



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

# **SCHOLAR & FAMILY HANDBOOK**

## **Wahler Place Elementary School Campus**

School Year 2022-2023

### **Be the DREAM!**

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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.

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## **Our Mission**

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

## ***ACHIEVEMENT PREP LOGISTICS***

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### **To Contact Us**

Achievement Prep  
908 Wahler Place SE  
Front Building  
Washington, DC 20032  
Tel. 202-562-1307  
[www.achievementprep.org](http://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.

### **Scholar Contact Information**

Families are required to provide an up-to-date contact list for each scholar. The list must include contact information for the scholar's parent/guardian and at least 1 other individual to serve as an emergency contact. Any individual picking up K through 3rd grade scholars, aside from parent/guardian listed in contact information, must be listed on the scholar's contact list, including guardians, approved adults, and responsible siblings. **Achievement Prep will release scholars to parents named on scholar contact list unless legal documentation has been submitted restricting the parent's access to the child.** In the event of an emergency, school staff will first contact the scholar's parent/guardian. If the parent/guardian is unreachable or their contact information is inaccurate, school staff will contact the other individuals on the scholar's contact list. Please let school staff know if any of the information on your scholar's contact list changes as soon as possible.

**Calendar and Important Dates** (Dates are subject to change as dictated by health regulations related to the COVID-19 response)

Below are some of the most important dates in this year's school calendars.

### **First Day of School**

- **Monday, August 29th** – First Day of School for Scholars

### **No School**

- **Monday, September 5th**- Labor Day, No School for Scholars
- **Thursday, October 6th**- Parent Teacher Conferences, No School for Scholars
- **Friday, October 7th- Monday, October 10th**- Fall Break, No School for Scholars
- **Monday, October 10th**- Indigenous People's Day, No School for Scholars
- **Friday, October 28th**- Professional Development for Teachers, No School for Scholars
- **Friday, November 11th**- Veterans Day, No School for Scholars
- **Wednesday, November 23rd- Friday, November 25th**- Thanksgiving Break, No School for Scholars
- **Friday, December 23rd- Monday, January 2nd**- Winter Break, No School for Scholars
- **Tuesday, January 3rd**- Professional Day, No School for Scholars
- **Monday, January 16th**- MLK Day, No School for Scholars
- **Friday, February 3rd**- Parent Teacher Conferences, No School for Scholars
- **Monday, February 20th-Monday, February 27th**- February Break, No School for Scholars
- **Friday, March 17th**- Parent Teacher Conferences, No School for Scholars
- **Monday, March 20**- Staff Professional Development Day, No School for Scholars
- **Monday, April 17th- Friday, April 21st**- Spring Break, No School for Scholars
- **Monday, April 24th**- Staff Professional Development Day, No School for Scholars
- **Monday, May 29th**- Memorial Day, No School for Scholars
- **Monday, June 19th**- Juneteenth, No School for Scholars

### **Last Day of School**

- **Thursday, June 22nd**- Last Day of School for Scholars

### **School Hours**

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 school day is from 8:00am until 4:00pm.  
Wednesdays, the school day is from 8:00 am until 12:30pm.

### *Scholar Arrival*

The school building will open to Scholars at 7:45am on Monday-Friday. Because there is no adult supervision and for safety concerns, scholars are not allowed inside the building before 7:45am.

All scholars must arrive at school by 8:15am. **Please Note:** Scholars who arrive close to 8:15 am may not have enough time to finish their breakfast. Therefore, if parents/guardians want their scholar to receive breakfast, the scholar must arrive at school no later than 8:00 am to have enough time to eat.

### *Scholar Dismissal*

Achievement Prep's dismissal time is 4:00pm. Any individual picking up scholars, aside from parents/guardians listed in scholar contact information, must be listed on the scholar's contact list, including guardians, approved adults, and responsible siblings. Achievement Prep reserves the right to check identification if staff members do not recognize any individual attempting to pick up a scholar.

On Mondays, Tuesdays, Thursdays and Fridays, scholars should not be on school grounds after 4:30pm without permission from the school. On Wednesdays, scholars should not be on school grounds after 1:00pm without permission from the school.

### *Early Pick Up*

All early dismissals are made from the front desk. A scholar will be dismissed early only to a parent/guardian or another properly identified and authorized adult. A parent/guardian letter that identifies and authorizes another adult to pick the scholar up early must be submitted before the Scholar will be dismissed early. No early pick-ups after 2:30pm on Monday, Tuesday, Thursday, Friday and 11am on Wednesday, to allow for uninterrupted transitions and full participation during Enrichment.

### *Late Pick Up*

Parents/guardians must pick their scholar up no later than 4:15 PM.

Please make sure that someone picks up your scholar from school by 4:15 PM. Any late pick-ups will be recorded by the front office. If a scholar has not been picked up by that time, the school will reach out to the parent/guardian or emergency contacts to arrange pick up of the scholar as soon as possible. If the school is unable to reach the parent/guardian or an emergency contact, the school is required to notify the DC Child and Family Services Agency (CFSA). Achievement Prep reserves the right to take action if a family is continuously late to pick up their scholar, including requiring a parent/guardian conference, charging a late pick up fee, or implementing a dismissal plan.

