.

What is the Student Support Process?

After the parent completes the health package given to each student when they are accepted to the school. The team coordinates initial contact with the parent(s), and assigns responsibilities to the school team members. The team then will determine their approach based on the student's needs:

- The team will meet with parents, administrators, teachers and other staff.
- The team might provide the parent with information regarding school resources, including homebound instruction, 504 accommodations, special education services, attendance policies, etc.
- Negotiate the school's role in support of the student with a chronic illness.
- Identify a liaison that will be the point-of-contact for the family, providing updated information concerning the child's progress and needs to the school.
- The team will gather information about the disease and available resources in the area.
- Provide a workshop for faculty and staff concerning the disease and the needs of the student with a chronic illness.
- Work with teachers and staff to accommodate the needs of the student with a chronic illness.
- The team will also facilitate social support to the student with chronic illness.
Review the medical Action Plan for the school.
The School Support Team will also develop goals based on the review of the medical Action Plan and particular needs for the student in the school.
- The team will share expertise and set goals for needs and future response strategies.

The Student Support Team Process (cont'd)

When a student is newly diagnosed what is the process?

The Student Support Team follows a checklist:

- To communicate with all members of the School Support Team
- Identify the liaison with the family (school counselor, social worker, public health nurse, or teacher with strongest ties to the family)
- Contact parent(s) of ill student
- Gather information, regarding the illness, from the parent and other sources.
- Arrange for parent conference:
- Educate parents about school resources
- Refer student to Child Study Team
- Consider a 504 plan
- Negotiate a plan for school involvement with the parents
- Conduct information or awareness in-service for faculty.
- Meet with student when appropriate and/or necessary.
- Consult with student's doctor, psychiatrist, and/or other medical personnel.
- To develop an Action Plan

Confidentiality

All school personnel, community partners, and trainees from all of the disciplines being placed in the school are all briefed and understand the confidentiality policies and procedures.

Particular attention is also given to sharing information with paraprofessionals, cafeteria staff, after-school faculty, and any volunteers who comes in close contact or management of students with social/emotional problems.

The Student Support Team determines who needs information on a student and how it should be shared. Official records are always maintained in a secured environment.

Why is confidentiality so important in student support?

The multidisciplinary approach to connecting students to services/programs has the potential to promote the healthy development for all students and must operate under the federal mandates as well as the ethical standards of the various professions involved.

It is important that all parties understand the legal and ethical implications of sharing information concerning an individual student and his/her family. The discussion of confidential information should be considered inappropriate for the teachers' lounge, school office, and any other public space in the building.

All participants in the Student Support Team process and understand the reasons information must be kept confidential. Issues such as discrimination related to health status, protection of family security, prevention of the release of embarrassing information, etc. must remain confidential in order to protect the privacy of the child and family.

On the other hand, the sharing of information among professionals is very important to the process of assessing student's needs, coordinating the delivery of services and programs, monitoring progress and achieving the broadest possible perspective on the context within which problems occur. Another important consideration is the fact that a violation of confidentiality is a breach of trust with the student and family.

The Student Support Team Process (cont'd)

Whole Class Review

Every classroom teacher attends SST meeting at least once throughout the school year.

The presenting teacher comes prepared with student data (test scores, behavior notes, etc.) to discuss each student in a quick overview.

The purpose of the whole class review is to gain a snapshot of each child and to determine any further interventions that may be needed (adult courses, after-school, tutoring, counseling, etc.).

At this meeting SPED adaptations (classroom and assessment) will be discussed to ensure all students are receiving the services they need.

At the conclusion of whole class review a summary will take place to indicate who is responsible for what follow up activities to ensure each child achieves success.

After all classrooms have been presented, a brief check-in meeting should be conducted to determine how the students are progressing.

Procedures to follow when working with an at-risk student

When you have an at risk student that you feel is either making no academic progress, disrupting your class, or any other concern that you may have there are procedures to handle the situation.

What are the procedures?

The Student Support Team will simply use the same process when supporting an at risk student.

How can you ensure the SST works with the at-risk youth properly?

