



Hope Community PCS

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Parent & Student Handbook 2019-2020

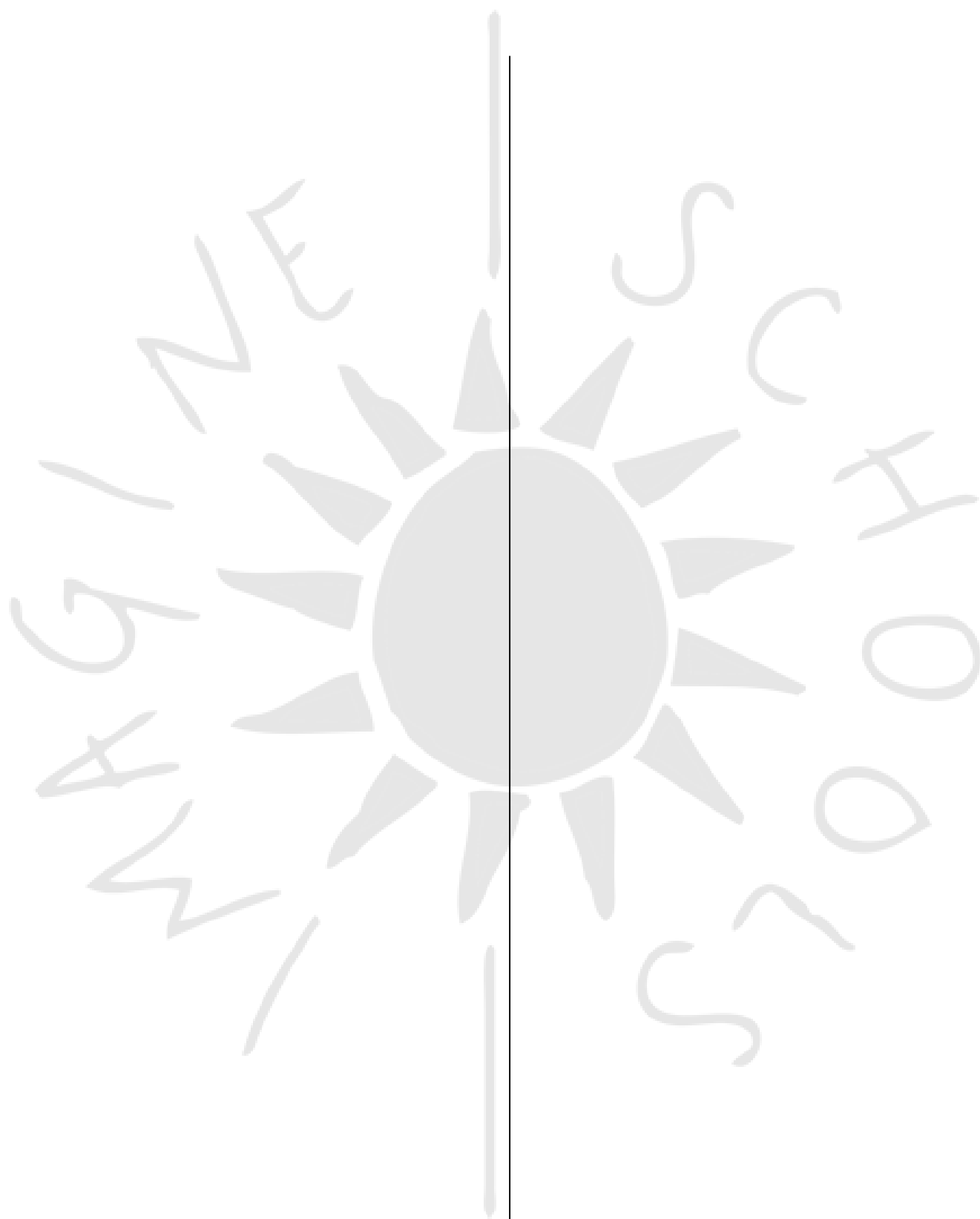


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PURPOSE

The purpose of this handbook is to provide valuable information that will guide you and your child throughout your child's educational journey. This book describes the rights and responsibilities of scholars, parents and staff at Hope Community Public Charter School (HCPCS) including the discipline code of conduct that governs every scholar, due process, and Parent Compact.

PROCEDURES AND DISTRIBUTION

The Board of Hope Community Public Charter School reviews the handbook annually. Families will receive a copy of the handbook during the first month of school. New scholars who enter HCPCS after the initial month will receive a copy of the handbook within a month of enrollment. All revisions after publication will be published on the website.

SCHOLAR AND FACULTY ORIENTATION

The administration will review the Scholar Handbook with the school faculty prior to the opening of school, paying special attention to any changes that have been made. The principal shall develop procedures to ensure that each scholar has an opportunity to become familiar with the handbook. This includes appropriate adaptations for scholars with special learning needs. The principal will discuss with the Leadership Team their plans for distributing booklets and for conducting scholar and faculty orientations.

INTRODUCTION TO HOPE COMMUNITY PUBLIC CHARTER SCHOOL

HISTORY

Along with support from the Imagine Schools regional staff members Eileen Bakke, Michael DePass, and Melissa Rudd, Hope Community Public Charter School was founded by George Sanker and Jimmy Kemp. We opened our doors at our first location on Massachusetts Avenue in Northwest Washington, D.C. in the fall of 2005 with just over 100 scholars. Since then, we've grown to over 800 scholars in two locations. Our Tolson campus is located in the Brookland Neighborhood near Catholic University while our Lamond campus is located in the Lamond Riggs community. Both Campuses exist in Northeast DC. We continue to be a school concerned with shaping the hearts and minds of our scholars, and we maintain a commitment to our "Three Cs" of education: **Content, Character, and Community.**

The Lamond campus consists of grades PK3 through Grade 5 and the Tolson campus consists of PK3 through Grade 8. Our goal is to create a place in which children can build trusting relationships with others, where staff can work closely with scholars and other staff members, and where families and community members can work in relationship to aid the learning and growth of our scholars.

OUR PHILOSOPHY

Hope Community is proud to be an Imagine School. As an Imagine School, Hope is committed to a set of shared values that guide the operation of the school, a philosophy of decentralized leadership where those closest to specific tasks or problems are the decision-makers, and six Measures of Excellence that let us know how we are doing in the areas that are most important to us. We are part of a network of over 50 schools nationwide with a passion to help parents educate their children.

Our Shared Values are:

- *Integrity*, which means we seek to live up to the highest ethical standards and strive toward "wholeness" in all that we do.
- *Justice*, which means that we treat each staff member, each scholar, and every other person or organization that helps us educate children as special and unique.
- *Fun*, which means giving every person the freedom and opportunity to fully utilize his or her talents and abilities.

One of the most important operating principles of HCPCS is that staff and scholars seek advice from others before making important decisions. This allows decision-making to be shared and gives us the opportunity to learn from and with each other. In this environment, it is okay to make mistakes as long as they are acknowledged and individuals take responsibility for their actions.