### **Inclement Weather Policy**

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. We will also post to our schoolwide Parentsquare app. Most often, 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, most likely 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

## ***ENROLLMENT***

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### **Required Documentation for Scholars**

After a scholar is accepted to Achievement Prep, parents/guardians must provide the following documentation when completing enrollment:

1. Verification of Residency in the District of Columbia
2. Birth certificate
3. Immunization and Health Records
4. Parent/Guardian ID (unexpired)
5. Scholar and Family Information (InfoSnap)
6. Most recent report card (new scholars only)

### *Residency Requirements*

The enrolling parent/guardian must be a resident of Washington, DC and able to prove so using the documents outlined in OSSE's *Residency Verification Guidelines* by the deadlines specified by the school, both during initial enrollment, and on each subsequent re-enrollment. If at any time Achievement Prep has reason to believe that a scholar is not a resident of the District of Columbia, a residency investigation will be conducted by OSSE. During a residency investigation, families will have two business days to provide the appropriate documentation to prove residency. Presentation of false, forged, or doctored proof of residency will also result in immediate withdrawal and a referral to the OSSE.

### *Re-enrollment Procedures*

Parents/guardians of current scholars wishing to attend Achievement Prep during the 2022/2023 school year must notify Achievement Prep by completing the re-enrollment process by the spring deadline, which includes the submission of all related paperwork to the school by the specified deadline. Forms and reminders will be sent home well before the deadline. Parents/guardians of current scholars who miss the deadlines may jeopardize their opportunity to be considered for re-enrollment.

### *Withdrawal*

When a family moves from Washington, DC or decides to withdraw their scholar for any reason, they must complete a withdrawal form. Withdrawal forms can be obtained from the main office. Parents/guardians must indicate the new school of enrollment within ten school days of withdrawal, or Achievement Prep is required by law to contact CFSA. The parent/guardian who enrolled the scholar must be the same parent/guardian to complete the withdrawal forms.

## **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 2021 – 2022 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/>.

## **ATTENDANCE**

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### **Attendance Policy**

Achievement Prep is committed to providing our scholars with a high-quality education. Research shows that scholars who regularly attend school have the most academic success. Given the fast pace and high rigor of Achievement Prep's curriculum, missing one day of school can have a detrimental effect on a scholar's learning. Achievement Prep strives to ensure that every scholar attends school consistently and is on time.

#### *Attendance Requirements*

All scholars who are five years or older on or before September 30<sup>th</sup> of the current school year are legally required to attend school each day until they meet high school graduation requirements or turn 18 years old. Families are expected to ensure that their scholar is in school; please work to prevent your scholar from missing days of school that are without serious cause.

#### *Absence Notification*

Parents should call/email the Front Desk at 202-562-1307 by 8:30am to notify the school that the scholar will be absent. If we do not receive notice of an absence, we will call the scholar's parent/guardian to determine the reason for the absence.

#### *Excused Absences*

An absence is excused when a scholar has a valid excuse and provides a written note from a parent/guardian (or doctor) within five days of the absence. If a valid excuse note is not provided within five days of the absence, the absence may be considered unexcused. All excused absence notes are subject to monitoring and verification.

Excusable absences include:

- Scholar illness - scholars who are absent more than 3 consecutive days for illness must provide a



doctor's note

- Medical appointments - documentation must be provided and scholars are expected to attend before/after the appointment. We ask that families not schedule non-emergency appointments during school time. Families can take advantage of 12:30pm dismissal on Wednesday, as well as school holidays and vacations, to schedule appointments.
- Religious holidays (up to five total days).
- Death in the family.
- Family emergencies, such as house fire, flood, or violence in the home.
- Mandatory court appearance.

#### *Unexcused Absences*

An absence is unexcused when a scholar fails to attend school without a valid excuse (whether or not they have parent/guardian approval).

Inexcusable absences include (but are not limited to):

- Vacations during school days
- Camps or outings
- Oversleeping
- Babysitting
- Skipping class
- Non-school sponsored events

#### *When Scholars Miss School*

Achievement Prep will make efforts to identify scholars with attendance issues and work with families to create Attendance Action Plans to address those issues. If a scholar exceeds 20 absences in a school year, Achievement Prep reserves the right to retain the scholar in his/her current grade.

Achievement Prep will not retain a scholar in their current grade without making attempts to implement attendance interventions for the scholar and their family.

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

<b>Unexcused Absence Number</b>	<b>Achievement Prep Intervention and Support</b>
1	Achievement Prep will contact the family by phone the same day any scholar is absent.
3	Achievement Prep will contact the family in writing, which may be an email, regarding scholar absences.

4	Achievement Prep’s administration will schedule an attendance meeting with the family, during which an Attendance Action Plan will be established aimed at ensuring attendance patterns improve. If families are unable to be reached, a home visit may occur.
7	Achievement Prep’s administration will require a family meeting with the principal to discuss the Attendance Action Plan and any support needed to ensure scholar attendance. If families are unable to be reached, a home visit may occur.
10	Scholar absences scholars are considered truant according to the Child and Family Services Administration (CFSA). At 10 scholar absences, Achievement Prep is required to notify CFSA of such attendance and report scholars for truancy.*
20	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.

**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 school Administration.

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.

*Scholar Retention*

Scholars may be considered for retention when their cumulative number of unexcused absences results in the insufficient completion of course work to meet the requirements for earning course credit. Retention for missed course credits results in the scholar repeating their current grade.