A good working Student Support Team should be part of the Head of School's work responsibilities. The Head of School must ensure that the Student Support Team is formed, properly trained and functioning from the beginning of the school year. The Department of Student Support will offer training and technical assistance to schools.

School Public Health Nurse Services for the School Support Team

- Consult with medical providers and determine impact of student's health needs in school environment.
- Coordinate with medical community to ensure health care plans and procedures are documented, and that school staff are made aware of care plans and trained to perform approved procedures.
- Research community resources and link families with organizations as appropriate.
- Coordinate trainings and resources on health-related topics for school staff.
- Act as a liaison between families, students, school staff, and medical community.

What are the School Resources and Support Available to Support Students with Chronic Illnesses?

- To develop classroom and peer support
- To consider a buddy system, via email, video, pictures, cards or visits.
- Homework and assignments
- Homebound instruction
- Homebound instruction is available to students who cannot be in school for extended periods.
- School policies and resources are available on school system's website.
- IDEA and 504 services
- Educate the parents about the service options.
- Consider referring to the child study committee.
- Technology, online courses or computer connections at home/hospital to school

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 ("ADA"), 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 Richard Wright Public Charter School are hereby notified that the Richard Wright Public Charter 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.

Students, parents and/or guardians having inquiries concerning Richard Wright Public Charter School compliance with Section 504 or the ADA **as it applies to students or who wish to file a complaint regarding such compliance should contact:**

Section 504 & ADA Coordinator:

Name: Ms. Karena Wilson-Plater

Email Address: kwilson-plater@richardwrightpcs.org

Telephone: 202.388.1011 Ext. 149

Ms. Wallace has been designated by the Richard Wright Public Charter School to coordinate its efforts to comply with the regulations implementing Section 504 and ADA.

For inquiries or to file a complaint regarding the Richard Wright Public Charter School compliance **with ADA, Section 504 as it relates to employees or third parties, and compliance with Title VI, Title IX, and the Age Act as it relates to students, employees and third parties contact:**

Section 504, ADA, Title VI, Title IX, and Age Act Coordinator:

Alisha Roberts **Email address:** aroberts@richardwrightpcs.org

Telephone: 202.3881011 **Ext.** 123

RWPCS GRIEVANCE POLICY AND PROCEDURE

It is the policy of Richard Wright Public Charter School that all employees, students' parents and visitors have the right to voice their complaints or grievance about matters pertaining to our school.

The Richard Wright Public Charter School recognizes the meaningful value and importance of full discussion in resolving misunderstandings, preserving good relations between management and employees.

Accordingly, the following grievance procedure should be employed to ensure that complaints receive full consideration.

What May Be Grieved

The Richard Wright Public Charter School grievance process should be used as follows:

- To deal with complaints and concerns pertaining to educational environment, employment arrangements or interpersonal conflicts.
- To resolve complaints of discrimination and religion, creed, sex, national origin, age disability, veteran status, sexual orientation or otherwise.

Who May Grieve

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

Other Remedies

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

Informal Grievance

Because most difficulties can be resolved by communicating a concern to someone, grievants are encouraged to discuss their concern or harassment complaint promptly and candidly with their immediate supervisor, Director or Head of School by emailing RWPCSGrievance@richardwrightpcs.org or The RWPCS Board of Trustees Presidents should the grievance be with the Head of School to GAdams@richardwrightpcs.org

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

Formal Grievance

Within ninety (90) days of encountering the harassment discrimination or complaint that is the subject of the grievance, a grievant shall file a written notice with the Head of School. Grievants may use the Grievance Form, which is attached here to and is also available on line from the school website, The Richard Wright intranet (for employees only) or from the Head of School's office. The written notice shall identify the nature of the complaint, the date(s) or occurrence, and the desired result and shall be signed and dated by the person filing the grievance. In the event the legal guardian or parent of a student is filing a grievance. The student and the guardian/parent shall sign and date the grievance. The Head of School can be reached at the contact information below.

