



A WASHINGTON, D.C. PUBLIC CHARTER SCHOOL NETWORK
Building a Foundation to Leave a Legacy

SCHOLAR & FAMILY HANDBOOK

Wahler Place
Elementary School Campus
We Want You to Know

School Year 2020-2021

Be the ***DREAM!***

Work hard! Don't give up! Keep trying!
You can do this!

ACHIEVEMENT PREP

To Contact Us

Achievement Prep
908 Wahler Place SE
Front Building
Washington, DC 20032
Tel. 202-562-1307
www.achievementprep.org

We are committed to establishing and maintaining an open and respectful line of communication between families and Achievement Prep staff, each of whom has their own e-mail address or can be reached via message left at the Front Desk. Families should contact staff by telephone or e-mail and understand that we will try to return calls/emails within 24 hours in the event that a message is left. Families will also have an opportunity to meet with staff during the scheduled parent-teacher conference days. In addition, meetings can be arranged at any time by appointment. If a parent needs to see a staff person more immediately, the parent should report directly to the Front Desk, which will facilitate the soonest possible contact.

Our Mission

Achievement Prep prepares students to excel as high-achieving scholars and leaders in high school, college and beyond.

BE THE DREAM

Our Expectations

Achievement Prep is built around its five core DREAM values: **D**etermination, **R**espect, **E**nthusiasm, **A**ccountability and **M**astery. These values set very high standards for both Scholars and staff alike. At Achievement Prep, it is not enough to simply stay out of trouble. DREAM requires that Scholars respect teachers, classmates, and property, that they participate actively in class, that they produce top quality work in all their classes, that they help their classmates, and that they come to school every day on time, enthused and prepared to learn. Teachers use the DREAM values to set classroom and school-wide expectations for good behavior.

RESPONSIBILITY AND ACCOUNTABILITY

Scholars, Families, and Teachers

The Achievement Prep Scholar Family Handbook, represents some of the most important responsibilities for being a member of the Achievement Prep community. For Scholars, the handbook provides an overview of what being an Achievement Prep Scholar is all about. For families, the handbook outlines some of the specific expectations the school will hold you to in order to provide the best possible education for our Scholars. In exchange for what Scholars and

families do, the faculty and administration of Achievement Prep will work tirelessly to provide Scholars with a safe and orderly environment in which they can achieve academic success.

SCHOOL POLICIES AND PROCEDURES

A. Hours of School Operation

In the pursuit of excellence, Achievement Prep has an extended school day and school year. This gives Scholars more time for academic growth and non-academic enrichment. It also gives Scholars the time and support needed to make great strides in realizing their potential, both academically and personally.

Mondays, Tuesdays, Thursdays and Fridays, the regular school day for virtual learning is from 8:30 am until 3:30pm. **On Wednesdays, the regular school day is from 8:30 am until 12:30pm.**

SCHOLARS OF ESSENTIAL WORKERS ONLY: The school building will open to Scholars of Essential Workers ONLY (as designated by the criteria and associated procedures that are dictated by the school) at 7:45am on Monday-Friday. Because there is no adult supervision and for safety concerns, Scholars should NOT be on premises before 7:45 am. **All Scholars must arrive to school by 8:00am. Please Note: Scholars who arrive close to 8:00 am may not have enough time to finish their breakfast. Therefore, if parents and guardians want their scholar to receive breakfast, the scholar must arrive at school no later than 7:50 am to have enough time to eat without feeling rushed. WE STOP SERVING BREAKFAST AT 8:15 AM SHARP.**

On Mondays, Tuesdays, Thursdays and Fridays, Scholars should not be on school grounds after 3:45pm without permission from the school. On Wednesdays, Scholars should not be on school grounds after 12:30pm without permission from the school.

Inclement Weather Closings

In the event of poor weather conditions such as heavy snow or ice, please listen to the local television or radio stations for relevant information regarding school cancellation. **Achievement Prep follows the delay and cancellation policies of the District of Columbia Public School system.** If District of Columbia Public Schools are closed or delayed, this means that Achievement Prep is closed or delayed. HOWEVER, families should check their local listings and/or call the school's hotline **202-562-1307** for information regarding inclement weather decisions.

Achievement Prep will advertise school closing on the following television channels:

- CBS – Channel 9
- ABC WJLA – channel 7
- Fox – channel 5
- NBC – channel 4

B. Attendance Policy

Given the fast pace and high rigor of Achievement Prep’s curriculum, **missing one day at Achievement Prep can have a detrimental effect on a Scholar’s learning.** Regular attendance is mandatory. **Parents should call the Front Desk at 202-562-1307 by 9:00am to notify the school that the Scholar will be absent.**

Families are expected to ensure that their Scholar is in school; please do not allow your Scholar to miss a day of school except for serious illness. Excessive absences will be considered a violation of the Achievement Prep Code of Conduct. We ask that families not schedule vacations or non-emergency appointments during school time. **Families should take advantage of 12:30pm dismissal on Wednesday, as well as school holidays and vacations, to schedule appointments and travel.**

All Scholar absences, including illness, suspension, appointments, vacations, excessive incomplete days, etc. count as absences. **Achievement Prep does not distinguish between excused and unexcused absences. If a Scholar exceeds 20 absences in a school year, Achievement Prep reserves the right to retain the Scholar in his/her current grade.** Exceptions are made for long-term, documented hospitalization (2 or more days), court-mandated appearances with proper documentation, death of a relative, and religious observances. Additionally, Scholars are afforded rights under Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”), and the Individuals with Disabilities Education Act (“IDEA”) should their absences be related to a disabling condition. Other rare exceptions may apply. **Parents should call the Front Desk at 202-562-1307 by 8:30am to notify the school that the Scholar will be absent.**

In order to help ensure that Scholars do not exceed 20 absences, Achievement Prep has certain support policies in place. They are detailed below:

- The school will contact the family by phone the same day any Scholar is absent.
- At 3 Scholar absences, Achievement Prep will contact the family in writing, which may be an email.
- At 5 Scholar absences (or four absences within the first two months of school), Achievement Prep’s administration will require a meeting with the school, during which an Attendance Pledge will be established aimed at ensuring attendance patterns improve.
- At 7 Scholar absences, Achievement Prep’s administration will require a family meeting with the principal to discuss violation of the Attendance Pledge and any support needed to ensure scholar attendance.
- At 9 Scholar absences, Achievement Prep will notify Child and Family Services Administration (CFSA) of such attendance.*
- In cases of excessive absences or if concerns arise, Achievement Prep may report the Scholar and/or family to certain state agencies or file an official complaint with the court prior to any of the dates above.
- **Achievement Prep reserves the right to retain a Scholar in his/her current grade should he/she exceed twenty (20) consecutive absences in a school year.**

***PLEASE NOTE** – DC law requires schools to notify the Child and Family Services Administration (CFSA) of any child under the age of 16 who has been absent from school, without

excuse, for ten (10) or more days. At nine (9) unexcused absences, Achievement Prep will notify CFSA of such absences.

Scholars who are absent from school cannot attend or participate in any school-sponsored activities occurring on the day of the absence, unless the school has given advance permission.

Achievement Prep keeps accurate records of attendance and will make the records available for inspection by the District of Columbia Public Charter School Board (DCPCSB) as needed. All questions regarding Scholar attendance and attendance records should be directed to the Operations Coordinator.

If a Scholar is absent for the first five days of school, or at least ten consecutive days during the school year, and there has been no successful contact between the family and the school to explain his or her absences, that Scholar may lose his or her seat at Achievement Prep and may be considered un-enrolled from the school.

C. DREAMwork (aka Homework)

DREAMwork, commonly known as homework, is an essential component of Achievement Prep's academic program. DREAMwork reinforces the concepts and skills that are taught in class, helps Scholars to develop a deeper understanding of academic concepts, and promotes the habits that we recognize will be important in college and in life. DREAMwork will be assigned every night at Achievement Prep, including on weekends. It is critical that families review their scholar's DREAMwork and monitor progress every night.

DREAMwork at Achievement Prep is assigned as follows:

- **Kindergarten - 3rd grades:** Reading Log (20 minutes), Math, ELA (reading or writing) worksheet, Handwriting/Grammar

If DREAMwork is consistently late, missing, incomplete, or of poor quality, the parent or guardian will be notified.

Scholars will not be excused from completing DREAMwork assignments for any reason. If a scholar has an absence, the scholar will need to complete the DREAMwork no later than one day after returning to school (unless the teacher has given approval for an extension).

DREAMwork will be assigned nightly through SeeSaw. We encourage parents to go through each assignment with their scholar and check the work. In the primary grades, we do not consider parent help on DREAMwork cheating; instead, we consider parental help on DREAMwork a key component of academic success. Parents should feel free to note incorrect work and go over it again with their scholar. This shows our Scholars how much their parents value academic success and also offers them additional academic tutoring. Parents should not write answers for their scholar unless the teacher has specifically requested this.

DREAMwork Requirements

The teacher should:

- Create meaningful assignments
- Make sure that DREAMwork is recorded on the daily log
- Be certain that every assignment is understood
- Relate the assignment to what was learned in class
- Vary the types of assignments
- Use DREAMwork as a way to check for understanding of the skill and content

Scholars should:

- Give parents/guardians the DREAMwork assignment by showing them the daily DREAMwork assignment in SeeSaw
- Be responsible for completing assignments on time, accurately, and neatly
- Read every day
- Always try their best

Parents/Guardians should:

- Provide time and a quiet place for their children to study
- Help their children develop responsibility by completing all of their assignments
- Be aware of all assignments, review the scholar's work, and assist as needed
- Make sure that every assignment is completed to Achievement Prep's standards
- Talk to their scholar about what he or she learned at school and encourage their scholar to develop a positive attitude about learning
- Read to or with their scholar every night for 30 minutes and sign the reading log
- Provide time for their scholar to read to them

D. Make-Up Work Policies

Scholars who are not in school miss critical academic assignments and assessments. Our school make-up policy is designed to hold Scholars accountable for all missed assignments and assessments, as well as to ensure timely make-up work such that Scholars do not fall behind academically.