*Extended Absences*

If you know that your scholar will be out for a week or more, please contact the Achievement Prep Main Office immediately at 202-562-1307. Documentation will need to be provided for cases of

extended absences. Depending on the nature of the emergency or illness, scholars will be responsible for keeping up with their classwork. Achievement Prep will make reasonable efforts to assist in obtaining classwork and supporting scholars in keeping up with their classwork for scholars who are out for extended periods of time due to extenuating circumstances.

## ***UNIFORM POLICY***

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The Achievement Prep 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 school believes that scholars appear more scholarly when they are wearing an attractive uniform. 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 of Achievement Prep;
- 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/outsideers immediately apparent; and
- Although families are required to purchase uniforms, the 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.

Achievement Prep wants to ensure that scholars are prepared each day to comfortably participate in and focus on all school activities. Accordingly, we ask that scholars wear the uniform described below:

### **K-3 Boys' Uniform**

- Black or Red Achievement Prep logoed polo-style shirt
- Black or Gray pants
- Black belt

### **Middle School (4th grade) Boys' Uniform**

- White Achievement Prep logoed polo-style shirt
- Black or Red Achievement Prep logoed polo-style shirt
- Black V-neck sweater Achievement Prep logoed polo-style shirt
- Black or Gray pants
- Black belt

### **K-3 Girls' Uniform**

- Black or Red Achievement Prep logoed polo-style shirt
- Black or Gray pleated skirt, skort, or pants
- Red, white, gray, or black tights (optional with skirts, but must be these colors if worn)

- Black belt, if needed

### **Middle School (4th grade) Girls' Uniform**

- White Achievement Prep logoed polo-style shirt
- Black or Red Achievement Prep logoed polo-style shirt
- Black V-neck sweater Achievement Prep logoed polo-style shirt
- Black or Gray pleated skirt, skort, or pants
- Black belt, if needed

### **Uniform Shoes**

- Any solid color sneaker

### **Over-the-Uniform Options**

- All Red or black fleece or sweater with or without Achievement Prep's logo. No hoodies. No other logos or designs.
- Red or black Achievement Prep logoed jackets.

NOTE: jackets will not be allowed to be worn during the school day so families should consider purchasing optional items

### **Headgear:**

- Scholars may wear headbands, hair bows, barrettes, hair clips, etc. that are decorative or functional in nature.
- The following headgear are not part of the dress expectations: bonnets, bandanas, do rags, hats, or hair scarves.
- Achievement Prep respects and protects scholars' religious, ethnic and cultural expression. Scholars may wear any religiously, ethnically, or culturally specific head coverings or hairstyles, including but not limited to hijabs, yarmulkes, and head/hair wraps.

We suggest families write their scholar's first and last name on the inside of their uniform (either on the tag or embroidered logo). This will allow any lost items to be returned to the rightful scholar when found. The school is not responsible for any lost uniform items.

### *Extra Clothing*

Parents of Kindergarten scholars and of older scholars with a record of bathroom accidents may be asked to send an extra uniform bottom, underwear, and pair of socks to school. 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.

### *Enforcement of Uniform 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.

Families of scholars who are not in dress code will be asked to bring the proper attire to school. In addition, dressing inappropriately may result in disciplinary consequences.

Inappropriate dress can include:

- Clothing with logos other than the Achievement Prep logo
- Non-designated uniform colors
- Shoes that restrict a scholar's ability to participate in physical education or other activities, including open-toed shoes, flip-flops, or boots
- Any article of clothing, accessory, or markings on clothes or skin that—
  - Exhibit curse words, slurs, or hate speech.
  - Display emblems, symbols, signs, or other things which are clear evidence of affiliation with illegal drugs, alcohol, violence, hate groups, or criminally motivated organizations.

#### *Purchasing of Clothing*

Families can 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](http://www.rissebrothers.com), school code: AC1474).

**All tops from Risse Brothers will have the Achievement Prep logo on it. Acceptable bottoms can also be purchased at Walmart or Similar stores.**

## ***ACADEMICS***

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Achievement Prep scholars take three core academic classes (Math, Reading, Writing). Scholars rotate through three literacy blocks each day, focusing on reading fluency and reading comprehension. Targeted small-group instruction is given to every scholar, everyday in Reading and Math. Scholars have multiple math blocks, focusing on application, conceptual development, and reteach. All scholars also take one co-curricula class daily, which is either Physical Education or Dance. In addition, a variety of Enrichment offerings are provided to every scholar, exposing them to new and exciting opportunities all year long.

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.

### **DREAMWork (Homework)**

We believe that homework provides scholars with an important opportunity to practice what they've been taught. Because it is an opportunity to practice and is not conducted in a supervised situation, like the classroom, we do not grade homework for accuracy. Teachers will assign homework to scholars when they want scholars to practice their learning or improve upon what they've been learning in class. All homework assignments will be created in such a way that scholars are able to do the work independently when necessary. Although, some of our younger scholars will need support from a caring adult at home from the beginning of the school year.