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

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

Within thirty (30) business days of receiving the written notice, the Head of School shall respond in writing to the grievant (the "response"). The responses summarize the course of the investigation; determine the validity of the grievance appropriate resolution.

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

Appeals

If the grievant is not satisfied with the response, the grievant may appeal in writing to the Richard Wright Public Charter School within thirty (30) days of the date response summarizing the outcome of the investigation. The written appeal must contain all written documentation from the initial grievance and the grievant's reasons for not accepting the Response. The appeal, in letter form, may be sent to: The Richard Wright Public Charter School Legal Department, 770 M Street, SE, Washington, DC 20003.

Within fifteen (15) days from receiving the written appeal, the Legal Department will respond in writing to the appellant as to the action to be taken and the reasons therefore.

Prohibition Against Retaliation

The Richard Wright Public Charter School pledges that it will not retaliate against any person who files a complaint in accordance with this policy, or any person who participates in proceedings related to this policy.

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

Modification

The Richard Wright Public Charter School may approve modification of the foregoing procedures in a particular case if the modification (a) is for good cause, and (b) does not violate due process rights case if the or policies of Richard Wright Public Charter School.

Contact Information

Head of School:

Dr. Marco Clark
770 M Street, SE 2nd Floor
Washington DC 20003
Phone Number: 202. 388. 1011

Board of Trustees President:

Greg Adams
770 M Street, SE 2nd Floor
Washington DC 20003
Email: Gadams@richardwrightpcs.org

The Richard Wright Public Charter School Legal Department

770 M Street, SE 2nd Floor
Washington, DC 20003
Email: RWPCSGrievance@richardwrightpcs.org
Phone Number: 202.388. 1011

HEALTH CARE POLICIES AND PROCEDURES

Health Care packets are disseminated to all parents at the beginning of the school year. It is a comprehensive packet identifying the Plan of Action for the most common disabilities. It is solely the parental responsibility to alert the school of their child's disability and complete all given paperwork.

In addition to, all parents must provide an official action plan by the student's physician. All medication provided by the parent must be approved by the physician with a prescription label and the proper bottle encasement if applicable. The school's Registered Nurse will secure and label all medications until needed. All staff is alerted of the student's disability so they can follow the emergency plan for that given disability in case of an emergency.

Policy Title: Acute Conditions, Emergencies, or injuries Requiring Immediate First Aid or Early Medical Attention

Policy No 1001

Policy Statement:

It is the policy of the District of Columbia School Health and Nursing Program to facilitate the provisions of emergency care for acute conditions, emergencies or injuries requiring immediate first aid or early medical attention.

Purpose:

To delineate roles responsibilities for managing acute conditions, emergencies and injuries.

The Common Disabilities are:

Allergies-Anaphylaxis is an extremely serious condition. It is an over-exaggerated response by the body to a substance to which a person is allergic.

Modification of the student's environment should be made as much as possible without unduly restricting the child's activities (i.e., if a student has severe peanut allergies, effort should be made to remove peanut products from the child's educational environment).

Asthma is the leading chronic disease that affects students. It is one of the most common reasons for hospitalization, particularly for children.

Asthma is a Lung Condition that affects the airways (the windpipes) is super sensitive or "twitch" (hyperactive). Asthma is also a chronic condition. When asthma occurs, there are usually three problems:

Hyperactivity of the airways, so the airways spasm;

Squeezing of the muscles around the airways (bronchi constriction) so the airway becomes narrower than normal; and/or swelling and increased mucus inside the airway (inflammation), which also makes the airway narrower than normal.

This series of events can make it hard to breathe or may cause excessive coughing. Asthma is also called Reactive Airway Disease (RAD).

Hypoglycemia (Low Blood Glucose) impairs cognitive and motor functioning. A student may be aware that he/she needs to eat but may not be able to problem-solve how to get the food, or may not have the fine motor skills to remove the juice lid or open a cracker package. Some students may become combative and/or verbally abusive. Hypoglycemia can often be mistaken for misbehavior.