SCHOOL MISSION AND VISION

*It is our **mission** to shape the hearts and minds of our scholars positively, by providing them with an academically rigorous, content rich curriculum, an environment in which character is modeled and promoted, and a community in which to build trusting relationships with others.*

*It is our **vision** to create a school environment that seeks to help scholars gain confidence and hope for their futures, as they acquire a sense of joy and satisfaction that comes through diligent effort and becoming lifelong learners.*

HOW WE ACCOMPLISH OUR MISSION: OUR “THREE C’S”:

1. Content

We use the Core Knowledge curriculum, developed by E.D. Hirsch, in our instruction. The Core Knowledge scope and sequence is founded on the belief that literacy depends on a shared knowledge and that to be literate one must be familiar with a broad range of knowledge taken for granted by speakers and writers in our culture. Core Knowledge clearly articulates what scholars are to learn in each subject. Core Knowledge is based on the premise that all knowledge builds on knowledge and that in addition to defining what scholars learn, knowledge must be sequenced. Core Knowledge is based on the understanding that some knowledge does not change despite the many advances occurring in our society.

2. Character

The central belief guiding our approach to character development is that character is *caught*, not *taught*. We proactively shape the environment of our school in order for scholars to have a variety of contexts whereby they can acquire good character habits. This starts with the modeling of appropriate character by our teachers and staff. We believe that scholars must see character enacted in the lives of others so that it can become real to them. Another explicit way that character is nurtured in our scholars is through the context of classroom lessons, whether it is language arts, science, or physical education.

Hope is also very intentional about the *hidden curriculum* that shapes the culture of a school. Our major priority here is establishing rituals that make up our daily life, including the way that we begin each day, the way that we share meals together, the way that we encourage a sense of stewardship of the building, and the way that we celebrate together.

All of these rich experiences support our belief that a large part of our moral life is acquired through the small habits that are formed in us rather than through the more explicit skills-training approach.

3. Community

Community is an essential part of school life, and it is our hope that through relationships among and between the school, families, and the greater community, the goal of teaching children to be people of character will be reinforced. As we collectively pursue our mission and vision, we commit to:

- *Helping our scholars know that they are members of a particular community in a particular place, and that they are accountable to that community;*
- *Involving ourselves in the local community, as well as inviting our local community members to involve themselves in our work;*
- *Recognizing the strengths rather than the limitations of every member of our community, and modeling relationships of mutual respect;*
- *Prioritizing the needs of our scholars and families;*
- *Developing continuity between home and school, and respecting cultural and educational differences that may exist; and*
- *Treating parents as full partners and active participants in the educational process.*

OUR COMMITMENT

TEACHER

I understand the importance of the educational experience for every scholar and my role as a teacher and role model. Therefore, in order to encourage learning at home, at school, and in the community, I agree to carry out the following responsibilities and I WILL:

1. Provide a quality program of instruction for all children under my care.
2. Have high expectations of success that will help all children become more independent learners.
3. Address scholars' individual needs and encourage their unique talents.
4. Provide a safe and positive learning environment for each child.
5. Communicate and meet with all parents/guardians regularly regarding their child's progress and behavior.
6. Assist parents/guardians to support learning and positive behaviors at home.
7. Model respectful behavior by treating scholars respectfully.
8. Make opportunities available for parents to be involved in the classroom and in the larger school community.

PARENT

I understand that HCPCS is a "school of choice" and I agree to accept all the responsibilities listed in this document. I also agree that involvement in my child's education is necessary to ensure his/her high academic achievement, positive attitude, and exemplary behavior. Therefore, I WILL:

1. Communicate regularly with the classroom teacher.
2. Respect other scholars and parents in our community.
3. Make sure that my child is on time and ready for school each day.
4. Create a rich learning environment at home and provide discipline and structure to help build strong habits for my child.
5. Model character and lifelong learning for my child.
6. Commit time to serving the needs of the school by volunteering a minimum of 20 hours a year to help the school and classroom reach its annual goals.
7. Actively work to build trust with teachers and school officials for the good of my child and our family.
8. Support all of the school's regulations—including homework, attendance, discipline, and uniform policies.
9. Attend all meetings as scheduled by any Hope staff member including all Parent/Teacher conferences.
10. Respond to all school communications promptly.
11. Address any concerns openly, honestly, and politely with my child's teacher or other appropriate staff members.
12. Consult with my child's teacher first to discuss, document and/or resolve any issues or concerns.

HOW WE MEASURE OURSELVES: THE SIX MEASURES OF EXCELLENCE

We measure ourselves in six important areas of performance and seek to weight each of these measures equally.

1. *Shared Values* of integrity, justice, and fun.
2. *Parent Choice* and Satisfaction, which serve as indicators of our success.
3. *Academic Growth* that is measured by annual learning gains and proficiency.
4. *Positive Character Development*, as measured by positive changes in scholar behavior.
5. *Economic Sustainability*, ensuring that we are responsible with public resources and able to continue educating children over the long term.
6. *School Development*, which enables us to impact more scholars, families, and communities, as well as give our schools and staff more opportunities for growth and development

IMAGINE SCHOOLS ACADEMIC EXCELLENCE FRAMEWORK

Leaders

Imagine Schools Leaders guide and coordinate a school culture of positive character development and academic growth.

Guide

Establish	Develop a shared vision and mission for the school.
Equip	Secure resources to develop a strategic plan with vision and mission priorities.
Engage	Communicate vision and mission continuously.
Evaluate	Focus on the school's attention to its vision, mission, and goals.

Coordinate

Establish	Promote a culture of high expectations.
Equip	Use data and differentiated strategies to support scholar learning.
Engage	Improve the quality of teaching to accelerate scholar academic performance.
Evaluate	Reflect to assess whether a culture of high expectations has been created and maintained.

Teachers

Imagine Schools Teachers plan and instruct in a classroom environment that fosters positive character development and academic growth.

Plan

Establish	Create a culture of high academic and positive character expectations.
Equip	Develop and utilize rigorous research-based curriculum.
Engage	Model and practice justice through differentiated instruction.
Evaluate	Examine the effectiveness of instructional resources, materials, and tools.

Instruct

Establish	Ensure fidelity of the school's strategic plans and goals.
Equip	Maximize instructional time through classroom management and habit-building routines.
Engage	Deliver purposeful instruction using research-based best practices resulting in scholar mastery.
Evaluate	Reflect collaboratively on instructional effectiveness through data analysis.

Scholars

Imagine Schools Scholars acquire and own their learning efforts to achieve positive character development and academic growth.

Acquire

Establish	Embrace a culture of high academic and character expectations.
Equip	Develop academic and character habits to increase learning opportunities.
Engage	Apply critical thinking and problem-solving strategies.
Evaluate	Become an independent, self-directed learner.

Own

Establish	Create personalized learning plan with self-directed goals that ensure each scholar is capable of success.
Equip	Internalize information and learning structures for clarity and comprehension.
Engage	Demonstrate pursuit of excellence through the feedback process.
Evaluate	Reflect with others on personal academic and character growth.

Parents

Imagine Schools Parents choose to partner with us to create a culture of positive character development and academic growth.

Partner

Establish	Contribute to a respectful, transparent school culture that reinforces high expectations.
Equip	Access information about the school's goals.
Engage	Partner collaboratively to produce positive educational and social outcomes for children and youth.
Evaluate	Collaborate with school staff to ensure the success of the school.

Choose

Establish	Choose a school with innovative academic and character programs operating in a safe orderly environment.
Equip	Support scholar success through intervention, enrichment, and individualized instruction.
Engage	Celebrate scholar accomplishments and noteworthy efforts in academics and character development.
Evaluate	Reflect on child growth and academic achievement.

Governing Boards

Imagine Schools Governing Boards inform and advise stakeholders to ensure a culture of positive character development and academic growth is evident.