### **Grades**

Each grade is comprised of the following components:

- 45% - Content and Skills: Classwork (guided and/or independent)
- 55% - Mastery: Quizzes, exit tickets, essays, projects, and/or assessments

**Content and Skills component (45% of overall grade)** The Content and Skills component measures scholars' mastery of learning (in accordance with grade level standards) that occurs *during* the learning process and provides information to both teachers and scholars that enables them to make adjustments to improve learning and scholar achievement.

**Mastery component (55% of overall grade)** The Mastery component measures scholars' mastery of learning that occurs *after* instruction to determine what scholars know, understand, and can do, in accordance with a subject's grade level standards. ALL summative assessments of scholar learning will be recorded in the gradebook.

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

The grading scale is as follows:

100% - 90%	A	Scholars receiving an <b>A</b> grade demonstrate a deep mastery of the content and skills that have been taught.
89% - 80%	B	Scholars receiving a <b>B</b> grade demonstrate a solid mastery of the content and skills that have been taught.
79% - 65%	C	Scholars receiving a <b>C</b> grade have skill or content deficits. The quality of their work meets minimum requirements.
0% - 64%	F	Scholars receiving an <b>F</b> 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.

**Social Skills** - Social Skills is an integral part of your scholar's schedule each day. The consequences of underdeveloped social and emotional skills are no less serious than a generation that is not taught to read, write, and calculate. The most effective educational environments focus on academic as well as social and emotional development to properly prepare a scholar to be successful in school and life. Therefore, we believe that in order to provide an environment that holistically develops scholars to compete in all environments, we must also measure scholars' ability to develop and master social skills. On each report card, scholars receive a rubric score that indicates their demonstration of mastery in core competencies and work habits.

**The rubric and core competencies are as follows:**

Exceeding Expectations	3	Scholars receiving a <b>3</b> demonstrate mastery of the skills that have been taught.
Meeting Expectations	2	Scholars receiving a <b>2</b> demonstrate an understanding of the skills that have been taught, and may still need support at times.
Needs Improvement	1	Scholars receiving a <b>1</b> demonstrate skill deficits and require ongoing support and redirection.

<b>Core Competencies</b>
Shows respect for peers, adults, and property
Demonstrates kindness and consideration for others
Follows expectations and routines
Exercises self-control, using coping skills as needed
Accepts responsibility for own actions
Resolves conflict positively
<b>Work Habits</b>
Contributes to the learning community by participating in class
Demonstrates pride for the environment
Cooperates well with others
Works well independently
Demonstrates preparedness and a willingness to learn

#### *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. **Each quarter, we have a designated parent-teacher conference day to provide a sacred opportunity for families to pick up their scholar's report card and attend a conference with their scholar's teachers.** During these conferences, teachers will 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.

#### *Progress Reports*

To increase communication with parents, teachers will prepare mid-quarter progress reports. The Progress Report is to communicate with families and scholars about how the scholar is progressing throughout the quarter and is not part of the formal academic record. 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.

#### *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 65%, he or she fails that course for the school year.

#### *Honor Roll*

At the end of each quarter, an Honor Roll will be published. The list will recognize scholars with all grades above 80% (A Honor Roll, B Honor Roll, A/B Honor Roll).

### **Make Up Work Policy**

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.

If a Scholar is absent for any reason (up to five consecutive days), all missed assignments and/or assessments (e.g., tests, quizzes) must be made up within the number of consecutive school days that the Scholar has been absent.

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.

### **Growth Year Criteria and Accountability Policy (Promotion)**

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. That starts now.

To that end, we take a proactive approach to counter growth years or retention. Throughout the year, if a Scholar is identified as requiring additional support to meet grade level mastery, the following will be implemented to address the needs of the Scholar:

- Meeting and goal-setting with family
- Adjustments to small group instruction in the classroom
- Focused small group with the literacy and/or math interventionist
- Grade level team meetings to develop Scholar support plan
- Any other available interventions

All of these steps will be monitored for progress and adjusted as needed with ongoing communication toward goals. If all possible interventions have been exhausted and grade level mastery is still not demonstrated, a growth year will be considered based on the criteria noted below. Growth years serve to give Scholars the time needed, developmentally, to demonstrate the growth that has not yet been made. Growth years done well, in partnership with the family, will result in successful mastery of grade level standards, building confidence, and showing readiness for years to come. Therefore, when entering a growth year a Scholar will have a clear plan with all necessary support in place to propel the Scholar toward mastery of all goals.

A growth year will be considered if the following criteria are met:



- More than 10 days of school are missed AND one of the following are true.
- Scholar fails any one core academic class with a grade below 65%
- STEP and/or NWEA MAP demonstrate that Scholar is a year or further below grade level standards

### **School Supplies**

The school will supply all that scholars need during the school year.

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 cannot have the following items out during school:

- Toys
- Laser pointers
- iPods/CD Players
- Cell Phones (If you require them to have it with them in school, it must be powered off and in their backpack during the school day.)

Scholars who have these items out during school hours 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.

### **Field Trips**

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.

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.

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.

A Scholar may be considered ineligible for a trip for reasons including but not limited to: 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.

## ***SCHOLAR SUPPORT***

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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 scholar. This plan must be documented by one of the individuals on 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 scholar for whom the team was assembled. Although a verbal description of these areas is a good starting point, documentation should be provided whenever possible.

Additionally, 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, 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 scholar 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 scholar should be referred to the S.S.T. process?*

Parents/Guardians can request their scholar participate in the S.S.T Process by contacting the S.S.T. Chairperson or Principal.