Hypoglycemia is one of the most frequent complications of diabetes. If recognized and treated early, an emergency situation can be avoided. Most hypoglycemic episodes respond within 10-15 minutes after the student eats a quick acting snack (i.e., juice, crackers, etc.) if an adverse reaction occurs the school staff will follow the student's action plan and always have appropriate foods accessible.

Sickle Cell (SCD) is a genetic disease of the red blood cell characterized by vaso-occlusion and hemolysis.

Occlusion of small vessels leads to impaired oxygen delivery to tissues.

Pain crises often occur in the same areas of the body.

Older children can often discern 'sickle pain' from other pain

Prevention & School Concerns

- Avoid triggers: cold, getting chilled, dehydration
- avoiding triggers cannot prevent all crises
- Goal is early detection and treatment

Diabetes is a chronic condition that prevents the body's ability to use food (i.e., glucose) properly. Food is converted into energy for the body with the help of the hormone insulin. The student with diabetes usually has a pancreas that makes little or no insulin or the body (i.e., cells) develops resistance to the insulin. As a result, the body cannot properly use the food for energy, and blood sugar levels rise.

Policy Title: Administration of Medication

Policy No.: 1301

Health services provided by the District of Columbia School Health Nursing Program do not routinely include medical treatment or medication except for minor first aid in the case of accidents and in emergency situations.

District law, however, authorizes licensed registered nurses and practical nurses to administer medication in the school setting under certain circumstances. District Law 17-1707 authorizes school employees who have been trained to administer medications during hours when the licensed nurses are not in assigned schools. It also allows, students who have been authorized by their parents and licensed practitioner to carry and self-administer inhaler asthma medication and auto injectable epinephrine to self-manage their asthma or anaphylaxis or both conditions during the school day.

Policy Title: The Responsibility of Administration of Medication by Licensed Nursing Personnel and Trained School Employee

Policy NO: 1302

The Plan of Action

The need for assistance for the fore mentioned disabilities care tasks will vary from student to student. The licensed nurse or designated medication administer are mandated to follow the physician's Action Plan for that student and the physicians explicit orders documented when dispensing medication.

Richard Wright Public School's Action Plan, Step One:

The Registered Nurse if available will handle all medical crises. If the Registered Nurse is not available the Head of School will direct the certified authorized medication administer to assist the student.

Richard Wright Public Charter School Emergency Protocol, Step Two: Call 911 immediately if any of the following symptoms occurs:

- Shortness of breath, Difficulty breathing or not breathing
- Chest Pains
- Seizures or Twitching
- Loss of Consciousness or non –responsive
- Head or Neck Injury
- Possibility of broken or dislocated bone(s)
- Choking on a foreign object

Communication:

- Call 911 immediately
- Notify the Head of School or Designee
- Call the telephone covering nurse or nurse manager
- Call the student's Parent or Guardian

Policy Title: Implementing Specific Medical Procedures/Treatments
Policy No: 1303

Policy Statement:

Licensed nurses and trained school personnel performing a specific medical procedure/treatment must adhere to the policy and procedure guidelines. The procedures set-forth will assist the nurse and trained school personnel to effectively and safely implement the Specific Medical Procedure/Treatment policy.

The Purpose:

To provide guidelines for the performance of specific medical procedures/treatments.

When the procedure/treatment has been terminated, document medical procedures/treatments administered or provided on the specific medical procedure/treatment form (#1303A and #13038B). File this form in the student's permanent health record.

Policy Title: Reporting Requirements for the District of Columbia School Health Nursing Program

Policy No: 1304

Policy Statement:

Data reported monthly is collected and submitted as statistical data for the District of Columbia School Health Nursing Program.

Purpose:

To provide a record of medication and dosage, as well as monitoring dates of trained school personnel and remarks to nurse manager and statistical reporting.

Under the Fare Student Disability Act Disclosure:

- Students with asthma, sickle cell, diabetes hypoglycemia and allergies should be encouraged to participate in all usual student activities including parties and field trips
- Regular class attendance should be expected. Recurrent illnesses are to be carefully evaluated by the student, parents, school staff, and physician or health care team.