INFORM

Establish	Review school reports to monitor progress and allocate resources.
Equip	Develop, in concert with school leadership, a clear vision of scholar achievement as the highest priority.
Engage	Communicate using a common language, common processes, and common outcomes
Evaluate	Focus of results, analysis, continuous improvement, and creating value

ADVISE

Establish	Maintain a welcoming, transparent culture that invites stakeholders to become authentic partners.
Equip	Collaborate with school leadership to develop and monitor goals and priorities known by all stakeholders.
Engage	Work in partnership with school leadership to monitor the school improvement process.
Evaluate	Assess performance and pose relevant questions to ensure that appropriate annual progress is being made.

GENERAL INFORMATION

TOLSON CAMPUS

Mr. Haroon Rashed, Principal

Haroon.Rashed@imagineschools.org

Ms. Sherilyn Land, Vice Principal

Sherilyn.Land@imagineschools.org

LAMOND CAMPUS

Ms. Okiemute Pela, Principal

Okiemute.Pela@imagineschools.org

Ms. Michele Robinzine

Michele.Robinzine@imagineschools.org

BOARD OF TRUSTEES CHAIR

Chris Cody

cacody1701@yahoo.com

RESOLUTION POLICY FOR PARENTS OF HOPE COMMUNITY PUBLIC CHARTER SCHOOL

The following process is in place to assist parents and community members who have concerns or unresolved issues involving Hope Community PCS.

If you have a complaint regarding a situation at Hope Community Charter School, you should first visit the school leader at your child's campus. If the issue is not resolved, you may contact the Regional Director then the Executive Vice President, Shawn Toler (shawn.toler@imagineschools.org) and finally the school board. The Board of Trustees will immediately contact the school leaders to get input from the appropriate school personnel, and will determine if further review/ action is required.

For the written Elementary and Secondary Education Act Programs complaint procedures for resolving issues of violation(s) of a Federal statute or regulation that applies to Title I, Part A programs [*34 CFR Section 200.11(d)*] you may also see the Office of the State Superintendent of Education's website:

<http://osse.dc.gov/publication/policy-complaint-procedures-elementary-secondary-education-act-programs-and-competitive>

HOW WE COMMUNICATE

Hope Community PCS embraces open communication between the Hope staff, scholars, families, and the community. While frequent correspondence between teachers and parents is encouraged, HCPCS also distributes a monthly newsletter highlighting upcoming events, programs, and accomplishments. We send home Thursday folders with important school information for the current month. Parent teacher conferences are held following the midpoint of each academic advisory period and report cards are issued following the end of each academic advisory period. HCPCS also hosts several events which families are invited to attend, including: monthly iParent meetings, Back to School Night, Family STEAM Night, Core Knowledge Expo, and other parent meetings. Academic and Event Calendars are available in every classroom and in our parent resource room. To ensure receipt of all communication, parents are advised to update telephone numbers and mailing addresses at the main office to receive news on school events and happenings via the school messenger system and mail.

THURSDAY FOLDERS

Good communication between home and school is vital to a successful school experience for each child. Thursday is designated as take-home day when announcements, menus, scholar folders, interims, progress reports (four times during the year) and any handouts will be sent to parents. Periodically sending home

communications on other days may be necessary. Some primary grade levels choose to set up daily communication systems with families.

SCHOOL NEWS AND UPDATES

Hope Community PCS communicates with parents through multiple digital formats.

- Please download **mySchool App** (<https://myschoolapp.co.uk>) to receive instant notifications through your phone.
- Websites
Lamond: <http://imaginehopelamond.org> Tolson: <http://imaginehopetolson.org>
- Social Media
 - Twitter: @HopeCommunityCS
 - Facebook Lamond: @lamondcampus Tolson: @tolsoncampus

EMERGENCY INFORMATION

All parents are asked to fill out a school emergency information form on the first day of school. **THIS FORM IS EXTREMELY IMPORTANT** and should be returned to school immediately. It provides the school with phone numbers in case of an emergency, and gives permission to admit a scholar to the hospital, if necessary. If your child has specialized medical needs, it should be noted on the form. The school to come pick up your child in the case of an emergency may contact emergency contacts listed on a child's Emergency information form. Emergency contacts may not, however, contact the school to change a child's transportation method or the release of a child during the school day. A legal guardian must make these decisions. It is very important that these emergency forms are kept up-to-date.

CAMPUS CONTACT INFORMATION

TOLSON CAMPUS	LAMOND CAMPUS
Main Office Phone: (202) 832-7370 Main Office Fax: (202) 832-7644	Main Office Phone: (202) 722-4421 Main Office Fax: (202) 722-4431
Address: 2917 8 th Street, NE Washington, DC 20017	Address: 6200 Kansas Avenue, NE Washington, DC 20011
www.imaginehopetolson.org	www.imaginehopelamond.org
Email Addresses: All staff are available by email by using the person's first name and then last name in the following format: firstname.lastname@imageschools.org . You can find a directory of faculty and administrative staff online at our website.	

2019-2020 Staff Roster

Room Number	Grade Level	Teacher's Name	Paraprofessional	Extension
PreK – Kindergarten Academy				
128	PreK-K Coach	Lucy Watson		128
105	PreK-3	Michelle Wallace	Devin Waters	105
106	PreK-3	Robert Johnson	Zuyapa Garcia	106
112	PreK-4	Ebony Smith	Roquel Burwell	112
111	Pre-K-4	Andrea Upshur	Brittany Burks	111
114	Kindergarten	Karen Burton		114
113	Kindergarten	Brittnee Exum		113
1st- 4th Grade Academy				
128	Primary Coach	Erica Jennings -Taylor		128
103	1 st Grade	Carlette Goodson		103
104	1 st Grade	Vernita Simpson		104
217	2 nd Grade	Vivian Osigwe		217
202	2 nd Grade	Taylor Carter		202
215	3 rd Grade ELA	Aaliyah Payton		215
216	3 rd Grade Math	Clinton Dickens		216
203	4 th Grade ELA	Sylvana Asante		203
214	4 th Grade Math	Shanaye West-Simato		214
5th- 8th Grade Academy				
229	Intermediate Coach	Taryn Boone		229
204	5 th /6 th Grade ELA	Tyshawn Chisholm		204
213	5 th /6 th Grade Math	Tanya Kellam-Davis		213
205	5 th /6 th Grade Social Studies	E'Lena Harper		205
205	5 th /6 th Science	James Jacob		205
208	7 th /8 th Grade Reading	Michael Frazier		208
210	7 th /8 th Grade Math	Achille Hendje		210
209	7 th /8 th Grade Social Studies	Amorita Patterson		209
211	7 th /8 th Grade STEAM	Leonard Anderson		211
201				
201	Director of Student Support Service	Tiffany Yeldell		201
102	Primary Self-Contained	Jamie Brown	Kandice Baylor/ Aaron Quarles	102
212	Intermediate Self-contained	Karen Chambers	Chanise Lee/Candice Banks	212
Library/Learning Cove	SPED Pull-out Primary	Francis Adoma		115
Library/Learning Cove	SPED Pull-out Intermediate	Rayford Roscoe		115
Library/Learning Cove	ELL Team	Irene Salazar	Teairai Jones-ELL Paraprofessional	115
Exploratory Classes				
Floater	Physical Education	Kevin Thomas		125
Floater	Music	Gregory Brown		126
126	Art	Nick Moses		126
125	Spanish	Andrea Moreno		125
Floater	Technology teacher Media Specialist	Rayla Parquet		229
Library	Library Assistant	Savannah Jackson-Powell		115