DREAMwork for academic credit. If a Scholar is absent for any reason, all missed DREAMwork assignments are due:

- By 9:00am on the day following the Scholar's return, for the purposes of academic credit. (If a Scholar has been absent for more than one consecutive school day, he/she will have as many school days as absences to submit missed DREAMwork for purposes of academic credit. For example, if a Scholar is absent on Monday and Tuesday, the Scholar has two days to complete the DREAMwork for purposes of academic credit. In this case, the work is due by Friday morning at 9:00am.)

Assessments. If a Scholar is absent for any reason (up to five consecutive days), all missed assessments (e.g., tests, quizzes) must be made up within the number of consecutive school days that the Scholar has been absent. For example, if a Scholar had been absent for three consecutive days,

he/she would have three school days to take the missed assessment. If a Scholar is absent for five or more consecutive school days, he/she must meet with the Assistant Principal or Principal to determine a reasonable timeline for making up missed assessments. NOTE – the school reserves the right not to allow assessments missed due to tardies or early dismissals to be made up for academic credit.

In rare circumstances, a school administrator may grant exceptions to the make-up policy.

E. In-Person Uniform Policy/Dress Code

Achievement Prep has a strict, non-negotiable dress code. The dress code applies during all school days and during all school-sponsored events (unless otherwise stated in writing by the school).

The Achievement Prep dress code has been adopted to improve the educational environment for all Scholars. Specifically, we have instituted a dress code for the following reasons:

- the mission of Achievement Prep is to prepare students to excel as high-achieving Scholars and leaders in high school, college and beyond. In light of this, all Scholars will be taught how a scholar acts, how a scholar presents him or herself in appearance, and the skills necessary to be a scholar. The school believes that Scholars appear more scholarly when they are wearing an attractive uniform, and it also believes that Scholars will act more scholarly because they will feel good about their appearance;
- to foster a sense of school identity and community. At Achievement Prep we operate as a team. Just as members on a sports team are required to wear a uniform in order to show their strength in unity, so too are Scholars of the Achievement Prep team;
- we are committed to creating a safe and structured environment where both Scholars and staff feel secure at all time We wear uniforms to support these efforts as uniforms increase school safety and security by making the presence of visitors/outside immediately apparent; and
- although families are required to purchase uniforms, overall the cost of our uniforms, in comparison to the cost of traditional school clothing, will reduce the cost of clothing families need to purchase for the school year.

Enforcement of Dress Code Policy

It is the goal of the school to have a dress code that makes things easier for parents and Scholars rather than more difficult. For that reason, we have made every effort to be clear about this policy and consistent in its enforcement. Families who have questions or concerns should contact the school immediately and seek clarification.

Like all school policies, the dress code policy is strictly enforced. Although it may seem as if small exceptions should be no problem, we can not allow deviations from this code. Our staff does not have the time to inspect every item for acceptability or exception. If the policy states “shoes should be all black,” it means just that. It is important that all Scholars adhere to the same code. If an exception is made for one Scholar, it would then have to apply to all Scholars, and the code has changed. It is in the best interest of everyone if Achievement Prep means what it says and says what

it means. Please read the code and purchase school clothing accordingly. We have tried to make the policy clear and detailed in order to reduce ambiguity. Families who have concerns or questions should contact the school immediately.

Scholars who are out of dress code are NOT allowed to attend their classes. Families of Scholars who are not in dress code will be asked to bring the proper attire to school or the scholar will need to be picked up from school. In addition, dressing inappropriately may result in disciplinary consequences.

The Achievement Prep dress code is not intended to suppress speech or expression. Scholars have alternate ways to express themselves through, among other things, verbal and written speech in the classrooms.

Purchasing of Clothing

Families must purchase all major components of the uniform from Risse Brothers (9700 Martin Luther King Jr Highway, Lanham, MD 20706, or via internet at www.rissebrothers.com, school code: AC1474). **All clothing (except the dress pants) from Risse Brothers will have the Achievement Prep logo on it.**

There are two dress codes at Achievement Prep. There is the **Spring Uniform** and the **Winter Uniform**. Every Scholar is required to have both. Families may choose to purchase the uniforms separately in order to defray the cost so long as the uniforms are ordered AND received prior to the date the respective uniform changes. In order to ensure timeliness, families should order (and have in their possession) Winter uniforms by no later than October 15th. **NOTE:** Exceptions to the uniform policy will not be made due to the untimely ordering or receipt of the uniform except in rare cases where it is a direct result of action or inaction on the part of the vendor.

SCHOOL DRESS CODE POLICY:

Mandatory Items – School Dress Code (every Scholar **must have** the following):

SPRING UNIFORMS (SEPTEMBER 3rd – NOVEMBER 1st & APRIL 20th - JUNE 19th)

BOYS ONLY

- Black, **short-sleeved** Achievement Prep logoed polo-style shirt.
- Grey dress pants (purchased directly from Risse Brothers)
- Black belt
 - Belts must look professional and must be all black. They may not be overly wide or have metal or other items on the band.
 - Buckles must be professional and not oversized or distracting. Logoed or themed belt buckles are not allowed.
- Black or grey socks
 - Socks must be solid colors with no patterns or logos
 - Socks must match

GIRLS ONLY

- Grey pleated skirt
- Red, **short sleeved** Achievement Prep logoed polo-style shirt
- Red or white knee length socks
 - Socks must be knee length and solid color with no patterns or logos. Tights are not allowed with the Spring uniform.
 - Socks must match

BOTH GIRLS AND BOYS

- Black dress shoes (no sneakers, no “sneaker like” shoes, no sandals, no boots, no booties, or no “boot like” shoes allowed). **ONLY BLACK, SOLID DRESS SHOES ARE ALLOWED.**
 - Shoes must be 100% black with no other color logos, no metal.
 - Shoes must be tied and Velcro must be fastened at all times.
 - Soles of shoes should also be black.

WINTER UNIFORMS (NOVEMBER 4th – APRIL 10th):

BOYS ONLY

- Black, **long sleeved** Achievement Prep polo-style shirt
- Grey dress pants (purchased directly from Risse Brothers)
- Black belt
 - Belts must look professional and must be all black. They may not be overly wide or have metal or other items on the band.
 - Buckles must be professional and not oversized or distracting. Logoed or themed belts are not allowed.
- Black or grey socks
 - Socks must be solid colors with no patterns or logos.

- Socks must match

GIRLS ONLY

- Grey pleated skirt
- Red, **long-sleeved** Achievement Prep logoed polo-style shirt
- Red or white tights
 - Tights must be solid color with no patterns or logos. Socks are not allowed with the Winter uniform.

BOTH GIRLS AND BOYS

- SOLID black** rubber sole dress shoes OR **SOLID black** sneakers (Must NOT have any other colors or logos; no sandals; **NO boots permitted** - no booties, rain boots, or no “boot like” shoes allowed). **ONLY BLACK, SOLID DRESS SHOES OR SNEAKERS ARE ALLOWED.**
 - Shoes must be 100% black with no other color logos, no metal.
 - Shoes must be tied and Velcro must be fastened at all times.
 - Soles of shoes should also be black.
 - **BOOTS ARE NOT ALLOWED DURING SCHOOL DAY.** Scholars may wear boots to school but **MUST** change into uniform appropriate shoes upon entry into the school building.

Optional Items – School Dress Code (Scholars **may choose** to wear the following in addition to the mandatory school dress code. All items below may not have any **logos** except the Achievement Prep logo.)

- Red or black fleece or sweater with or without Achievement Prep’s logo. If without Achievement Prep logo, fleece **MUST** be plain, all black or all red, with no other logos or designs.
- Red or black Achievement Prep logoed jackets.
- Both the fleece and the jacket must be 100% black or 100% red, with no metal or other designs **UNLESS** Achievement Prep designed (i.e., Achievement Prep sports team jackets, sweaters etc.)

NOTE: Except as set forth above, jackets will not be allowed to be worn during the school day so families should consider purchasing optional items. Scholars may wear their Achievement Prep logoed Winter uniform sweater with the Spring Uniform to ensure they are comfortable in class, as temperatures can fluctuate slightly.

WE STRONGLY SUGGEST THAT ALL FAMILIES WRITE THEIR SCHOLAR’S NAME (first and last) ON THEIR UNIFORM ITEMS WITH A BLACK PERMANENT MARKER ON THE INSIDE OF EITHER THE TAG OR THE EMBROIDERED LOGO. THIS WILL ALLOW ANY FOUND LOST ITEMS TO BE RETURNED TO THE RIGHTFUL SCHOLAR.

*******PLEASE NOTE – the school is not responsible for any lost uniform items*******

Other Dress Code Specifics

- **Scholars may not wear clothing with logos, unless it is the Achievement Prep logo.**
- Clothing must be **sized appropriately** to fit the Scholar. Clothes may not be too big or too small. What is too big or small is determined in the sole discretion of Achievement Prep administration.
- Scholars may not wear clothing with significant **stains** (e.g. large ink blots, food stains, etc.).
- Scholars **may not alter** their clothing in any way (e.g. writing/drawing, cutting, etc.) Pant cuffs may not be frayed.
- Once Scholars enter the school building, wearing hats, **head wraps, bandanas, kerchiefs, or jackets** is not permitted unless it is in accordance with religious observation. Hats worn in the school building will be confiscated. **Dyed hair** or a hairstyle that serves as a distraction—as determined in the sole discretion of the school—is not permitted.
- Scholars may not wear **accessories** that are unprofessional, distracting or potentially unsafe. Any clothing or accessory that might disrupt learning or that does not conform to standards of health, safety and cleanliness is not allowed.
 - excessive jewelry, tongue rings, glitter, press-on nails, etc. are not allowed
 - girls' earrings must be professional and smaller than the size of a U.S. quarter.
 - **NOTE – boys are not allowed to wear earrings to school. Gentlemen with earrings will be asked to remove their earring(s) prior to entering the building. NO**

EXCEPTIONS

- **Chains and necklaces** may only be worn beneath Scholars' shirts.
- When Scholars **enter the school building**, they must be in the proper uniform. Scholars must be in uniform while on school grounds and may not change out of their uniform before dismissal.
- Shirts must be **tucked in**, shoelaces must be **tied** and Velcro must be **fastened** at all times.
- Scholars may not use beepers, headphones/music equipment (e.g. CD-players, iPods, etc.), or cell-phones while in the school building, even if it is before or after school. These items will be confiscated and the Scholar will be subject to disciplinary consequences.