Do not assume that your scholar 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 scholar will begin to receive the support of a team.

## ***COMMUNICATION POLICIES***

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It is our pleasure and responsibility to connect with our Platinum Families. We encourage families to express any questions or concerns they have to school staff as they arise.

- 1) **All whole-school announcements, key dates, and events will be posted to Parent Square**
- 2) Phone calls or texts may be used for other communication.
- 3) For your convenience, Class Dojo is the platform to see your scholar's daily participation.

Parents/guardians may email teachers and administration directly. School staff will make every effort to respond within 24 hours.

### **Teacher Communication**

Teachers are providing instruction during the school day, therefore it is best to email during the school day and call during after school hours. If a teacher is unable to answer their phone, please leave a message with your name, telephone number, the reason for the call, and allow 24 hours for the teacher to return your call. In the case of an emergency, you can try calling the school Principal/designee as well.

### **Teacher Meetings**

We encourage our parents/guardians to have frequent contact with their scholars' teachers. Questions or concerns relating to your scholar specifically, or their classroom instruction, should be directed to their teacher. If you have a question or concern that may take more than a few minutes to discuss, please schedule a meeting in advance, so we can be sure to devote adequate time and attention to your feedback. Feel free to email teachers, as necessary to schedule an appointment.

### **Communication with Scholars During the School Day**

Achievement Prep is committed to keeping the school phone lines open for school-related business and emergencies. Should an emergency arise, scholars are only permitted to use the office phones, and not the school phones in the classrooms. Please do not call the school or a teacher's cell phone during the day to leave messages for scholars. If your scholar has a cell phone (which **MUST** be turned off during the day), we encourage you to leave a voicemail or text message on their phone for them to receive after school. We can only take messages in the case of emergencies, such as police, fire, or ambulance emergencies, a death in the family, or a car accident. Examples of non-emergencies include, but are not limited to: change of family plans, lost keys, or after school pick up changes.

## ***HEALTH AND SAFETY***

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### **Immunizations**

Parents/guardians must cooperate with the school in bringing all medical records, including doctor's

visits, dentist's visits, and immunizations, up to date annually. Unless parents/guardians obtain a medical or religious exemption, DC law requires scholars to receive immunizations against diphtheria, tetanus, pertussis, mumps, measles, rubella, polio, Haemophilus influenza type (H<sub>1</sub>N<sub>1</sub>), hepatitis B, and varicella (chicken pox), and the COVID-19 vaccine (if available) in order to attend school.

### **Medication**

Achievement Prep encourages families to administer temporary and/or maintenance medications outside of school hours, and therefore recommends asking your physician for a medication schedule that takes this into consideration. If this is not possible, please bring the medication to the school nurse. **The medication needs to be in the original container with the appropriate prescription label and the appropriate Student Health Authorization for Administration of Medication Form.** We store the medicine in a secure location and will administer it from the school nurse's office. Please be aware the medication cannot travel back and forth to school. Once the medication is given to us for your scholar's use, it must remain with us until it needs to be refilled. We therefore strongly encourage you to ask for two separate prescriptions while at your physician's office. Scholars are not allowed to have medication (prescription or non-prescription) of any kind in their possession while at school. Scholars who have asthma or issues with anaphylaxis may benefit from an Anaphylaxis and/or Asthma Action Plan and the school can provide you with the appropriate form for your physician to complete. For further information on medication or any health - related issues, please call the school nurse.

### **Illness Policy**

To prevent the spread of illness and maintain a healthy learning environment, scholars exhibiting any of the following symptoms should not attend school:

- Fever over 100 degrees (student may return to school when fever-free for 24 hours, without the use of fever-reducing medication)
- Persistent cough
- Sore throat with fever and/or white spots on the throat
- Rash with fever indicating signs of chicken pox, measles, etc.
- Nausea, vomiting, or diarrhea (student may return to school when symptom-free for 24 hours)
- Red, itchy, draining eyes
- Head lice (student may return to school when nit-free)
- Swelling or pain at a level that may interfere with learning

If a scholar displays any of these symptoms during the school day, the school will call the parent/guardian or emergency contact to request that the scholar be taken home.

### **School Meals**

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 8:15 will not be served breakfast and will miss a portion of their first block of the day. **Please Note: Scholars who arrive close to 8:15 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 8:00 am to have enough time to eat without feeling rushed.**

#### *Lunch*

We provide free lunch to all scholars. Every month a school menu will be available on our website ([www.achievementprep.org](http://www.achievementprep.org)) or at the school so families can know what will be served each 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.).

#### *Candy and Soda*

**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.

#### *Healthy Snacks*

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, we request that it 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.

#### *Birthday Parties*

Birthdays are so special and we welcome the opportunity to celebrate with scholars on his/her special day. Only store-bought cupcakes can be sent to celebrate, during the lunch block. Please refrain from sending cake, ice cream, homemade food, and/or favors.

#### **Mandated Reporting**

DC law designates individuals in certain occupations that have close contact with children as mandated reporters of all forms of child abuse (including sexual abuse and attempted sexual abuse) and neglect.