Shared Personnel		Extensions
Compliance Manager	Trina Williams	
Athletics and Activities Director	Jason Knecht	222
I.T. Specialist	William Patterson	
Cafeteria Staff		
Food Services	Reynaldo Rodriguez	109
Food Services	Gladys Ramirez	107
Facilities		
Day Facilities	Antoine Graham	
Day Facilities	Iania Washington	
Night Facilities	Nelson Long	
Night Facilities	Shanice Hayes	
Behavioral Support		
Character Coach	Kervin Sanches	221
Behavior Interventionist	Kenneth Wood	221
Parent Engagement Coordinator	Renee Mojica	Main Office
Instructional Support Staff		
Sub-Teacher (Parent Engagement)	Shavannah Jackson-Powell	
Office Staff		
Administrative Assistant	Courtney Tobias	117
Social Worker	Asha Henson	201
School Counselor	Tereasa Holland	221
Enrollment Specialist	Jamie Hackett	228
School Nurse	Felicia Asongwe	119
Regional Support		
Regional Academic Coach	Kesha McCoy	
School Leaders		
Vice Principal	Sherilyn Land	234
Principal	Haroon Rashed	101

AUGUST 2019

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

*School Days- 5***SEPTEMBER 2019**

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

*School Days- 20***OCTOBER 2019**

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

*School Days-21***NOVEMBER 2019**

M	T	W	TH	F
				1*
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

*School Days- 14***DECEMBER 2019**

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

*School Days- 15***JANUARY 2020**

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31*

*School Days-18***FEBRUARY 2020**

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

*School Days- 15***MARCH 2020**

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

*School Days- 20***APRIL 2020**

M	T	W	TH	F
		1	2	3
6	7	8	9*	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

*School Days-17***MAY 2020**

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

*School Days- 15***JUNE 2020**

M	T	W	TH	F
1	2	3	4	5*
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

School Days- 20

	First Day of School: August 26
	Last Day of School: June 19
	School Closed: Holiday
	No School for Scholars Staff Development and Records Day
	Scholars dismissed at 12:00 pm
	Promotion Ceremonies
	Schoolwide Field Trips
	In-service Training for Staff
*	End of the quarter

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Progress Reports	September 26	December 19	March 12	May 21
Quarter Ends	November 1	January 31	April 9	June 5
Report Cards Issued	November 7	February 6	April 23	June 11
Awards Ceremony	November 13	February 12	April 29	June 17

Promotional Ceremonies	
Pre-K 4	June 8 at 10:00 am at THEARC Auditorium
Eighth Grade	June 8 at 6:00 pm at THEARC Auditorium

School Hours: 7:30am- 4:00pm
Total School Days: 180 days

Quarter 1- August 26- November 1 57 days
Quarter 2 November 2- January 31 50 days
Quarter 3 February 1- April 9 42 days
Quarter 4 April 10 – June 5 34 +10 after

Important Dates to Remember

July

July 24	New Teacher Orientation
July 30	2019-2020 SY Contracts in Effect

August

August 5	Staff report to Work
August 16	Open House
August 5 – 23	In-Service for all Staff
August 24	Mid-Atlantic Forum
August 26	First Day of School

September

September 2	Holiday - Labor Day (No School)
September 11	Back to School Night
September 27	½ day for Scholars – 12:00pm Dismissal (Parent-Teacher Conference)

October

October 14	Holiday - Columbus Day (No School)
October 31	No school for Scholars (Staff Professional Development)

November

November 11	Holiday - Veterans Day (No School)
November 25 – 29	Thanksgiving Break (No School)

December/January

December 20	½ day for Scholars - 12:00pm Dismissal (Parent-Teacher Conference)
December 23 – January 2	Winter Break (No School)
January 2	No School for Scholars (Staff Professional Development)
January 20	Holiday - MLK Jr. Day (No School)
January 31	No School for Scholars (Staff Professional Development)

February

February 14	½ day for Scholars – 12:00pm Dismissal
February 17	Holiday - President's Day (No School)
February 18 – 21	Midwinter Break (No School)

March/April

March 19 – 20	No School for Scholars (Staff Professional Development)
April 10	½ day for Scholars – 12:00 Dismissal (Parent-Teacher Conference)
April 13 – 20	Spring Break (No School)

May

May 14	School-Wide Field Trip
May 22	½ day for Scholars - 12:00pm Dismissal (Staff Professional Development)
May 25	Holiday - Memorial Day (No School)

June/July

June 8	Promotion Ceremony (Pre-K & 8 th Grade)
June 18	½ day for Scholars – 12:00pm Dismissal
June 19	½ day for Scholars – 12:00pm Dismissal & Last Day for Scholars

Hope Community PCS has received permission from DC PCSB to include half days in the 180-day count.

SCHOOL HOURS: “If It’s 8 You’re Late”

- The instructional school day runs from 8:00 am – 3:45 pm for all scholars. Scholars who arrive to school after 8:05 am are considered late and will incur a tardy on their attendance record.
- Breakfast Service will run from 7:30 – 8:00 am. The cafeteria will not be open for scholars who arrive after 8:00 am, nor will food be taken into classrooms after this time.

ARRIVAL PROCEDURES

Parents are not allowed to drop off their children before **7:30 a.m.** unless they have enrolled their child into the Early Riser or Champions program beginning at **6:30 a.m.** Upon arrival Scholars will go directly to the cafeteria and will not be permitted to enter into the building or loiter in the receptionist area beforehand. Parents are not permitted to classrooms for drop off for Grades 1- 8. Pre- Kindergarten and Kindergarten parents may escort scholars to classrooms until **8:05 a.m.** After 8:05 am, scholars will be escorted by a staff member.

Breakfast is served from **7:30 -7:50 a.m.** Scholars are not allowed to leave the cafeteria or wander around the building. Scholars will remain in the cafeteria until 7:45 a.m. At 7:45 a.m., scholars will be escorted from the cafeteria to classrooms. Scholars will be seated in their classroom ready for work at **8:00 a.m.**

LATE ARRIVAL & EARLY DISMISSAL

Research shows that on time attendance has a direct reflection on scholars' academic performance. Scholars who arrive at school early have an advantage over classmates who arrive after class has begun. In addition, when scholars are dismissed early, instructional time is disrupted.

- We strongly urge parents to allow scholars to remain at school for the entire instructional program. In the event that an early release is needed, parents should contact the main office by 10:00 am to be added to the early pickup list. To provide our teachers with focused, uninterrupted time to properly close out their class for the day, early release will not be granted between **3:15 – 3:45 pm.**
- Scholars are expected to be picked up by 4:00 p.m. on normal school days or by 12:00 p.m. on half days. Any child not picked up by 4:00 p.m. will be escorted to late room, where a Hope staff member will monitor the scholar until an adult arrives. The cost for late room is one dollar (\$1.00) per minute after 4:30 p.m. The staff member will call the parent or guardian to identify their whereabouts. Please communicate to the front office or classroom teacher if you will be late.
- Parents are to wait outside of the front gate until their child is dismissed. Pre-K and Kindergarten parents may enter the rear of the building to report to classrooms to pick up and out their child.

ATTENDANCE POLICY

School attendance is required for all scholars who reach five years of age on or before September 30 of the current school year. Scholars must attend school until their 18th birthday. Scholars who reside in the District of Columbia must be enrolled in a public, independent, private, parochial or home school each year during the period that schools are in session. Scholars should miss no more than nine days of school each year to stay engaged, successful, and on track. Students can become chronically absent **even if they only miss a day or two every few weeks.**

WHEN IS SCHOOL ATTENDANCE NOT REQUIRED?

School attendance is not required during regularly scheduled holiday events and staff professional development according to the schools' calendar.