*****Extra Clothing***:** Parents of Kindergarten Scholars and of older Scholars with a record of bathroom accidents are **required to send an extra uniform bottom (skirt for girls; pair of pants for boys), extra underwear, and an extra pair of socks to school**, and the extra clothes will be kept in their backpack in the case of accidents. **Please make sure to label every piece of clothing.** Accidents sometimes occur during our long school-day, even for Scholars who do not normally have accidents, so it is helpful when we have the change of clothes handy. In the event that the scholar must change into the extra set of clothes, a clean set of clothing must be sent the next day. If the scholar is prone to accidents, we recommend keeping more than one change of clothing at school.

F. School Supplies

The school will publish the supply list required for Scholars at the beginning of the school year. Scholars are not required to bring any additional supplies to school outside of the required school supplies at the start of the year. Each day Scholars should bring a DEAR (or independent) reading book.

Scholars should not bring non-essential items of value to school – monetary or otherwise – since they cannot be securely stored. Although Achievement Prep prides itself on being very safe, the school

does not accept responsibility for any missing items of value. Scholars who bring inappropriate items to school, including but not limited to toys, iPods, CD players, laser pointers, beepers, pagers and **cell phones**, will have such items confiscated. A parent or guardian must come to the school to retrieve the confiscated items, as Scholars may not retrieve confiscated items themselves. Repeated violations will result in school issued consequences.

G. School Breakfast, Lunch, and Snacks

Breakfast and lunch. The school participates in the National School Breakfast and Lunch Program, which provides free meals and free milk to schools where there is a high percentage of Scholars who qualify for Free and Reduced Lunch. All Scholars at Achievement Prep will be able to receive free breakfast and lunch on a daily basis.

Breakfast: Breakfast is served from 7:45 until 8:15 each day. Scholars who arrive after 8:10 will not be served breakfast. **Please Note: Scholars who arrive close to 8:00 am may not have enough time to finish their breakfast. Therefore, if parents and guardians want their scholar to receive breakfast, the scholar must arrive at school no later than 7:50 am to have enough time to eat without feeling rushed. WE STOP SERVING BREAKFAST AT 8:15 AM SHARP.**

Lunch: We provide free lunch to all Scholars. Every month a school menu will be available on our website (www.achievementprep.org) or at the school so families can decide if they would like to order lunch for a particular day. Scholars are welcome to bring lunch from home. **They will NOT have access to a microwave to heat any lunches.**

We also respectfully request that families do not bring or send their Scholars to school with fast food restaurant lunch (i.e., McDonald's, Wendy's, Subway etc.). Should you need to bring your scholar lunch, please do not bring lunch from a fast food restaurant unless you plan to keep him/her with you offsite to consume such food.

Achievement Prep is a NO GUM, CANDY OR SODA CAMPUS. Candy, soda and gum are not allowed at Achievement Prep. Any Scholar drinking soda, eating candy or chewing gum will be asked to throw these items away. Soda, candy or gum included in lunch will be confiscated. Please do not send soda, candy or gum in scholar lunches.

Health Snack Policy: Because we want to ensure that our Scholars are healthy, we have a healthy snack policy. Scholars may have a morning or early afternoon snack, and we always offer a fruit or other healthy snack (such as pretzels, whole wheat goldfish, yogurt, or string cheese). Scholars do not need to bring a snack from home, but if they do bring a snack from home, it needs to be healthy. Examples of healthy snacks include fruit bars, granola bars, celery, carrots, strawberries, grapes, apples, and 100% fruit, dried fruit snacks. Examples of unhealthy snacks include potato chips, Cheetos, cookies, fruit roll-ups, and cupcakes, even if the serving is in a 100-calorie pack. Please note that juice boxes are only permitted if they are 100% juice. If a snack is not considered healthy by the classroom teacher, he or she will ask the scholar to take the snack home and eat one of the school snacks instead.

Food Allergies: The school will make all reasonable efforts to accommodate Scholars with food allergies. Parents are required to inform the school of all food allergies and their severity. A parent of a

scholar with food allergies is responsible for providing classroom snacks and lunch for his or her own scholar. These snacks can be kept in the classroom in a separate snack closet.

H. Grading Policies

Achievement Prep Scholars take three core academic classes (Math, Reading, Writing). Scholars rotate through literacy and math blocks each day, focusing on reading/math fluency and reading comprehension with targeted small-group instruction. Scholars have two math blocks, focusing on application and conceptual development.

The school year is broken into four quarters. The quarters are long enough (approximately 10 weeks) to allow Scholars multiple opportunities to demonstrate *mastery* of the skills taught.

Each grade is comprised of the following components:

- 10% DREAMwork
- 45% Content and Skills (SWYKQs, as the number one indicator of mastering the material)
- 45% Classwork

At the end of each quarter, Scholars will receive grades in all classes.

The grading scale is as follows:

100% - 95%	A	Scholars receiving an A grade demonstrate a deep mastery of the content and skills that have been taught.
94% - 89%	A-	Scholars receiving an A- grade demonstrate a firm mastery of the content and skills that have been taught.
88% - 83%	B	Scholars receiving a B grade demonstrate a solid mastery of the content and skills that have been taught.
82% - 77%	B-	Scholars receiving a B- grade demonstrate some mastery of the content and skills that have been taught, although skill or content deficit is present.
76% - 71%	C	Scholars receiving a C grade have skill or content deficits. The quality of their work meets minimum requirements.
70% - 65%	C-	Scholars receiving a C- grade have significant skill or content deficits. The quality of their work just meets minimum requirements.
0% - 64%	F	Scholars receiving an F grade do not demonstrate enough mastery of the content and skills that have been taught in class. They have major skill deficits that require additional instructional resources and scholar effort.

Report Cards - - At the end of each quarter, Scholars will receive formal Report Cards with detailed information about their performance in each subject area. On each Report Card, Scholars receive one grade per subject area. All grades are based on a 0 to 100% scale. Promotion to the next grade is dependent upon sufficient mastery of all subjects. Sufficient mastery in a subject is indicated by a grade of 70% or better. **Achievement Prep does NOT mail or send home report cards.** **Families are required to come to school on the designated parent-teacher conference days to pick up their Scholar's report card.** During these conferences, teachers should be prepared to discuss with each family the progress of their Scholar. Families will also be encouraged to problem-solve with the help of teachers to determine strategies to maximize the performance of their Scholar.

Final Grades - The final, year-end grade for a course is the numerical average of the four quarters. Grades are rounded to the nearest whole number. If a Scholar receives a yearly grade lower than 70%, he or she fails that course for the school year.

Progress Reports - To increase communication with parents, teachers will prepare **mid-quarter** progress reports. **The Progress Report is not part of the Scholar's formal academic record.** Rather, the Progress Report is to communicate with families and Scholars about how the Scholar is progressing throughout the quarter. Progress reports include a letter or numeric grade indicating the Scholar's performance. A family whose Scholar is failing a course may be required to meet with the teacher of that course within one week of receiving the progress report. Based on the Progress Report, parents/guardians may request a conference with any teacher by calling the teacher directly.

Honor Roll - At the end of each quarter, an Honor Roll will be published. The list will recognize Scholars with A/B or A Honor Roll for Scholars in A, A-, and B range.

I. Promotion Policies

One of our DREAM values is Mastery and we will do whatever it takes to support a Scholar in mastering the content put before him/her. We believe that promotion of a Scholar who has only passed some of his/her classes and has not fully mastered the underlying content would be a disservice to that Scholar. It is our goal that all Scholars are truly prepared for high school, college and beyond as demonstrated by content acquisition and mastery; not our like/dislike, empathy or personal thoughts of or about a particular Scholar. While Achievement Prep offers a wide array of academic supports, there will be no grade inflation and no social promotion.

J. Scholar Support Team (SST)

Achievement Prep has created a Scholar Support Team to provide support to a Scholar who is struggling, either academically or behaviorally. The Scholar Support Team consists of teachers, administrators, support staff members, families, and the Scholar.

What is the function of the team?

The S.S.T. is charged with creating a plan that will support the Scholar in areas in which he/she is struggling. The team will discuss specific strategies that they will use in order to promote the success of the child. This plan must be documented by one of the individuals in the team and this documentation must be shared with the rest of the team. Each member of the team should sign a copy of the plan

prior to the end of the meeting indicating that everyone is aware of the interventions that must be implemented. It is imperative that the family and the scholar are aware of this plan in order for it to be effective. Copies of the intervention plan should be kept by all members of the S.S.T.

What is my responsibility as a member of an S.S.T.?

Individuals who are a part of an S.S.T. are required to attend an initial meeting with other team members. At this meeting, individuals will be responsible for sharing areas of strength and weakness of the child for whom the team was assembled. Although a verbal description of these areas is a good starting point, documentation should be provided whenever possible.

In addition to providing initial documentation and feedback regarding the child's progress, individuals on the Scholar Support Team are responsible for creating an intervention action plan which will be implemented in order to support the scholar. All individuals on the team should participate in the creation of this plan because every member of the team will be responsible for implementing the plan in full once it is created. This plan will include specific interventions that will be used to help support the scholar, while also indicating a specific time when the team will reconvene. A plan is typically implemented for 6 weeks before review, however this time period can be shortened if the team chooses.

Once the plan has been fully developed and agreed upon as indicated by team members' signatures, individuals who participated in developing the plan are responsible for ongoing implementation. This implementation may occur in the classroom, hallway, or even outside on the playground, depending on the area of weakness the team is working to support. It is essential that all team members adhere to the plan and document the actions being taken that support the scholar. This documentation will be essential when the team reconvenes at the designated time.

Members of the S.S.T. are responsible for revisiting the initial plan and determining which aspects of the plan were successful and which were unsuccessful. These decisions should be based on evidence from the documentation that the team provides. Aspects of the plan that proved to be successful will remain a part of the intervention plan. Less successful components of the plan should be adjusted as the team sees fit. All team members must again sign the intervention plan and agree to implement the plan in full. A timeline should also accompany the new plan that will indicate when the team will reconvene.

It is critical for all members of a Scholar Support Team to recognize that this is an ongoing process that is developed and implemented in order to support Scholars in areas of weakness. The intervention plan created by the S.S.T. is a living document and can be adjusted when the team is fully assembled and agrees to implement changes.