Such individuals include school officials, teachers, athletic coaches, nurses, and mental health professionals. *See* D.C. Code § 4-1321.02(b). **Every Achievement Prep employee is a mandated reporter of all forms of child abuse and neglect**. A complete list of circumstances that must be reported to CFSA or MPD is provided in the next section. A mandated report must be made no matter who the alleged perpetrator is (for instance, a report must be made regardless of whether the alleged perpetrator is a parent, staff member, student, or other person).

#### *Mandated Reporters of Sexual Abuse*

Under DC law, any person 18 years of age or older who knows, or has a reasonable cause to believe, that a child under 16 years of age is a victim of sexual abuse must immediately report their suspicions to the DC Child and Family Services Agency (CFSA) or the Metropolitan Police Department (MPD). *See* D.C. Code § 22-3020.52(a). A report of sexual abuse must be made no matter who the alleged perpetrator is (for instance, a report must be made regardless of whether the alleged perpetrator is a parent, staff member, scholar, or other person).

#### *Requirements to Report Abuse and Neglect*

Achievement Prep employees are required to **immediately** make a mandated report whenever they **know or have reasonable cause to suspect** that a child that they know through work **has been or is in immediate danger of being**

1. mentally abused or neglected;
2. physically abused or neglected;
3. abused as a result of inadequate care, control, or subsistence in the home environment due to exposure to drug-related activity;
4. the victim of “sexual abuse” or “attempted sexual abuse”;
5. exposed to domestic violence;
6. regularly exposed to illegal drug activity;
7. assisted, supported, caused, encouraged, commanded, enabled, induced, facilitated, or permitted to become a prostitute;
8. injured by a bullet; or
9. injured by a knife or other sharp object by other than accidental means.

Achievement Prep is also required to report to CFSA any child who is age 5 through 13 years of age and who has **10 or more unexcused absences** within a school year.

#### *Where Reports are Made*

Achievement Prep employees are required to **immediately** report their knowledge or suspicion of child abuse or neglect to the DC Child and Family Services Agency (CFSA) or the DC Metropolitan Police Department (MPD).

#### *Additional Professional Responsibilities*

Achievement Prep’s health professionals, including social workers, audiologists, speech and language pathologists, occupational therapists, physical therapists, professional counselors, psychologists, and coaches must also abide by the following additional reporting obligations under DC law:

- A health professional must immediately report, **in writing**, to the CFSA, if the health

professional has reasonable cause to believe that a child is abused as a result of inadequate care, control, or subsistence in the home environment due to exposure to drug-related activity.

- A health professional who in their own professional or official capacity knows that a child under 12 months of age is diagnosed as having a Fetal Alcohol Spectrum Disorder, shall immediately report such knowledge to CFSA.

*Confidentiality and Consequences of Reporting*

Achievement Prep staff often have unique opportunities to identify signs of child abuse or neglect. For this reason, Achievement Prep, child welfare agencies, and, most importantly, vulnerable scholars depend on staff to always report their suspicions of abuse or neglect to the appropriate authorities.

By law, CFSA may not disclose the identity of a reporter to the accused party. Any Achievement Prep staff member who fails to make a required report may be subjected to disciplinary action by Achievement Prep, and to a significant fine and jail time under DC law.

**Definitions and Exmples of Child Abuse and Neglect**

Child abuse is the “non-accidental physical or emotional injury caused by the acts, or failures to act, of parents or individuals responsible for the child’s care.” The following chart defines and provides examples of the four forms of child abuse.

	<b>Definition</b>	<b>Examples</b>	<b>Signs of Abuse</b>
<b>Child Physical Abuse</b>	Non-accidental trauma or physical injury caused by punching, beating, kicking, biting, burning or otherwise harming a child.	Excessive physical discipline	Unexplained or repeated injuries; Attempts to hide injuries; Difficulty sitting or walking; Wariness of adult physical contact.
<b>Child Neglect</b>	A type of maltreatment that refers to the failure by the caregiver to provide needed, age-appropriate care although financially able to do so or offered financial or other means to do so. Includes neglect of basic needs, educational neglect, medical neglect, and lack of supervision.	Lack of hygiene or clothing, nourishment, shelter or medical treatment; Denial of needed special education services; Chronic truancy; Exposure to illegal drug activity at home; Parents are nonresponsive to school officials.	Poor hygiene; Inappropriate or ill-fitting clothing; Frequent tardiness or absence from school; Frequent hunger.



<b>Child Sexual Abuse</b>	Sexual abuse is the exploitation (or attempted exploitation) of a child for the sexual gratification of an adult or older child.	Making a child touch an adult's sexual organs; Child fondled by an adult; Exposing child to pornography; Soliciting a child for prostitution.	Genital pain or itching; Child contracts sexually transmitted disease; Precocious sexual knowledge or behavior; Extremes – hostile and aggressive or fearful and withdrawn.
<b>Domestic Violence as it relates to child maltreatment</b>	Domestic violence is a pattern of behavior used by someone to establish power and control over another person through fear and intimidation. It happens between people who are, or have been, in an intimate relationship. Domestic violence often includes the threat or actual use of violence.	Witnessing violence in the home; Use of child as shield to violence; Child attempts to interrupt violence.	Increased aggressive behavior; Hypervigilance; Withdrawal.

More information about mandated reporting, including common signs of abuse or neglect, may be found on the Child and Family Services Agency website at <https://cfsa.dc.gov/>.