WHAT ARE EXCUSED ABSENCES?

- Death in the scholar's immediate family
- Illness of the scholar (A doctor's certificate is required for a scholar absent more than three days.)
- Observance of a religious holiday
- Medical reasons such as a doctor's appointment
- Lawful suspension or exclusion from school by school authorities
- Failure of DC to provide transportation in cases where there is a legal responsibility for transportation of the students

HOW LONG DOES A PARENT HAVE TO PROVIDE THE SCHOOL WITH A VALID EXCUSE?

Valid excuses for absences must be provided within **five** school days. Schools are **required** to mark all absences as unexcused unless a valid excuse is provided by the parent/guardian within **five** school days of the student returning.

WHAT ARE UNEXCUSED ABSENCES?

When school-aged scholars are absent from school with or without parental approval for reasons such as:

- Babysitting
- Shopping
- Running errands
- Oversleeping
- Cutting classes
- Vacations
- Job Hunting

WHAT ARE POSSIBLE CONSEQUENCES OF POOR SCHOOL ATTENDANCE?

Missing school may result in:

- Poor work habits
- Retention/Inability to promote to next grade level
- Lower grades/loss of credit
- Frustration in learning
- Dropping out of school
- Lower self-esteem
- Lack of self-discipline
- Unsupervised activities
- Delinquency
- Reduced learning potential
- Contacting the Child and Family Services Agency (CFSA)

TARDIES (LATE ARRIVALS)

Hope Community PCS starts promptly at 8:00 a.m. Any scholar arriving after 8:05 a.m. must have acceptable documentation to have a tardy excused. **Parents of scholars entering the building with scholars at or after 9:30am must have a valid excuse or a doctor's note.** *Before reporting to class, all tardy scholars must obtain a tardy slip from the receptionist at the front desk.* Tardy scholars must be escorted to the main office by a parent/guardian. They may not be dropped off or unescorted.

Scholars who have excessive tardiness that lead up to or exceed a total of 8 unexcused tardies, may be subject to a loss in participation in extracurricular activities and/or school events. Scholars whose tardies are deemed excessive, as determined by the administration of Hope Community PCS may also be subject to referral to Child and Family Services due to Educational Neglect (see section on Educational Neglect for more information). We recognize that scholars transported to school by their parents are not personally responsible for getting to school on time. Due to that, we hold parents/guardians responsible for their child's tardiness.

EXCESSIVE TARDIES

- We will consider any child who enters school after 8:35 a.m. excessively tardy. They will require documentation for their tardiness. After five such occurrences, the parent will be required to attend a mandatory conference
- We will also consider any child excessively tardy if they report to school tardy more than 3 times in any given month or (3) consecutive times. A mandatory conference will be required if a child falls into this category.

ATTENDANCE CONFERENCE REQUESTS

All mandatory conference requests should be complied with in a 2-day time frame. If families fail to respond or comply with these conference requests, then serious infractions may occur (including a referral to Child and Family Services).

TRUANCY

Children who misses school, weather excused or unexcused, quickly falls behind. Chronic absenteeism can drastically affect a child's academic success. Truancy means being absent from school without a permission or a valid reason (unexcused absences).

All uniformed police officers in the District of Columbia are responsible for truancy enforcement. MPD is required to deliver children suspected of being truant to the school in which they are enrolled. The school is required to receive the student from the MPD officer.

IF A TRUANT SCHOLAR IS PICKED UP BY THE POLICE:

- Parents will be provided with consultation and follow-up support.
- Parents and scholars will attend a truancy conference at the school.
- The truant scholar will be placed on an attendance action plan.
- The truant scholar will face a reprimand according to the Scholar Code of Conduct.
- If a chronic pattern of truant behavior continues, Child and Family Services will be contacted.

Anyone can report a suspected truant scholar, including: relatives, neighbors, friends, parents, scholars, concerned citizens, business representatives, and community representatives. Missing school may result in poor work habits, lower grades, frustration in learning, dropping out of school, lower self-esteem, lack of self-discipline, unsupervised activities, delinquency, and/or potential criminal activity. Truancy reporting is important because keeping scholars in schools helps to keep them safe. Citizens may report a truant scholar by calling the Attendance Intervention Center at (202) 576-6985.

It is imperative that the staff at Hope PCS becomes aware of DC's truancy law to prevent continuous absences amongst scholars. We believe that preventing truancy is a shared responsibility between the state education agency, local school districts, parents, scholars and community members. It is the LEAs responsibility to notify OSSE within two business days of a scholar's 10th unexcused absence. Below are a few reminders concerning scholar attendance with the D.C. Truancy and Accountability Act.

1. The absence of a minor without a valid excuse shall be unlawful. An absence of a minor enrolled at Hope Community PCS shall be deemed unexcused unless the minor's parent/guardian provides the school with a valid excuse for the minor's absence within five school days upon the minor's return.
2. Hope Community PCS shall refer a minor student ages 5 through 13 years of age to the Child and Family Services Agency no later than 2 business days after the accrual of 10 unexcused full day absences within a school year.
3. Scholars may only be marked "present" if they attend for 80% of the day;
4. Scholar support team meetings must be held after a scholar reaches five unexcused absences.

WHAT CAN PARENTS DO?

1. Let your child know that you think that school is important.
2. Set a regular bedtime schedule; age should not be a factor.
3. Provide your child with plenty of time to get ready for school.
4. Provide an alternate plan of transportation for getting your child to school on time.
5. Schedule medical, dental, and other appointments before and after school hours when possible.
6. Plan scheduled appointments around the school day; allow him or her to miss only that time necessary for the appointment.
7. View tardiness as unacceptable behavior.
8. Refuse to write an excuse for anything other than a legitimate absence.
9. Make sure your child arrives at school on time each day.

ATTENDANCE ACTION PLAN

Parents shall receive frequent communications on the importance of regular attendance at school. In addition, the **Positive Character Development and Shared Values Task Forces** will develop school-wide programs and activities to promote and reward both regular and outstanding school attendance and improved attendance. Examples of such programs and activities include certificates of recognition for scholars who achieve perfect attendance or 95% attendance; a school awards ceremony to celebrate a school-wide attendance goal of 95%.

UNEXCUSED ABSENCE PROCEDURES

1. If a scholar is absent without an excuse, Hope Community PCS must use school-based procedures as well as appropriate interventions to encourage regular school attendance. The following attendance procedures shall be used:

- a. **First Two Consecutive Unexcused Absences** - The teacher will contact the parent/guardian by telephone or email.
- b. **Third Unexcused Absence** - The teacher will contact the parent/guardian by telephone or email, and the scholar will be referred.
- c. **Fourth Unexcused Absence** - Site Attendance Specialist will contact the parent to request a conference.

2. After the scholar's **fifth consecutive unexcused absence**, the school Social Worker and personnel from the administrative team will refer scholar to Show Up Stand Out and make a home visit.

3. Scholars who are habitually absent will be referred to the Scholar Support Team. The SST will help to identify the cause(s) of the unexcused absences in order to bring the parent/guardian in compliance with attendance laws. The SST must design a Parent/Scholar Attendance Contract to address the cause(s) of the unexcused absences and identify interventions that eliminate the underlying problem and enable the scholar to attend school on a regular basis. The SST team will review all consecutive and non-consecutive absences after 5 occurrences within one marking period.

4. After the scholar's **tenth consecutive unexcused absence**, *Child and Family Services* will be contacted.

Interventions

It is expected that meetings with parents/guardians and scholars will focus on the reasons for the scholar's unexcused absences and ways the school can intervene to support regular attendance.