What types of interventions can the S.S.T. choose to support a scholar?

Example: A child is struggling with reading comprehension. (Academic)

Possible interventions:

- Pictures or diagrams will accompany text whenever possible.
- Text will be broken down into smaller segments and pre-reading and post-reading questions will accompany each segment.

- Scholar will receive one hour of individual pull-out work per week with either the literacy specialist, or the Principal that focuses on comprehension
- A member of the Achievement Prep staff will read the same DEAR book as the scholar and will discuss the book with the child during lunch at least 2 days per week.
- The child will attend small group tutoring with the literacy specialist during the study hall period at least twice a week.

Example: A child is struggling to remain focused in class. (Behavioral)

Possible Interventions:

- The scholar will be seated at a desk in the front of the room away from the windows.
- The scholar will be reminded to clear everything off of his/her desk that is not essential to the learning activity.
- The scholar will carry around a focus chart to each of his/her classes throughout the day.
- The scholar will receive a star sticker on their focus chart for every 10 minutes that they successfully remain on task.
- The scholar will be allowed to take a two minute break outside of the classroom door in order to regain focus. This intervention is only allowed 3 times per day and will be noted on the child's focus chart.
- Directions will be written in the form of a checklist and should be delivered both orally and visually.

Who is eligible to be referred to the S.S.T. process?

Any scholar who is experiencing ongoing academic or behavioral struggles is eligible for the S.S.T. process.

Who can refer a child to the S.S.T. process?

A child can be referred to the S.S.T. process by a teacher, an administrator, a support staff member, a member of the child's family, or by the child.

What should I do if I feel as though a child should be referred to the S.S.T. process?

If at any time a member of the Achievement Preparatory Community believes that a scholar is in need of the S.S.T. process, he/she should fill out the S.S.T. referral form and turn it into the S.S.T. Chairperson. The form must be completely filled out and documentation that shows evidence for the need for support should accompany the form at the time it is turned in. This documentation can be a copy of a homework assignment, in-class activity, exit-ticket, behavioral write-up, or DREAM dollar form. The S.S.T. Chairperson will contact members of the team no later than 5 days after the form and documentation are submitted to inform them about the time and place of the initial S.S.T. meeting.

Do not assume that a child in need has been referred to the S.S.T. process by another member of the community! The sooner the S.S.T. referral form has been turned in with documentation, the sooner a child will begin to receive the support of a team.

K. Scholar Advisory and Advisors

We have created an Advisory system whereby two teachers (collectively, “Advisors”; individually, the “Advisor”) are ultimately responsible for monitoring the performance of his/her Advisory class. Scholar Advisories are named after the alma mater of the Advisor (e.g., Hampton K, George Washington 1). All administrative forms (e.g., permission slips) are collected by Advisors on a daily basis during AM Prep for Prep. At least one of the Advisors is also one of the academic core teachers for his/her Advisory. The Advisor works diligently to make sure that no Scholar ‘falls through the cracks.’ Your Scholar’s Advisor will be observing and working with your Scholar in both social and academic settings for a significant portion of their time here at Achievement Prep. That Advisor also serves as an important resource for other teachers. If a teacher is having a difficult time with a class as the whole and/or a problem with a particular Scholar, the Scholar’s Advisor is notified and works with the class and/or the Scholar to get back on track.

Advisors serve as academic advocates for their advisees and are the prime points of contact for teachers or parents when an overall perspective of a Scholar’s academic situation is needed. The academic Advisor’s main responsibilities include:

- Meeting with their advisee groups each morning and afternoon.
- Maintaining contact with the families of their advisees at least once per month. These are phone calls and/or meetings where the progress of the Scholar is discussed in-depth and records of the conversation are kept.

The role of the Advisor is primarily to monitor academic progress though Scholars may wish to refer to their Advisors for guidance in other areas as well. The Advisor is the first person you should contact with questions about your Scholar’s academic progress.

CODE OF CONDUCT

A. Purpose

Achievement Prep has created a Code of Conduct in order to:

- ensure that our school is a respectful space for learning,
- allow Scholars to focus on their learning, and
- prepare Scholars to become high-achieving Scholars and leaders who follow rules set by our communities.

The Code of Conduct describes behaviors that Achievement Prep considers inappropriate or unacceptable (which we will call “behavioral infractions”) and the consequences of those behaviors.

B. Our Philosophy

Scholars who do not meet the school community’s clearly defined standards for reasonable and acceptable behavior will not be permitted to disrupt the education of others. Without a firm and consistent discipline policy, none of what we envision for the school can happen. This is the basis of our Code of Conduct.

C. Behavioral Infractions

The following list of behavioral infractions is not comprehensive; *it only offers examples of inappropriate or unacceptable behaviors*. While we have stated possible consequences for certain behavioral infractions, Achievement Prep staff has sole and absolute discretion to determine the consequence of each behavioral infraction.

A school-related behavioral infraction refers to the violation of this Code of Conduct occurring:

- while the Scholar is on school grounds (including, but not limited to, areas immediately surrounding the school, including bus stops and nearby streets where Scholars regularly walk to and from school) or school-related transportation;
- during school-sponsored activities and trips;
- during all other school-related events; and
- off of school grounds that results in substantial disruption to the learning environment.

Scholars are expected to always respond respectfully to the authority and direction of school staff. Behaviors that are considered disrespectful include, but are not limited to: rolling of the eyes, making inappropriate remarks or sounds in response to a request, or questioning a staff person's action or authority in a disrespectful manner. Such disrespect will not be tolerated.

At Achievement Prep we seek to help Scholars become mature young adults. To that end, while we will not tolerate disrespect, we do allow for Scholars to express disagreement in a respectful manner. The school has developed routines and procedures that enable Scholars to easily express such disagreement with respect for all involved. Failure to disagree respectfully will result in further consequences.

Enforcement of Achievement Prep's Code of Conduct is based upon a framework of progressive discipline. Specifically, minor infractions result in less severe consequences while larger infractions result in more severe consequences. Furthermore, first-time infractions result in less severe consequences while repeated infractions result in more severe consequences.

Ladder of Consequences

Scholars need to know *up front* what will happen if they do not follow an expectation. They can then choose to follow the expectation, or not follow and incur the consequence. A clear ladder of consequences is part of the structure *that makes the expectations work*.

Below is a summary of the ladder of consequences:

Level	Action / Consequence	Behavior Symbol
0	Minimally invasive reminder (Non-verbal, positive group correction, anonymous individual, private individual; verbal as necessary).	Scholar remains on green at 'minimal invasive reminder' stage

1	Verbal reminder	Scholar remains on green at 'verbal reminder' stage
3	First warning	Yellow
4	Removal from group (Reflection spot)	Orange
5	Conference with Dean of Scholars	Red
6	Parent/guardian meeting	N/A

The Behavior Chart

The behavior chart serves as a visual representation of a scholar's level on the ladder of consequences. Each symbol (a color) directly corresponds to a consequence level. The Behavior Chart is found in every Achievement Prep classroom.

The chart is labeled "My Choices" and has the following set of small squares in each scholar's laminated pocket: blue, green, yellow, orange, or red.

Symbol	Means	Description
Blue	Exceeding expectations	This is a way to recognize and celebrate those Scholars who consistently meet expectations at the higher levels.
Green	Meeting Expectations	Green is the daily starting point for all Scholars. The scholar is meeting expectations; <i>this is what we expect of all Scholars.</i>
"Check"	A warning that scholar is not meeting expectations has been issued	Preventative measures and a reminder have not been effective and you need to issue a warning.
Yellow	A second warning has been issued	Scholar has had a first warning (and "check") already. This is a second and final warning – and a scholar's last opportunity to get on track in order to stay with the group / lesson.
Orange	Not Meeting Expectations	Scholar has had warnings (on yellow) already and now needs to be away from the group (Reflection spot) before she can rejoin.

Red	Not Meeting Expectations OR Egregious behavior (conference with Dean and/or has to leave classroom)	Scholar is not successful in resetting their behavior in the classroom and needs to have a conference with the Dean. Scholar has an egregious behavior that warrants immediate removal.
School leader intervention	Pervasive, Intensive Behavior. This is an absolute last resort as we want teachers to handle classroom behaviors.	Scholar has been removed from the classroom multiple times and is not at all responsive to all school attempts to modify behavior. This should be an absolute last resort.

Removal from Group & Color Change Orange

The ‘Reflection spot’ is a consistent, uniform space to take or send a scholar who is not meeting expectations after a verbal warning and a color change (is on yellow). The goals of the Reflection spot are threefold. This space allows teachers and Scholars to continue instruction uninterrupted – our most important job at school. It also allows physical space and time for the scholar to first express their emotions and reflect on and then practice the expectation necessary to rejoin the group.

Where: Reflection spot is a uniform place and uniformly identified chair away from the group. Scholars know exactly where to go regardless of whether they are in the multi-purpose room, play yard, or a classroom.

How Long: Teachers set the appropriate large color-coded sand timer (for grades k-1) or electronic timer (for grades 2-3) allowing Scholars to self-monitor and re-join the group. The scholar can clearly see how long she will be “resetting”, thus feeling more in-control, able to calm down, and able to focus on practicing the expectation she did not meet while in the group. The timers are an effective and ‘neutral’ way to ensure the scholar can rejoin the group after being away for a developmentally appropriate amount of time and before the behavior ‘cycles.’ It also minimizes the teacher’s need to ‘remember’ or focus back on that scholar to prompt him or her back to the group, which interrupts instruction. Clear and finite amounts of peace time reinforce the idea that a scholar needs to be a part of the lesson being taught and should be expected to reset quickly. Timers are located on a shelf / space adjacent or in the reset spot so that the scholar can see but not touch it.

Kindergarten:

- August – October: 3 minutes
- November – June: 5 minutes

First grade:

- August – October: 3 minutes
- November – June: 5 minutes

Second grade:

- August – October: 5 minutes
- November – June: 10 minutes

Third grade:

- August – October: 5 minutes
- November – June: 10 minutes

What to Do: Teacher says, “You need some reflection time” Teacher accompanies scholar to Reflection spot and sets the timer. Scholars cannot touch the timer, which should be set every time.