Emergent Situations

The priority of Richard Wright PCS (RWPCS) is the safety of its students. Students should feel safe and protected in order to receive a quality education. In that, we are committed to doing our part to keep our school safe. Threats internally and or externally can disrupt the schedule to educate and cause emotional trauma for students. In most cases of emergent situations, students will be placed on “lockdown” and the school will become “Shelter-In-Place”. Please read the following information pertaining to lockdown situations, being informed and mandated protocols during a lockdown.

What is a lockdown?

A lockdown is a precautionary measure in response to a threat directly to the school or in the surrounding community. Students may be kept within their classrooms or interior of the building until the emergency no longer exists. In a lockdown:

- All school activities are moved indoors.
- Depending on the type of lockdown, interior and exterior doors on campus are locked.
- No one is allowed to enter or exit the building.
- Parents may not come to the school during a lockdown.
- Parents are also discouraged from calling the school directly.

Additional calls hinder the ability of staff to respond to the primary task: keeping everyone safe. There are three lockdown codes at RWPS:

- **Code Red** – used when there’s a direct threat to the school or in the immediate area of the school
- **Code Yellow** – used when there’s a danger in the surrounding community, i.e. police searching for a criminal suspect in the area
- **Code Green** – used once the lockdown has been lifted

How will I know if my child’s school is on lockdown?

Once a lockdown is put into place, police and RWPCS administrators work together to first ensure the safety of everyone on the school campus. Once the situation has been stabilized, a phone message, email *and/ or* updates to school website (www.RichardWrightPCS.org) and Facebook will be sent to inform parents that the school was placed on a lockdown, the nature of the incident, and about how long the lockdown was in place.

In larger emergencies, such as a **Code Red** lockdown or lockdowns that affect numerous schools, RWPCS will take the following steps to notify you:

- dispatch an emergency phone message
- update the RWPCS Website's Home Page, RWPCS Facebook page,
- notify and update the local media as the situation develops

Emergency phone messages are sent to phone numbers that parents have provided to the school. Letters are usually sent home with students at the end of the day, or the following day if the lockdown happened close to dismissal.

Why didn't I receive a phone message?

Each situation differs in the level of severity and how it impacts the school day and families. For instance, if a **Code Yellow** Lockdown is put into place but is lifted after just a few minutes with minimal impact to the school day, the Head of School may decide he or she will send a letter home for information purposes. In other cases, the Head of School will decide to send both an emergency phone message *and* a paper letter home.


In a more severe **Code Red** Lockdown, parents will receive multiple forms of communication. This could include multiple phone messages, as well RWPCS home page and [Facebook](#) accounts for the most recent information. Parents are also encouraged to watch or listen to local media for updates and visit the DC Public Charter School Board's website at www.DCPCSB.org.

Parents: please ensure your school has your most up-to-date emergency contact information on hand.

In the event of a lockdown or other emergency, school staff will use that contact information to contact you. If you have not received a recorded phone message from RWPCS during a lockdown, please check your contact information with the school.

Can I come to the school and take my child home?

During a lockdown, RWPCS is a secure area. School officials and law enforcement are working together to keep everyone safe, and no one is allowed to enter or exit the school. To ensure everyone's safety we ask that parents please refrain from coming to school campuses during a lockdown. Once the all-clear is given, students and staff will be permitted to enter or exit the school again.



“I would hurl words into this darkness and wait for an echo, and if an echo sounded, no matter how faintly, I would send other words to tell, to march, to fight, to create a sense of hunger for life that gnaws in us all.”


Richard Wright

Main Office

The main office is off limits to students unless invited in by a main office staff member. Students are not allowed to use the phones except in extreme emergencies which will be determined by the main office staff. Parents, Guardians and listed Emergency Contacts may call the school to leave messages for students. Messages will be taken and given to the student. No student is allowed to loiter in the main office area.

All visitors must register in the main lobby and receive a visitor's pass.

Office Hours: 7:45am-5:00pm Monday-Thursday
7:45am-3:00pm Friday





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