Interventions can include the following:

- | | |
|--|---|
| a. A school-based individual intervention modification program | f. Parenting classes |
| b. Purchasing school uniforms | g. Referring the family to Catholic Charities (Show Up Stand Out) |
| c. Assigning a mentor to the scholar | h. Referring the family to Child and Family Services |
| d. Providing the scholar with a tutor | |
| e. Parent counseling | |

VISITING AND VOLUNTEERING AT OUR CAMPUSES

Visitors are welcome at Hope. **All visitors to the building are to sign the Visitors' Log at the receptionist's desk.** The receptionist will issue a visitor's pass to the visitor. **To obtain a pass, ALL VISITORS must present a valid ID.** This pass must be worn at all times while at Hope. This policy is strictly enforced for the safety of our scholars and staff. You will not be allowed in the classrooms without the visitor's pass. Refusal to retrieve a pass may result in being banned from the school or removed by the local authorities. Upon departure, all visitors should sign out with the receptionist.

We ask that parents and others make appointments to see teachers. For maximum educational effectiveness, our instructional program is not interrupted. If you need to speak with a teacher, please leave a message at the front desk. Calls are not transferred into classrooms during instructional sessions. Visitors that request to meet with the Principal or Assistant Principal must make an appointment with the school secretary. The procedures outlined are established to minimize disruption to the instructional program and daily routine of the school. **Background checks are mandatory for any parents or guardians who would like to volunteer in the classroom or the school or go on any school field trips.**

CLASSROOM VISITATION

Parents are our partners and they are encouraged to visit our classrooms. All classroom visits are limited to 30 minutes and must not impact the instructional program. Classroom visitation is not a Parent-Teacher Conference. If it is treated as such, the parent will be asked to leave. All visitors that interrupt instruction or negatively impacting the school climate will be asked to leave. Multiple visitations violations will result with individuals being barred from campus.

UNIFORM POLICY

Scholars are expected to come to school every day dressed in accordance with the uniform policy. The uniform policy will be strictly enforced beginning the first day of school. The first time a scholar arrives to school out of uniform, the school will provide the appropriate uniform to that scholar for the day and the borrowed uniform must be returned back to the school the following day. There are days that the uniform policy is relaxed; when those days arise, you will be notified in writing. The school reserves the right to change the dress code as needed; parents will be notified. Repeated infractions will require a parent to bring the scholar a complete uniform before the scholar is permitted to class.

Grades Prek-4	Middle School (5-6)
<ul style="list-style-type: none">• Imagine Hope logo shirt in the colors of gold, blue, or green;• Navy or khaki pants, knee length shorts & skirts;• Solid blue or black sweater only. Hoodies are NOT permitted;• Athletic shoes, sandals with straps on the heel, and boots are permitted. Flip flops, shoes with wheels/rollers, or spurs are not permitted;• Belt with shirt tucked into pants. <p><i>All shirts must reflect the Imagine Hope Community logo.</i></p>	<ul style="list-style-type: none">• White oxford dress shirt with a tie worn EVERYDAY. Girls may wear the cross bow tie;• Navy or khaki pants, knee length shorts & skirts;• Solid blue or black sweater only. Hoodies are NOT permitted;• Athletic shoes, sandals with straps on the heel, and boots are permitted. Flip flops, shoes with wheels/rollers, or spurs are not permitted.• Belt with shirt tucked into pants;
All scholars are required to have at least one gold logo uniform shirt to be worn on fieldtrips.	

Uniform materials may be purchased at 9700 Martin Luther King Jr. Highway Lanham, MD 20706 or visit them online at: www.RisseBrothers.com (School Code: HT1477). 301 220-1985

ACADEMICS

ACADEMIC STANDARDS

Hope Community PCS utilizes Common Core State Standards to determine the academic levels to which scholars are taught and assessed. The academic standards are descriptions of what scholars should comprehend in order to be deemed proficient in a particular area of study. These standards are uniform in order to set high expectations for each scholar and teacher throughout the educational system.

In addition to having strong academic standards, Hope Community PCS utilizes textbooks, which have been aligned to the Common Core State Standards. Curriculum frameworks and curriculum mapping have also been established to translate the knowledge and skills described in the standards into clear, specific guidance for teachers. Teachers also use the Core Knowledge Curriculum.

Measuring Growth- The Partnership for Assessment of Readiness for College and Careers, or PARCC, is the District of Columbia's annual assessment of mathematics and English language arts (ELA), based on the [Common Core State Standards \(CCSS\)](#). The PARCC assessments measure the knowledge and skills that matter most for students — understanding complex texts, evidence-based writing, mathematical problem- solving — all skills that lead to confidence and success in key academic areas.

Internally, scholars at Hope Community PCS also take the Star Renaissance Test. This quarterly assessment measures scholars' growth toward proficiency.

CURRICULUM/ACADEMIC TEXTS

	Math	ELA	Science	Social Studies
Pre-Kindergarten	Core Knowledge Creative Curriculum	Core Knowledge Creative Curriculum	Core Knowledge Creative Curriculum	Core Knowledge Creative Curriculum
Kindergarten – 5th Grade	Common Core State Standards - Math Supported by: Envision Math	Common Core State ELA Standards: Supported by: Reading Street	Next Generation Science Standards Supported by: Core Knowledge	Core Knowledge Supported by: Core Knowledge Pearson History Units
6th – 8th Grade	Common Core State Standards - Math Supported by: Middle School Math	Common Core State ELA Standards: Supported by: Collections	Next Generation Science Standards Supported by: Interactive Science	Houghton Mifflin Geography US History World History
Additional Resources	<ul style="list-style-type: none"> ▪ Thinking Maps <ul style="list-style-type: none"> ▪ Freckle ▪ Performance Coach <ul style="list-style-type: none"> ▪ Flow 360 			

ASSESSMENT

	M Circle	M Class (Math/Literacy)	Renaissance STAR (Literacy/Math)	PARCC Assessments (ELA/Math)
Pre-Kindergarten	X			
Kindergarten		X	X	X
3rd – 8th Grade			X	X

CHARACTER EDUCATION

Character education in conjunction with a clear, consistent, and cohesive discipline plan, is an important way to help children develop increased attachment to learning, create a more personalized learning environment and positive scholar-staff relationships, create healthier and more cooperative peer relationships, increase emotional resilience and social competence, and reduce high-risk and aggressive behaviors.

At Hope Community PCS, we use our Core Virtues and a variety of curricular resources to impart character education.

GRADING SYSTEM

A grade is a measure of scholar achievement relative to curricular goals, standards and objectives. Grades serve to inform scholars, parents, teachers, and administrators of the degree in which mastery has been attained and to help teachers adjust instruction to meet the individual needs of all scholars. Teacher should be assessing scholar's mastery of daily objectives through daily exit tickets to monitor scholars progress. This grading system shall be consistently applied and clearly communicated to all teachers, scholars, and parents. At least three grades per content area should be entered each week on Friday during their planning period. The following grading policy applies to grades K-8.

- A (90-100) Outstanding Achievement.** The pupil has mastered the objectives in the subject area, shows initiative, applies knowledge gained to new situations, and accepts responsibility for learning.
- B (80-89) Above Average Achievement.** The pupil has mastered most of the objectives in the subject area, is above average in initiative, application of knowledge, and accepting responsibility for learning.
- C (70-79) Satisfactory Achievement.** The pupil has mastered the basic objectives in the subject area and with direction and stimulation by the teacher is progressing in initiative, application of knowledge and accepting responsibility for learning.
- D (60-69) Below Average (Needs Improvement) Achievement.** The pupil has mastered few of the basic objectives in the subject area.
- F (59* or Below) Unsatisfactory Achievement.** The pupil has not mastered the basic objectives in the subject area.