Scholars:

- Sit (on the chair)
- Stay quiet (no noises, talking etc.)
- Watch the timer (but don't touch it)
- Complete reflection form/activity
- Silently rejoin group on their own when the timer is out, placing reflection in the reflection bin or placing the reflection activity away
- Immediately display the (expected) behavior of the group (e.g. sitting in Scholar Position; working at desks; standing appropriately in line, etc.)

The scholar may use the Pushing Place to calm down if s/he chooses.

Deans Conference & Color Change Red

Anytime a scholar does not reset successfully in class OR engages in what we define as an egregious behavior (see *Egregious Behavior & Immediate Removal from Classroom*), the Platinum Teacher will call for the Dean of Scholars to come to the class for a conference with the scholar or to remove the scholar. The scholar will only be removed at the Dean's discretion. This allows for brief individual reflection on what the scholar needs to do in order to meet expectations and get back on track for the day while minimizing the amount of instructional time the scholar misses. *Our primary goal is for Scholars to be in class, on task, learning, and allowing others to learn.* As soon as the Dean is confident that the scholar can and will meet expectations, the Dean will escort the scholar back into the classroom and hold a brief “Close the loop” conversation (when possible). If a conversation is not possible at that time, the teacher will close the loop with the scholar during their next planning period and follow up with the Dean.

D. Suspension and Expulsion

It is the philosophy of Achievement Prep that Scholars should never be removed from a learning opportunity unless their presence prevents others from learning or poses an extreme safety risk to others or the Achievement Prep community.

Out of School Suspension

Achievement Prep is a public school located in the District of Columbia and is subject to the Fair Access to Schools Act. Out-of-school suspension is one of the highest consequences and only to ensure safety and in response to the most serious offenses.

As part of the Fair Access to Schools Act, beginning in 19-20SY, no scholar in grades K - 8 may receive an out-of-school suspension or disciplinary unenrollment except where a scholar has “willfully caused, attempted to cause, or threatened to cause bodily injury or emotional distress to another person, including behavior that occurs off school grounds”.

Below are examples of infractions that may lead to suspension or expulsion depending on the severity of the offense: (this list is not exhaustive)

- Repeatedly engages in conduct which substantially disrupts school or classroom activity.
- Endangers or repeatedly threatens to endanger the health, safety, welfare of others.
- Assaults or threatens to assault a staff member (physically/verbally).
- Severely assaults another scholar.
- Possesses a firearm, knife, razor blade, or any dangerous object with no reasonable use to the scholar in school, in a manner that causes a disruption to the learning environment or endangers school safety.
- Possesses or uses alcohol or illegal drugs/controlled substances on school property.
- Commits vandalism/arson.
- Engages in any sexual acts/behaviors on campus or school-sponsored field trip.

Terms defined:

- **Disciplinary unenrollment** is defined as the expulsion or involuntary transfer of a scholar.
- **Bodily injury** is uniformly defined across the District of Columbia as “a cut, abrasion, bruise, burn, or disfigurement; physical pain; illness; impairment of the function of a bodily member, organ, or mental faculty; or any other injury to the body, no matter how temporary”.
- **Emotional distress** is uniformly defined across the District of Columbia as mental suffering or distress that requires more than trivial treatment or counseling.

All suspensions must be approved, in writing, in advance of issuance, by the Principal. If a scholar is suspended, the following must happen:

1. Notification of all suspensions must be made to parent/guardian (i) via direct phone call by school leader, and (ii) in writing and delivered to parent/guardian. Such notification **MUST** include a reason for such suspension as well as details of exact dates and timelines of suspension.
2. While on suspension, the scholar must have access to his/her academic work and have access to communicate with school personnel regarding such academic work.
3. A plan for re-entering the Achievement Prep community must be developed with school leadership and the parent/guardian. Such a plan must include clear support for ensuring that the scholar can be fully welcomed back into the community with clear expectations for desired behaviors moving forward.

Scholars are responsible for completing academic work missed during the suspension. This work will be available in a folder for pick-up by a family member at the school daily after 4:00pm. The completed work will receive full credit, if submitted by deadlines in accordance with the school makeup policy. If a Scholar does not complete this work, the Scholar may face standard academic consequences (e.g., no academic credit).

Expulsion

Expulsion is defined as the exclusion from Achievement Prep for disciplinary reasons for the remainder of the school year or longer. Under federal law, if a Scholar is in possession of a) a dangerous weapon, b) drugs, or c) alcohol on school property, on the school bus, or at a school sponsored function, then the Scholar may automatically be recommended for expulsion.

In addition to any of these infractions, any breaches of Federal or District of Columbia law may be handled in cooperation with the local police department and may result in expulsion.

Procedures/Due Process:

For Short-Term Suspension (see below for procedures for long term suspension)

If a Scholar commits an offense that calls for short-term suspension (5 days or less), the Scholar is afforded the due process rights required by *Goss v. Lopez*, 419 U.S. 565 (1975). Such Scholar is subject to the following:

- If necessary, the Scholar is immediately removed from class and/or school.
- The Dean of Scholars or his/her designee addresses the conduct and assigns an appropriate consequence.
- The family is notified in writing by the Dean of Scholars or his/her designee; a parent/guardian may be required to meet with the Dean of Scholars regarding infractions prior to the Scholar's return to school.

For Disciplinary Action: Long-Term Suspension or Expulsion

If a Scholar commits an offense that calls for long-term suspension (6 days or more) or expulsion, the following steps are taken:

- If necessary, the Scholar is immediately removed from class and/or school.
- The family is notified in writing by the Dean of Scholars of the long-term suspension or recommendation for expulsion.
- The school sets a hearing date (such date shall not be later than three (3) business days after the incident occurred); the Scholar and/or his parent/guardian are notified in writing of the:
 - reason for expulsion recommendation; and
 - date, time and place of a hearing
- The school will make **three (3) attempts** to schedule/reschedule and hold a Disciplinary Board Hearing with the parent/guardian. Should the parent/guardian fail to attend or schedule a hearing after three (3) attempts are made by the school, the school will schedule a fourth (4th) Disciplinary Board meeting and should the parent/guardian not show, the school will proceed with the Disciplinary Board hearing without the parent/guardian present.
- The Board will wait for a maximum of thirty (30) minutes after the scheduled Disciplinary Board date and time before it cancels a meeting and deems a parent/guardian as a no show. Notwithstanding the foregoing, if this is the fourth scheduled meeting, the Board will proceed with the hearing as set forth below.
- A hearing will be convened by the Disciplinary Board of the school. The Disciplinary Board shall consist of the Principal, the Assistant Principal, Dean of Scholars, and the Operations Manager, or any other individual(s) selected at the discretion of the CEO, to be part of the Disciplinary Board. In rare cases and at his/her discretion, the CEO may serve as a member of the Disciplinary Board.
- After hearing the case, the Disciplinary Board will issue a written decision to be sent to the parent/guardian of the Scholar, the school's Board of Trustees, and the Scholar's permanent record.

- The family of any Scholar who is expelled or given a long-term suspension (6 days or more) has the right to appeal the decision of the Disciplinary Board in writing to the CEO (or to the Board of Trustees in the event the CEO serves as a member of the Disciplinary Board, in which case the appeal procedures set forth below shall prevail) within 48 hours of the date of expulsion. In such a case, the CEO sets a date for the appeal, and the family is notified in writing pursuant to the procedure set forth above and given Achievement Prep’s Disciplinary Board Appeal Procedures – set forth below.

PURPOSE:

As part of its disciplinary procedures, a parent or guardian of a scholar who is expelled or given a long-term suspension (6 days or more) has the right to appeal the decision of the Disciplinary Board in writing to the CEO (or to the Board of Trustees in the event the CEO serves as a member of the Disciplinary Board, in which case the appeal procedures set forth below shall prevail) within 48 hours of the date of expulsion/long-term suspension. In such a case, the CEO sets a hearing date and the family is notified in writing.

The purpose of the appeal hearing shall be to review the decision(s) made by the Disciplinary Board. This means that the case will not be re-heard. Instead, the CEO will review information used in the original hearing, as well as any other additional information the scholar/family provided in support of their appeal. The decision made by the CEO will be made in light of the reason identified for the basis for appeal.

The scholar/family requesting an appeal identifies the reason for their appeal. The CEO reviews the information regarding how the initial decision(s) was made, and may make one of three decisions:

- To grant the appeal in its entirety
- To deny the appeal and uphold the decision made by the Disciplinary Board
- To modify the decision(s) made by the Disciplinary Board

Except in extraordinary circumstances, witnesses are not part of the appeal process. During the appeal, the scholar and family meet individually with the CEO who is hearing the appeal. A procedural advocate may be present at the request of the scholar/family.

REASON FOR APPEAL:

A scholar/family may only appeal based on one or more of the following:

- **The decision regarding the scholar's responsibility for a violation** – The standard used to make a decision about whether or not the scholar is responsible for violating the Code of Conduct is closest to the term “preponderance of evidence”. This means that, based on the information available at the time, it is more likely than not that a violation has occurred. In appealing a decision regarding responsibility for a violation, the scholar/family must indicate how the decision that was made was not a reasonable conclusion based on information available to the Disciplinary Board.
- **Sanction** – Appealing for this reason alleges that the sanction imposed is inappropriate or unreasonable. In the appeal, the scholar/family must outline how the sanction was

disproportionate given the violation committed.

- **Procedural Error** – Because this is not a court of law governed by court rules, the Disciplinary Board is expected to conduct the original hearing in conformity with procedures described in the Scholar Family Handbook under the “Expulsion - Procedure/Due Process” section. Appealing on the basis of a procedural error means that one of these standards/expectations was not upheld and that it had a substantial impact on the fairness of the disciplinary process and the outcome of the hearing.
- **New Evidence** – An appeal based on “new evidence” means that the scholar/family now has additional information that was not available at the time of the hearing and that that information would have had a substantial impact on the outcome of the hearing. If the scholar/family appeals on this basis, they must indicate in the appeal what new information is now available, how the information is sufficient to alter the original decision, and why the information was not provided at the time of the original hearing.