Questions about Achievement Prep's mandated reporter requirements should be directed to the school. For more information about DC's mandated reporter law, please see CFSA's Mandated Reporter training, available at: <https://dc.mandatedreporter.org/pages/Welcome.action>.

### **Fire and Safety Drills**

Achievement Prep has monthly drills to practice safe and speedy 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 single file.
5. Once outside, proceed down the sidewalk away 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 signals are issued.
8. If necessary, scholars will be escorted to our back up facility, THEARC located at 1900 Mississippi Avenue, SE, Washington, DC 20032.

## ***CODE OF CONDUCT***

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In addition to a rigorous curriculum, dedicated teachers, and proper materials, a secure learning environment is also vital to scholars' academic success. Achievement Prep is committed to maintaining a safe school environment in which each scholar has an equal and appropriate educational opportunity, and shall provide a fair, consistent, progressive, and developmentally-appropriate approach to scholar discipline, within the context of scholars' rights and responsibilities.

### **Be The DREAM 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 teach the DREAM values and support scholars in learning them, so they are successful in meeting school-wide expectations for good behavior.

### **Behavior 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
- questioning a staff person's action or authority in a disrespectful manner

At Achievement Prep 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.

**Class Dojo**

We use Class Dojo to help quantify scholars’ behavior. Class Dojo will allow the school to provide scholars, families and teachers with a report on scholar behavior performance. Class Dojo will have a list of skills related to the DREAM Values and scholars can earn points for displaying these skills to the highest degree. While all scholars are expected to follow the DREAM Values, when scholars go above and beyond in displaying these values, they will be rewarded with Dojo Points.

At the end of each month, scholars will have an opportunity to review how many Dojo Points they have earned that month. Scholars can use the Dojo points to spend on a variety of prizes and opportunities at the monthly DREAM Store. Scholars must earn a minimum of 80 Dojo Points that month to visit the DREAM Store.

**Scholars may earn Dojo Points by exceeding expectations** in any school space and unprompted. Below are some of the ways scholars can earn Dojo Points:

DREAM Value	Expectation
Showing Determination	<ul style="list-style-type: none"> <li>- Using coping strategies for big feelings without being prompted</li> <li>- Using coping strategies to help focus back on work without being prompted</li> </ul>
Showing Respect	<ul style="list-style-type: none"> <li>- Using positive words to express thinking proactively</li> <li>- Using positive words to express feelings proactively</li> </ul>
Showing Enthusiasm	<ul style="list-style-type: none"> <li>- Helping and encouraging others regularly</li> <li>- Using (positive) words to express needs, including asking for help</li> </ul>
Showing Accountatibly	<ul style="list-style-type: none"> <li>- Being honest</li> <li>- Taking responsibility for actions prior to being asked</li> </ul>

Showing Mastery	<ul style="list-style-type: none"> <li>- Taking care of the community (helping to clean- unprompted)</li> <li>- Modeling the DREAM Values, even when others are not</li> </ul>
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Teachers can add additional skills to their Class Dojo to help support positive scholar behavior. Scholars can earn points for exceeding expectations of these skills.

### Ladder of Consequence

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 have it addressed with a teacher. A clear ladder of consequences is part of the structure *that makes the expectations work*.

Below is a summary of the K-3 ladder of consequences, and a more in-depth description of each follow.

	Action / Consequence
	Minimally invasive reminder (Non-verbal, positive group correction, anonymous individual, private individual; verbal as necessary).
	Verbal reminder
	Ask scholar to use reflection tools to help them get back on track
	1:1 conversation with teacher privately Logical consequences (e.g. sit with teacher to complete work)-
	1:1 conversation with Culture team privately Logical consequence (decided by teacher w/ support from Culture team) Close the loop conversation between teacher and scholar
	Parent/guardian contact

#### *Minimally Invasive Reminder*

When scholars are not meeting expectations they will receive support from teachers to get back on track. As teachers address scholars not meeting expectations consistently and swiftly, scholars often are able to do what is being asked of them with no additional effort from the teacher.

#### *Verbal Reminder*

When scholars continue to not meet expectations, teachers will use a verbal reminder directly with a scholar to help cue them to meet expectations and follow directions.

#### *Reflection Tools*

Scholars need to be taught how to self-regulate and given the tools and space to do so. Each classroom will have a reflection space, where scholars can participate in a breathing or movement exercise to help them settle so they can meet expectations. Scholars will also have a reflection journal that they can write

or draw what they are feeling to help them self-regulate. Teachers will support scholars to use these strategies prior to a consequence to help them feel supported and understood that they're being helped to meet expectations and not just being punished.

\*Please note that the reflection space is NOT a place for scholars to have "time out" or to "sit and think". It is a tool for self-regulation, not an isolation space.

#### *1:1 Conversation Teacher/Scholar*

Scholars who continue to not meet expectations are communicating a need through their behavior. A 1:1 conversation between teachers and scholars will allow for a scholar to verbally express what they are conveying with their behavior. Teachers will encourage scholars to explain how they feel ("I feel...because") to learn the underlying issue to the behavior and support the scholar in figuring out ways to meet expectations. Depending on the behavior, scholars may need a consequence for their actions. Teachers will provide a logical and age-appropriate consequence for scholars based on their behavior. The consequence and the reasons for the consequence will be explained to the scholar during this conversation.