**If scholars' grades fall below a 65, he or she should be given ample opportunities (through interventions, re-teaching/re-testing, alternative assessments, make-up work, extra credit, etc.) to improve his or her grades. Scholars, who consistently receive a score of 65, MUST go through the SST process.*

***Pre-K scholars who consistently perform within the beginning/developing range should be given ample opportunities (through interventions, re-teaching/re-testing, alternative assessments, make-up work, extra credit, etc.) to improve his or her grades. If a scholar continues to remain unsuccessful MUST go through the SST process.*

Weighted Grades

All grades are not equal just as all assignments are not equal. The reason behind weighing grades is that some grades should count more, based on its level of difficulty or importance. All grade entered in the grade book must be 65% or higher. Below are the weights for various assignments, along with the number of indicators that should be included in scholar portfolios.

Homework (10%)

Homework is a planned part of the educational process that is designed to enhance scholar achievement. The purpose of homework is to:

- Reinforce learning that takes place in the classroom.
- Help scholars develop organizational, planning, and time management skills.
- Provide the practice needed to develop scholar skills and become an independent learner.
- Serve to strengthen the links between the school and the home.

Class Participation (5%)

Class participation refers to the level of engagement scholars partake in the lesson. Class participation does not refer to scholars' behavior.

Formative Assessments (45%)

Formative assessments are a tool that educators use to change classroom instruction as it is occurring. These types of assessments allow the teacher to delete what is not working and add components that may work better; it is an opportunity to improve upon a given process of instruction.

Formative Assessments include: Class work, in-class projects, labs, quizzes, exit tickets, and weekly skills assessments.

Summative Assessments (40%)

Summative assessments refer to the assessment of the learning and summarization of the development of learners over a period of time.

Summative Assessments include: Unit tests, book reports, major projects (i.e. Science Fair) and published writing pieces.

***Scholar meetings must be held after each STAR benchmark assessment to review data with parents. Scholar data portfolios must be updated after each STAR benchmark.**

CONFERENCES

Conferences are an important part of our communicating information to parents. The request for one may come from the parent/guardian or the teacher. Because early morning is a busy time for our teachers and scholars as they settle in for their daily routine and begin the instructional day, we ask that you please make an appointment that is during the teacher-planning period or after school. **Teachers will contact all parents/guardians for a conference at the end of the first grading period.**

HOMEWORK POLICY

Homework may be assigned to all scholars and is to include engaging work that is aligned to concepts your child has already been taught. Homework will increase as a scholar advances in school. If this work consistently exceeds one hour a night or you are concerned it is not aligned to concepts your child has been taught, you should contact your child's teacher. Please encourage your child to read nightly. This may be done independently or with a parent or guardian. Requests for homework when your child is absent should be made directly with your child's classroom teacher. Assignments will be given Monday through Thursday for each grade level and on Fridays for particular projects. Homework is worth 10% of the student's final grade.

PURPOSE

HOMEWORK SHOULD:

- Reinforce principles, skills, concepts, and information taught in the classroom.
- Be meaningful and appropriate to the ability and instructional level of scholars.
- Support creative, logical, critical and analytical thinking.
- Foster self-discipline, self-motivation and the wise and orderly use of time.
- Be adequately explained by teachers and clearly understood by parents.

TEACHERS SHALL:

- Set clear standards and expectations for the quality of work based on the needs of scholars.
- Create an effective system for communicating homework guidelines for parents and scholars.
- Review homework and provide timely and appropriate feedback
- Coordinate projects so that all scholars have access to research and resource materials including textbooks and digital tools such as flash drives, electronic textbooks and websites.
- Assign homework that is academically challenging and developmentally appropriate to the scholar's level of competence.
- Design quality homework, which is relevant to the curriculum and/or tied to mastery.
- Allow for varied learning styles by including choices in types of assignments when possible.
- Provide scholars with a reasonable estimate of the amount of time necessary to complete

each homework assignment.

- Provide scholars the opportunity to ask questions to clarify assignments before leaving class.
- Evaluate projects based upon a teacher created rubric, which includes the standard, objective, and scoring scale so that the requirements, expectations and timelines are clearly understood by the scholars.
- Middle School teachers should collaborate between each other regarding when homework would be assigned. There should be a balance of projects so they are not assigned at the same time.
- Be considerate when assigning homework due the day after a religious holiday, assigned school breaks and weekends.
- Ensure that scholars receive feedback on each assignment so that scholars comprehend their level of understanding of the learning.
- Create spring and winter break packets for each student that shall be turned in for a grade.

SCHOLARS SHALL:

- Understand that homework is part of the grading system and scholar responsibility.
- Ask questions to clarify homework assignments before leaving class.
- Complete and submit homework assignments by the due date.
- Complete all assignments honestly in accordance with the teacher's directions.
- Assume responsibility and take ownership for missed assignments.
- Turn in homework that is neatly organized and done to the best of their ability

PARENTS SHALL:

- Provide a suitable environment for homework.
- Remind scholars that homework is their responsibility and must be completed on time and to the best of their ability.
- Guide or assist in homework when unusual difficulties arise, but never do the homework for their child.
- Encourage scholars to ask their teacher(s) clarifying questions concerning their homework.
- Communicate with the teacher(s) (In-person, through email, class website, parent/teacher conference).
- Monitor afterschool-activities so that sufficient time is provided for homework.

RETENTION POLICY

NO RETENTION: PRE-KINDERGARTEN

The academic and social performance of scholars in Pre-Kindergarten shall be monitored continuously to gauge scholars' progress toward reaching academic and developmentally appropriate benchmarks in key subject areas. The progress of scholars in grades Pre-Kindergarten shall be evaluated annually and during regular intervals throughout the school year. It is the parents right to use these evaluations and observations and decide if additional time and content reinforcement is needed prior to entering Kindergarten.

RETENTION: K-5

Throughout the school year, we carefully monitor our scholars' progress and performance to identify areas of success, and those in need of focus for improvement. This data also assists us in identifying supports needing to be put in place to ensure our scholars' academic success, not just this school year, but year's ahead as we prepare them to be college and career ready. Scholars who demonstrate continued deficits in one or more of the following areas will be recommended for intervention:

ATTENDANCE: The scholar has accumulated over 25 excused or unexcused absences.

STAR DATA (PROFICIENCY): The scholar is performing in the intervention or urgent intervention performance band on the STAR assessment.

GRADE LEVEL PROFICIENCY: The scholar is performing below grade expectation in the area of Math or ELA.

INTERVENTIONS

If a scholar receives a grade of a D in either math or reading:

- A mandatory parent conference will be scheduled.
- Academic interventions will be put in place.
- Review of Star Renaissance Benchmark Assessment
- Summer school is highly recommended.

RETENTION

If a scholar receives a grade of an F in either math or reading:

- A mandatory parent conference will be scheduled.
- Academic interventions will be put in place.
- The teacher shall follow the SST process.
- Summer school is mandatory.

SUMMER EXPERIENCE

Hope Community PCS scholars are expected to *Acquire* and *Own* their learning. Therefore, they will be required to complete Summer Work Experiences in Reading and Math. These Work Experiences can include but not limited to the following: math and reading work assignments, project-based activities, computer-based activities, required summer reading lists, reading summaries and reading logs.