PROCEDURE:

The following procedures will be followed in their entirety and should not vary:

- The CEO will review the decision made by the Disciplinary Board, including the minutes from the hearing and all information considered by the Disciplinary Board in reaching its decision.
- The CEO will meet individually with the family/scholar to discuss the basis for the appeal. The purpose of the meeting is to provide the scholar/family with an opportunity to share their appeal request. A designated staff member, other than a member of the Disciplinary Board, will be present as a neutral third party to observe and will not participate in the hearing.
- The CEO, at his/her discretion, may or may not ask additional questions of the scholar and/or family.
- After hearing the case, the CEO issues a written decision within seventy-two (72) hours (excluding weekends or holidays) to be sent to the Scholar, the family, the school's Board of Trustees, and the Scholar's permanent record.

In the event the CEO upholds the decision of the Disciplinary Board, the Scholar will have a last right to appeal such decision in writing to the Board of Trustees within three (3) days of the date of the CEO's upholding of the expulsion.*

Any appeal is heard (*at the sole discretion of the Board Chair*), by the Board Chair, the Vice Chair and another trustee designated by the Board Chair, or by a Trustee subcommittee (of one or more Trustees designated by the Board Chair). In such a case, the Board sets a hearing date and the Scholar and his/her family are notified in writing of the date, time and location of the hearing, and the appeal procedures set forth above shall be in full force and effect. **PLEASE NOTE** – the Chair of the Board of Trustees may schedule hearings at his/her discretion, but may also decide to review and appeal of a case based solely on a review of the documentation provided and NOT hold a meeting in person with the scholar and his/her family.

After hearing the case or deciding a case based on review of documentation, the Board of Trustees issues a written decision to be sent to the Scholar, the Scholar's family, the CEO, and the Scholar's permanent record seventy-two (72) hours (excluding weekends or holidays). The decision of the Board of Trustees shall be final.

* Notwithstanding the foregoing, the right to appeal to the Board of Trustees shall only exist in the event that the CEO upholds the decision of the Disciplinary Board in its entirety. Should the CEO modify the original decision of the Disciplinary Board, the modified appeal decision issued by the CEO shall be final and there shall be no right to further appeal.

The Achievement Prep Board Chair for the 2020-2021 SY is Jason Andrian and he can be reached via email at jandrian@achievementprep.org.

Notwithstanding the foregoing, the school may convene the Disciplinary Board for a hearing to discuss a serious matter/school violation that is serious enough in nature to warrant the same, but is non-expulsion.

Procedural Safeguards

Whenever an expulsion hearing is recommended, the above procedural safeguards will always be in effect:

- The Scholar shall receive written notice of the following:
 - A letter stating the reason for expulsion recommendation; and
 - date, time and place of a hearing.
- Notices and proceedings will be translated into the Scholar's/parent's primary language if necessary for their understanding of the proceedings.
- A Scholar and/or parent, upon request, will have the right to review the Scholar's records in accordance with applicable law.
- All decisions regarding long-term suspension or expulsion of a Scholar will be issued to the Scholar's family in writing.

Alternative Instruction

Only to the extent required by law, Achievement Prep will provide alternative instruction to Scholars who have been recommended for expulsion while awaiting a determination by the CEO or the Board of Trustees. The alternative instruction, only as required by law, will begin no later than two (2) days after the determination is made by the Disciplinary Board or CEO to expel a Scholar. The alternative instruction will occur during the school day at school, or if the scholar's infraction/behavior was so egregious that he/she should not be allowed in the school (as determined by the CEO in his/her sole discretion), such instruction shall take place at the Scholar's home, the nearest public library, or another place, other than the school, agreed upon by the school and the family. This alternative instruction will continue for the duration of the time the Scholar awaits disposition on his or her expulsion hearing.

The school will provide alternative instruction to expelled Scholars to the extent required by law. To the extent required by law, Achievement Prep will also provide alternative instruction for suspended Scholars for the first 10 days of suspension.

Record-Keeping

Achievement Prep will maintain written records of all suspensions and expulsions, including the name of the Scholar, a description of the offending behavior, the disciplinary action taken, and a record of the number of days a Scholar has been suspended or removed for disciplinary reasons. As required, such information will be furnished to the DC Public Charter School Board.

E. Discipline of Scholars with Special Needs

Federal and state law provide certain procedural rights and protections relating to discipline of Scholars who have been identified under such laws as having special needs based upon a disability. A copy of these rights may be obtained from the Scholar Support Coordinator.

Manifestation Determination

Within **ten (10) school days** of any decision to change the placement of a scholar with a disability because of a violation of a the Achievement Prep Code of Conduct, an Achievement Prep representative, relevant members of the scholar's IEP Team and the scholar's parent(s) must review all relevant information in the scholar's file, including the scholar's IEP, evaluation and diagnostic results, any teacher observations, and any relevant information provided by the parent(s) to determine if the conduct in question was caused by, or had a direct and substantial relationship to the scholar's disability or if the conduct in question was the direct result of Achievement Prep's failure to implement the scholar's IEP.

The conduct will be determined to be a manifestation of the scholar's disability if the Achievement Prep representative, the parent(s) and relevant members of the scholar's IEP Team determine that the conduct in question was caused by, or had a direct and substantial relationship to the scholar's disability or if the conduct in question was the direct result of Achievement Prep's failure to implement the scholar's IEP.

If the conduct in question was caused by, or had a direct and substantial relationship to the scholar's disability (was a manifestation of the scholar's disability), the IEP Team will either conduct an FBA (unless an FBA was conducted before the behavior that resulted in the change of placement occurred) and implement a BIP; or if a BIP was already developed, review the BIP and modify it, as necessary, to address the behavior and return the scholar to the placement from which the scholar was removed unless the parent and Achievement Prep agree to a change in placement as a modification of the BIP.

If the conduct is determined to be a manifestation of the scholar's disability, because Achievement Prep failed to implement the scholar's IEP, inclusive of the scholar's BIP, Achievement Prep will take immediate steps to remedy those deficiencies.

The IEP team will only determine that the scholar's behavior was not a manifestation of the scholar's disability if all relevant information indicates that the scholar's IEP was appropriately developed and implemented and behavior intervention strategies were provided consistent with the scholar's IEP and BIP; the scholar's disability did not impair the ability of the scholar to understand the impact and consequences of the behavior subject to the disciplinary action; and the scholar's disability did not

impair the ability of the scholar to control the behavior subject to disciplinary action. If any of these standards were not met, the behavior will be considered a manifestation of the scholar's disability.

If the conduct in question was not a manifestation of the scholar's disability, Achievement Prep may apply the relevant disciplinary procedures to the scholar with disabilities in the same manner and for the same duration as the procedures would be applied to Scholars without disabilities except that Achievement Prep will provide services to the extent necessary to enable the scholar to appropriately progress in the general curriculum, although in another setting, and advance toward achieving the IEP goals. Additionally, the scholar will receive an FBA, as appropriate, and behavioral intervention services and modifications designed to address the behavior violation so that it does not recur.

The SSC is responsible for ensuring that the Director of Scholar Support or the Chief Legal and Policy Officer attend each manifestation determination review. On the **date on which the decision is made** to make a removal that constitutes a change in placement of a scholar with a disability because of a violation of the Achievement Prep Code of Conduct, Achievement Prep will notify the parent(s) of that decision and provide the parent(s) a copy of the Procedural Safeguards.

F. Gang Affiliation

Achievement Prep has adopted this policy pursuant to District of Columbia law, in recognition of the fact that gang activities at school threaten the welfare and safety of Scholars and others in the school community. The term "gang" as used in this policy refers to all groups of three or more individuals who share a common interest, bond, or activity characterized by criminal, delinquent, or otherwise disruptive conduct engaged in collectively or individually.

The purpose of this policy is to protect the health, safety, and welfare of those in the school community and to prevent the initiation or continuation of gang membership and gang activity in our school.

Prohibited gang affiliation or appearance includes: any manner of grooming or apparel, including clothing, jewelry, hats, emblems, and badges which by virtue of color, arrangement, trademark, or other attribute is associated with or denotes membership in or affiliation with any gang will not be allowed in school buildings or on school grounds, at school-sanctioned activities and events, or school-sponsored transportation. Gestures, signals, or graffiti that denote gang membership or activities are prohibited in the school building and on school grounds, at school-sanctioned activities and events, and on school-sponsored transportation. The prohibition against gang-related apparel and actions will be applied at the discretion of the staff at Achievement Prep. Consequences will be applied according to the circumstances of the infraction and may include suspension or expulsion. Achievement Prep will communicate with law enforcement regarding this policy in order to further its purposes.

G. Scholar Searches

In order to maintain the security of all its Scholars, Achievement Prep staff reserve the right to conduct searches of its Scholars and their property when there is reasonable suspicion to do so. If searches are conducted, the school will work to ensure that the privacy of the Scholar is respected to the fullest degree possible, but will balance such concerns with its predominant interest in

maintaining Scholar safety and discipline. Such searches will take place in the presence of a school administrator and at least one other staff member. The parent(s) or guardian of a searched Scholar will be notified as soon as possible to inform them that a search is about to or has just occurred. Should a Scholar refuse to cooperate with a search request, the school will confiscate the property in question. School cubbies and desks, which are assigned to Scholars for their use, remain the property of Achievement Prep, and Scholars should, therefore, have no expectation of privacy in these areas.

H. Field Trips/End-of-Year Events

The school's curriculum may sometimes require outside learning experiences or special school events. During these activities, it is important for all Scholars to be responsible for their behavior since the site of the activity or event is a temporary extension of the school grounds.

A permission slip that allows Scholars to attend all school-sponsored field trips and events will be a requirement during the enrollment process at the beginning of the school year and should be signed by a parent or guardian. The school will attempt to notify all parents and guardians before each school-sponsored trip. For trips that are not school-sponsored (e.g., voluntary trips), a permission slip will be sent home prior to the trip/event, and must be signed by a parent or guardian.

A Scholar may be considered ineligible for a trip for reasons including but not limited to: low Paycheck average, not returning the school-sponsored trip permission form, involvement in a disciplinary incident on a prior trip, poor school attendance, misbehavior in school in the days prior to the trip, etc.

If parents or other volunteers assist with such trips or events, Scholars must afford these chaperones the same respect they would provide to teachers. Appropriate behavior must be maintained when attending school-sponsored events, and riding on school-provided transportation. Past inappropriate behavior, or excessive Paycheck deductions and/or suspensions, may result in loss of privileges in attending or participating in class trips and events, end-of-year or otherwise.