#### *1:1 Conversation Culture/Scholar*

When scholars continue to not meet expectations, despite all the teacher intervention, scholars may need some out of class support. After trying the above methods, teachers will reach out to the Culture team to assist with scholar behavior. The Culture Team will speak with a scholar in a private space to learn the underlying issue to the scholar's behavior. The Culture Team will then work with the scholar to help them be able to express their feelings and needs with their teacher. Once a scholar has been de-escalated and can express their needs, the Culture Team will return the scholar back to the classroom and conduct a "close the loop" (restorative) conversation between the scholar and teacher in which each party can express their feelings, the necessary expectations and next steps. It is here that a teacher can share logical consequences for the scholar's behavior with support from the Culture Team.

\* Please note that all other methods will be tried before reaching out to the Culture Team for support except for in cases of egregious behavior where a scholar may harm themselves or others.

#### *Parent/Guardian Contact*

For egregious behavior, where a scholar is at risk of harming themselves or others, and continued refusal to follow expectations, a scholar's parent/guardian may be called by the Assistant Principal. Calling a scholar's parent/guardian or sending a scholar home will never be used as a threat. **Teachers cannot call parents/guardians regarding a scholar's behavior until the end of the school day.**

#### **Egregious Behavior & Immediate Removal from Class**

There are instances in which a scholar's behavior is so egregious that he or she is immediately removed from the classroom (on red) regardless of current level/color on the behavior chart. These are few and far in between but below indicates two such instances.

- Physical aggression toward peers or adults (hitting, kicking, spitting, biting, pulling hair, scratching etc.).
- Leaving supervision

In these cases, the Assistant Principal follows conference protocol and must have the scholar complete the Expectations Violation form (regardless of whether this is a first time conference).

## **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”.

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 plan must include clear supports for ensuring that the scholar can be fully welcomed back in to 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 (10 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 Assistant Principal or his/her designee addresses the conduct and assigns an appropriate consequence.
- The family is notified in writing by the Culture & Climate or his/her designee; a parent/guardian may be required to meet with the Assistant Principal 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 (more than 10 days) 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 Assistant Principal 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 (4<sup>th</sup>) 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 individual(s) selected at the discretion of the ED, to be part of the Disciplinary Board. In rare cases and at his/her discretion, the ED 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 (more than 10 days) has the right to appeal the decision of the Disciplinary Board in writing to the ED (or to the Board of Trustees in the event the ED 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 ED 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 (more than 10 days) has the right to appeal the decision of the Disciplinary Board in writing to the ED (or to the Board of Trustees in the event the ED 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 ED 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 ED 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 ED 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 ED 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 ED who is hearing the appeal. A procedural advocate may be present at the request of the scholar/family.

*Appeals*

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 ED 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 ED 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 ED, at his/her discretion, may or may not ask additional questions of the scholar and/or family.
- After hearing the case, the ED 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 ED 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 ED’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 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 ED, 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 ED upholds the decision of the Disciplinary Board in its entirety. Should the ED modify the original decision of the Disciplinary Board, the modified appeal decision issued by the ED shall be final and there shall be no right to further appeal.

**The Achievement Prep Board Chair for the 2022-2023 School Year is Ursula Wright and she can be reached via email at [uwright@achievementprep.org](mailto:uwright@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 ED 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 ED 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 ED 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.

#### **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.

### **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.

### **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 questions 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.

## **GRIEVANCE POLICY FOR PARENTS/GUARDIANS**

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

#### *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, 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.

#### *Who May Grieve*

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

#### *Other Remedies*

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

#### *Informal Grievance*

Because most difficulties can be resolved by communicating a concern to someone, grievant are encouraged to discuss their concern or harassment complaint promptly and candidly with the school principal.

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

#### *Formal Grievance*

Within ninety (90) days of encountering the harassment, discrimination, or complaint that is the subject of the grievance, a grievant shall file a written notice with the ED. 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 ED. 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 parent/guardian and scholar filing the grievance. The ED can be reached at the contact information provided below.

The ED 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 ED 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.

#### *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 therefore.

#### *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.

#### *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.

#### **Contact Information**

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

ED: Sarah Lewis  
Address: 908 Wahler Place SE, Front Building, Washington, DC 20032  
Phone No.: (202) 562-1214 ext 312

Achievement Prep Board of Trustees:  
Board Chair: Ursula Wright  
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 **ED 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



## ***ADDITIONAL SCHOOL POLICIES***

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### **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.

### **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.

### **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.

### **Visitor Policy**

While parents are welcome and encouraged to visit Achievement Prep during parent/teacher conferences and for family events, due to the COVID-19 Pandemic, visitors inside the school building will be limited. 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.

### **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.

## **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.<sup>1</sup> 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 General Harassment*

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.

### *Definition of 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 extra-curricular 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.

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<sup>1</sup> 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 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 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 teacher 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 teacher

### *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 the 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.

### **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.

### **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.

### **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.

### **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.

### **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.

### **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 ED, 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 ED.

Unless a Scholar obtains specific prior approval from the ED, 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.

### **Commerce**

Scholars may not sell any articles on school property without the permission of the ED. 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 ED.

### **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;
  - 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.

### **END OF FAMILY HANDBOOK**

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