I. Grievance Procedures for the Parents or Guardians of Scholars

It is the policy of Achievement Prep that all employees, Scholars, parents, and visitors have the right to voice their complaints or grievances about matters pertaining to its school.

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

1. What May Be Grieved

The Achievement Prep grievance process should be used as follows: (1) to deal with complaints and concerns pertaining to educational environment, employment arrangements, or interpersonal conflicts; and (2) to resolve complaints of discrimination and harassment based upon race, color, religion, creed, sex, national origin, age, disability, veteran status, sexual orientation, or otherwise.

2. Who May Grieve

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

3. Other Remedies

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

4. 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 or the CEO.

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.

5. 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 CEO. Grievant may use the Grievance Form, attached hereto, which is also available online from the school website, the Front Desk of the school, or from the CEO. The written notice shall identify the nature of the complaint, the date (s) of occurrence, and the desired result, and shall be signed and dated by the person filing the grievance. In the event a grievance is being filed by the legal guardian or parent of a Scholar, the Scholar and the legal guardian and or parent shall sign and date the grievance. The CEO can be reached at the contact information provided below.

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

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

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

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

6. Appeals

If the grievant is not satisfied with the Response, the grievant may appeal in writing to the Achievement Prep Board of Trustees (or designee) within thirty (30) days of the date of the Response summarizing the outcome of the investigation. The written appeal must contain all written documentation from the initial grievance and the grievant's reasons for not accepting the Response. The appeal, in letter form, may be sent to: Achievement Prep Academy Board of Trustees, 908 Wahler Place, SE, Washington, DC 20032.

Within fifteen (15) days from receiving the written appeal, the chair of the Board of Trustees (or designee) will respond in writing to the appellant as to the action to be taken and the reasons therefor.

7. Prohibition Against Retaliation

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

8. Modification

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

9. Contact Information

Principal: Yolanda Barber
Address: 908 Wahler Place SE, Front Building, Washington, DC 20032
Phone No.: (202) 562-1307 ext 226

CEO: Shantelle Wright
Address: 908 Wahler Place SE, Front Building, Washington, DC 20032
Phone No.: (202) 562-1307 ext 312

Achievement Prep Board of Trustees:
Board Chair: Jason Andrean
Address: c/o Achievement Prep

908 Wahler Place, SE, Front Building, Washington, DC 20032

**ACHIEVEMENT PREP ACADEMY
GRIEVANCE FORM**

It is the policy of Achievement Prep that all employees, Scholars, parents, and visitors have the right to voice their complaints or grievances about matters pertaining to its school.

This form should be completed (1) to deal with complaints and concerns pertaining to educational environment, employment arrangements, or interpersonal conflicts; and (2) to resolve complaints of discrimination and harassment based upon race, color, religion, creed, sex, national origin, age, disability, veteran status, sexual orientation, or otherwise.

Please complete the below information *in its entirety* and return the same to **CEO at 908 Wahler Place SE, Washington, DC 20032.**

1. Please describe the nature of the complaint, including the date (s) of occurrence and the names of all parties involved (if known)

2. Please share with us your desired result from the grievance.

Name (please print) _____
Signature _____

_____ Date

GENERAL SCHOOL INFORMATION AND POLICIES

Achievement Prep

A. Transportation

Achievement Prep does not provide transportation to or from school. It is the responsibility of the family to get their Scholar to and from school in a timely manner. When applicable, Achievement Prep will provide or cover the cost of transportation for school sponsored events taking place off of school grounds.

B. Emergency Plan

Achievement Prep has monthly drills to practice safe, speedy, and calm evacuations of the building in the case of an emergency. If you are in the building at the time of an emergency, please be aware of our safety procedures:

Scholar Fire Plan

1. Follow the Exit plan posted at the door of each classroom.
2. LISTEN to the teacher and/or the adults that are giving directions.
3. Exit the classroom silently and orderly and exit the building through your designated exit.
4. Continue down the stairs in a single file.
5. Once outside, proceed to the blacktop in the rear of the building, farthest from the building.
6. Line up with the teacher with whom you exited and stand silently while all Scholars are accounted for.
7. Remain in the designated assembly area until ALL CLEAR signal is issued.
8. If necessary, Scholars will be escorted to our back up facility, THEARC located at 1900 Mississippi Avenue, SE, Washington, DC 20032.

C. Health Care

Medical Records

District of Columbia law requires all Scholars enrolling in a new school to have a physical examination before entering the school. Before a Scholar can enroll in the school, the school must have on file the following forms:

- *Medical Requirements Checklist.* This form contains records showing that the Scholar has: 1) had a physical exam in the six months prior to the start of the school year; 2) up-to-date immunizations; and 3) permission to receive screening for vision, hearing, and scoliosis.
- *Health Information Form.* This form provides important information about a Scholar's emergency contacts, health care providers, and insurance. Most importantly, it gives the school permission to initiate emergency medical treatment in the event that a parent or guardian cannot be reached.
- *Authorization To Dispense Medication Form.* If a Scholar requires medication while in school, the school must have on file an authorization to dispense medication form, filled out by the Scholar's physician. No Scholar is allowed to bring medication to the school without the school's full knowledge. Scholars who have provided the school with medication dispensation authorization forms should bring the medication (other than Tylenol and ibuprofen, which the school will keep

in stock in the health office) to the school on the first day, or contact the school to make other arrangements. All medication must be presented in its original container from the pharmacy and must be brought in by a parent or accompanied by a note from the parent.

The medication dispensation authorization form requirement applies to all medication, including Tylenol and ibuprofen. If a Scholar needs to take Tylenol or ibuprofen during the school day, the Scholar must have on file the authorization signed by his or her physician and a parent or guardian, giving the school permission to administer the medication during the school year. The medication dispensation authorization form requirement also applies to asthma inhalers, which Scholars should keep in their backpacks. If a Scholar needs to use his/her asthma inhaler during the school day, he/she should go to the health office to self-administer the inhaler.

Health and Illness

The school requests that children do not come to school if they are ill. If school staff believes that a Scholar needs to see a doctor, is contagious, increases the risk of illness to other children, or requires prolonged individual staff attention that interferes with the safety and regular functioning of the classroom, the school will contact families and ask them to pick up and take their Scholar home.

Parents will be contacted if a Scholar has a moderate-to-high fever; is experiencing vomiting or diarrhea; shows signs of contagious diseases; and/or has an illness that prevents the Scholar from participating in activities.

D. Closed Campus

Achievement Prep is a closed campus. Achievement Prep hours are between 8:00 a.m. and 4:00 p.m. during which all Scholars must remain on the campus as defined by the school unless supervised by a staff member. Scholars who are excused at dismissal time may leave campus if they do not have other obligations. When on campus, Scholars must always be in class and under supervision of an adult.

E. Drug Free Environment

Achievement Prep has a vital interest in maintaining safe, healthy and efficient working conditions for its employees and Scholars. The use or abuse of alcohol or drugs can have a serious adverse effect on quality, safety and productivity. Achievement Prep maintains a drug-free workplace. The consumption of or the possession, sale, use and/or distribution of illegal drugs on our premises, at Achievement Prep-sponsored events, or while conducting Achievement Prep business is prohibited. Offenders will be subject to disciplinary action, up to and including expulsion.

F. Birthday Celebrations

Scholars are permitted to bring store-bought goodies to be shared with classmates if the teacher is notified in advance. You can notify the teacher by writing a note or leaving a message. The treats must already be prepared in individual servings. Treats can be shared during lunch. Parents must arrive earlier than the assigned lunch time to set up.

Birthday treats should be easy and quick to serve. Parents must provide plates, napkins, and utensils as necessary; Achievement Prep will not provide these items.

Feel free to bring in for your child's whole class:

- Store bought cupcakes
- Store bought cookies
- Individually wrapped treats (Rice Krispie treats, popcorn, juice boxes, etc)
- Individual goodie bags

Not permitted for birthday celebrations:

- Helium Balloons
- Cakes (that require cutting, utensils, etc)
- Homemade goods
- Pizza
- Ice Cream
- Juice or drinks that need to be poured into cups

Parents are not required to send birthday treats to school. The Achievement Prep community will sing "Happy Birthday" regardless of whether families have sent anything to school. Invitations for individual birthday parties are not to be distributed in school unless there is an invitation included for every child in the scholar's class.

G. Visitor Policy

Parents are welcome and encouraged to visit Achievement Prep at any time during the school year. All visitors are required to report to the Front Desk upon entering the building. Any visitor who does not report to the Front Desk or is found in the building without authorization will be asked to leave immediately.

In case of an emergency, parents or guardians should contact the Front Desk either by phone or in person. Under no circumstances should parents or guardians contact Scholars in their classrooms or attempt to remove Scholars from the building without notifying and receiving permission from staff members in the Front Desk.

G. Nondiscrimination

Achievement Prep does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title B of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination in Employment Act of 1974 (ADEA). In addition, no person shall be discriminated against in admission to Achievement Prep on the basis of race, sex, color, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement. Finally, no person shall be discriminated against in obtaining the advantages, privileges or access to the courses of study offered by Achievement Prep on the basis of race, sex, color, religion, national origin, or sexual orientation.

H. Harassment

Achievement Prep is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, gender, sexual orientation, or disability.¹ Harassment by administrators, certified and support personnel, Scholars, vendors and other individuals at school or at school-sponsored events is strictly prohibited. Achievement Prep requires all employees and Scholars to conduct themselves in an appropriate manner with respect to their fellow employees, Scholars and all members of the school community.

Definition Of Harassment

In General. Harassment includes communications such as jokes, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct that offends or shows disrespect to others based upon race, color, religion, national origin, gender, sexual orientation, or disability.

What one person may consider acceptable behavior may reasonably be viewed as harassment by another person. Therefore, individuals should consider how their words and actions might reasonably be viewed by other individuals. It is also important for individuals to make it clear to others when a particular behavior or communication is unwelcome, intimidating, hostile or offensive.

Sexual Harassment. Sexual harassment includes sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when:

Acceptance of or submission to such conduct is made either explicitly or implicitly a term or condition of education.

The individual's response to such conduct is used as a basis for educational, disciplinary, or other decisions affecting a Scholar.

Such conduct interferes with an individual's education or participation in extracurricular activities.

The conduct creates an intimidating, hostile or offensive work or school environment.

Harassment and Retaliation Prohibited

Harassment in any form or for any reason is absolutely forbidden. This includes harassment by administrators, certified and support personnel, Scholars, vendors and other individuals in school or at school related events. In addition, retaliation against any individual who has brought harassment or other inappropriate behavior to the attention of the school or who has cooperated in an investigation of a complaint under this policy is unlawful and will not be tolerated by Achievement Prep.

Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion or other sanctions as determined by the school administration and/or Board of Trustees.

I. Internet Acceptable Use Policy

Acceptable Use

The Internet is a global network linking computers around the world. Internet use provides valuable opportunities for research, curriculum support, and career development. Achievement Prep offers

¹ This policy pertains to harassment of Scholars only. The policy governing complaints of harassment by staff members is contained in Achievement Prep's Employee Handbook.

Internet access to its Scholars and staff. The primary purpose of providing access to the Internet is to support the educational mission of Achievement Prep. Achievement Prep expects that Scholars and staff will use this access in a manner consistent with this purpose.

While the Internet is a tremendous resource for electronic information, it has the potential for abuse. Achievement Prep makes no guarantees, implied or otherwise, regarding the factual reliability of data available over the Internet. Users of the Achievement Prep Internet service assume full responsibility for any costs, liabilities, or damages arising from the way they choose to use their access to the Internet. Achievement Prep has installed special filtering software in an effort to block access to material that is not appropriate for children.

Unacceptable Use

The following is a list of prohibited behaviors. The list is not exhaustive but illustrates unacceptable uses of the Achievement Prep's Internet Service.

- disclosing, using or disseminating personal identification information about self or others;
- accessing, sending or forwarding materials or communications that are defamatory, pornographic, obscene, sexually explicit, threatening, harassing, or illegal;
- using the Internet service for any illegal activities such as gaining unauthorized access to other systems, arranging for the sale or purchase of drugs or alcohol, participating in criminal gang activity, threatening others, transferring obscene material, or attempting to do any of the above;
- using the Internet service to receive or send information relating to dangerous instruments such as bombs or other explosive devices, automatic weapons or other firearms, or other weaponry;
- vandalizing school computers by causing physical damage, reconfiguring the computer system, attempting to disrupt the computer system, or destroying data by spreading computer viruses or by any other means;
- copying or downloading of copyrighted material without authorization from the copyright holder, unless the copies are used for teaching (including multiple copies for classroom use), Scholarship, or research. Users shall not copy and forward or copy and upload any copyrighted material without prior approval of the Principal;
- plagiarizing material obtained from the Internet. Any material obtained from the Internet and included in one's own work must be cited and credited by name or by electronic address or path on the Internet. Information obtained through E-mail or news sources must also be credited as to sources;
- using the Internet service for commercial purposes;
- downloading or installing any commercial software, shareware, freeware or similar types of material onto network drives or disks without prior permission of the school; and
- overriding the Internet filtering software.

Safety Issues

Use of the Internet has potential dangers. The following are basic safety rules pertaining to all types of Internet applications.

- **Never reveal** *any* identifying information such as last names, ages, addresses, phone numbers, parents' names, parents' employers or work addresses, or photographs.
- **Use the "back" key** whenever you encounter a site that you believe is inappropriate or makes you feel uncomfortable.
- **Immediately tell the Principal** if you receive a message that you believe is inappropriate or makes you feel uncomfortable.
- **Never share your password** or use another person's password. Internet passwords are provided for each user's personal use only. If you suspect that someone has discovered your password, you should change it immediately and notify the Principal or Dean of Scholars.

Privacy

Users should not have an expectation of privacy or confidentiality in the content of electronic communications or other computer files sent and received on the school computer network or stored in the user's directory or on a disk drive. Achievement Prep reserves the right to examine all data stored on diskettes involved in the user's use of Achievement Prep's Internet service.

Internet messages are public communication and are not private. All communications including text and images may be disclosed to law enforcement or other third parties without prior consent of the sender or the receiver. Network administrators may review communications to maintain integrity system-wide and ensure that users are using the system responsibly.

Violations

Access to Achievement Prep's Internet service is a privilege not a right. Achievement Prep reserves the right to deny, revoke or suspend specific user privileges and/or to take other disciplinary action, up to and including suspension, expulsion (Scholars), or dismissal (staff) for violations of this policy. The school will advise appropriate law enforcement agencies of illegal activities conducted through Achievement Prep's Internet service. Achievement Prep will cooperate fully with local, state, and/or federal officials in any investigation related to any illegal activities conducted through the service.

J. School Property

Achievement Prep expects Scholars to treat school property and equipment with care and responsibility. School property includes the building and grounds, equipment including all technology, books and any other material possession of Achievement Prep. Intentional actions to damage or harm school property will lead to a suspension and may lead to an expulsion hearing. Should the damage be deemed as an unintentional act, Scholars may be given the option of reimbursing the school and/or completing community service determined at the discretion of Achievement Prep.

K. Personal Property

All property brought to school is brought at the owner's risk. Achievement Prep does not assume responsibility for any property belonging to Scholars. Distracting or inappropriate objects will be taken

from a Scholar and returned at the end of the day. Repeated violations will require a parent conference. Scholars should not bring large sums of money to school.

L. Lost and Found

The school's lost and found is located in the Front Desk. Items not claimed within a month are donated to charitable organizations.

M. School Fees

Parents/Guardians may be responsible for paying school assessed fees for additional services provided by the school. If applicable, a fee schedule will be provided to parents at the beginning of each school year.

N. Release of Photographs and Other Information

Achievement Prep will periodically create publications to highlight Scholar achievement, school life and school events and will maintain a regular website with this information. These publications and websites will be developed for the purposes of admissions, public relations, fundraising, and other uses that promote the school. From time to time, the school may also get media requests to highlight the school and its Scholars.

During the registration process, each parent/guardian will be provided with a Scholar Media Release and Scholar Displays form. The school will honor these forms, such that Scholar photographs will be included in publications only if the parent/guardian has granted permission.

O. Distribution of Published Materials or Documents

Publications prepared by and for the school may be posted or distributed to the greater community, with prior approval by the CEO, Advisor, or teacher. Such items may include school posters, brochures, murals, etc. The school newspaper and the yearbook are available to Scholars. All school publications are under the supervision of a teacher, sponsor, and the CEO.

Unless a Scholar obtains specific prior approval from the CEO, written materials, handbills, photographs, pictures, petitions, films, tapes, posters, or other visual or auditory materials may not be posted, sold, circulated, or distributed at school or on campus. Materials displayed without this approval will be removed.

P. Commerce

Scholars may not sell any articles on school property without the permission of the CEO. They may not make a collection of money or materials for their own purposes or for an organization to which they belong outside of school without prior permission from the CEO.

Q. Safeguard of Student Information & Family Educational Rights and Privacy Act (FERPA)

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

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

1. Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
2. Parents or eligible students have the right to request that a school correct records that they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
3. Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest inclusive of teachers within the educational agency or institution. As well as, 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)(1) - (a)(1)(i)(B)(2) are met.;
 - 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 parent bulletin, student handbook, or newspaper article) is left to the discretion of each school. The parent or student over the age of 18 may notify the school in writing, at any time, that they do not wish for directory information to be disclosed without prior consent.

R. Transparency Policy

Achievement Prep's Board of Trustees is composed of experts in their fields and passionate parents committed to educational equity. Achievement Prep's Board of Trustees provide trusted governance and oversee our work. Achievement Prep complies with all provisions of the Open Meetings Act and will hold Board meetings that are open to the public. To ensure public access to Board meetings, Achievement Prep will publish and announce the following information on its website:

- The names and roles of each Trustee.
- Contact information for the Board Chair.
- The full record of Board meetings, including meeting minutes, recordings, and documents provided to the Board beginning October 20, 2020.
- Achievement Prep's annual Board meeting schedule and notice for upcoming Board meetings at least two days in advance.
- Contact information for the Special Assistant to the CEO for additional information.

Further, the Board will only close meetings for the specific reasons outlined in the Open Meetings Act. As it has done in the past, Achievement Prep will meet with Achievement Prep's Scholars, parents and staff to address any proposed campus closure, location change, or charter relinquishment.

S. Admission Preference Policy

Achievement Prep participates in the MySchoolDC lottery process and will use the common timeline and lottery for enrollment. If the number of applications exceeds the number of spaces available, a lottery is held to determine the order in which Scholars are offered seats.

Per the District of Columbia School Reform Act, Achievement Prep recognizes three lottery preferences during the open enrollment period: (1) children of staff or Board, (2) siblings of current Achievement Prep Scholars (Scholars who share a biological parent with an Achievement Prep scholar enrolled during the 2020 – 2021 school year), and (3) siblings of Scholars who were offered a lottery or waitlist spot for the upcoming school year.

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

T. School Safety Omnibus Act Scholar Policy

The School Safety Omnibus Amendment Act of 2018 (SSOAA) requires schools to adopt and implement a policy that prevents and addresses scholar-on-scholar acts of sexual harassment, sexual assault, and dating violence. It also requires schools to provide training for staff at the time of hiring and at a minimum every two years thereafter on scholar-on-scholar acts of sexual harassment, assault, and dating violence. Additionally, schools must provide information for parents/guardians on recognizing the warning signs of scholar-on-scholar sexual harassment, sexual assault, and dating violence, as well as effective, age-appropriate methods for discussing such topics with Scholars.

Achievement Prep PCS's policy includes requirements for preventing scholar-on-scholar acts of sexual harassment, sexual assault, and dating violence as well as procedures for responding to allegations of such acts.

Situations that involve allegations of scholar-on-scholar acts of sexual harassment, sexual assault, and dating violence are highly sensitive and often complex and schools shall always contact the Metropolitan Police Department (MPD) at 911 or the Child and Family Services Agency (CFSA) hotline at (202) 671-SAFE to learn how to proceed with a situation, including if the school is unsure whether a situation rises to the level of criminal or mandatory reporting requirements under District or federal law.

To learn more about our full School Safety Omnibus Act Scholar Policy, please refer to our Family Resources page on our website at www.achievementprep.org.

END OF FAMILY HANDBOOK

Thank you for your partnership. It will be a great year at Achievement Prep!