Scholar Support Team (SST)

The Scholar Support Team (SST) is a problem-solving process Hope Community Tolson. The SST uses a collaborative process to assess the needs of scholars who are struggling academically, behaviorally and/or socially. The SST also focuses on scholars who are habitually absent and tardy. The goal of the SST is to reduce barriers to learning by offering a variety of strategies and interventions to help struggling scholars.

SST Team

- Principal
- Vice Principal
- School Psychologist
- Social Worker
- Instructional Coaches
- Student Support Services Director
- Reading Specialist
- Parent Engagement Specialist

RESPONSE TO INTERVENTION (RTI) STUDENT SUPPORT TEAM (SST)

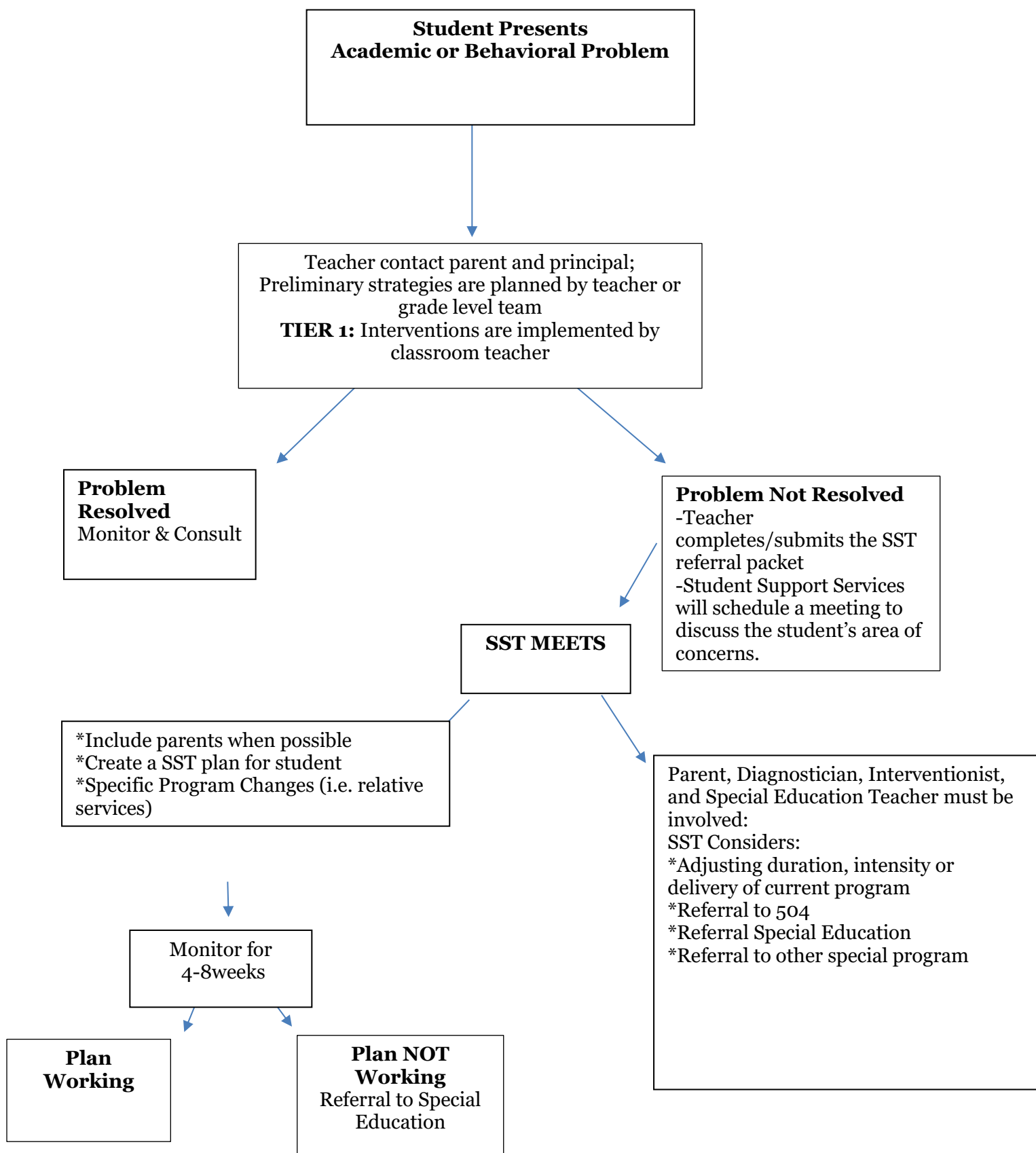
Students who show evidence of needing additional academic or social/emotional support are to be referred to the Response to Intervention team (RTI) as soon as it is evident that additional strategies need to be put in place. Teachers are to submit the RTI referral form to their Academy Leader or the RTI Chair, who will convene a meeting of the parent, teacher, and supporting teachers to determine strategies that should be implemented. The RTI process includes:

- Referral form and intervention data submitted by classroom teacher
- Conference scheduled with parent, teacher, and RTI Team (RTI)

It is imperative that anecdotal notes be maintained on any student for whom there are behavioral concerns. Anecdotal notes/portfolio sample work must be presented at the time of the RTI conference.

- Interventional strategies suggested at conference
- Implementation of strategies by classroom teacher
- Follow-up meeting at designated time to determine success of intervention strategies

Student Support Team Flow Chart



Please see the District of Columbia Notice of Procedural Safeguards: Rights of Parents of Scholars with Disabilities: <http://osse.dc.gov/seoframes.asp?doc=/seo/lib/seo/pdf/ProceduralSafeguardsPartB.pdf>

ELL SCHOLAR PLACEMENT

All scholars are given a home language survey asking parents to indicate the primary language spoken in the home. If English is indicated, scholars are assumed to be English proficient. If any language other than English is checked, the scholar's name will be submitted to the ELL Coordinator in order to check the status of previous testing. All other scholars will be tested at the school level to determine their English proficiency level by the ELL coordinator.

English Language Development (ELD) is a component of a total program designed to serve the needs of ELL. ELD is a specific curriculum that addresses the teaching of the English language according to the level of proficiency of the ELL scholar. All learners acquire English faster and easier if the curriculum they receive and the methodologies utilized to deliver the curriculum are finely tuned to their evolving fluency. The ELD curriculum is essential to the success of all ELL scholars and is closely linked to the first goal of bilingual education: English language proficiency. All ELL scholars must, by law, receive ELD instruction in addition to the core curriculum.

ELD is a part of the daily program for every ELL scholar at Hope Community PCS. It is neither relegated to a nonspecific exposure to the English language through activities with English-only scholars (i.e., during Physical Education, Music and Art etc.) nor is it the only instruction ELL scholars receive. It is a vital, planned, specific component of the total education of an ELL scholar.

To maximize comprehension, retention, and speed in acquiring English language proficiency, research shows that ELD must be taught in real life settings where the language is used in context and the atmosphere of the classroom is free of anxiety. Thematic instruction connects the ELD curriculum, which can be scholar or teacher-generated. Examples of thematic instruction concepts are: safety, personal information, ecology, immigration, etc. A short unit on dinosaurs or apples does not constitute thematic instruction. Themes can move from concrete to abstract as scholars build background knowledge and vocabulary. The curriculum standards for Hope PCS English Language Development include thematic instruction units that are recommended for each level of English language acquisition.

BEHAVIOR EXPECTATIONS AND POLICIES

Each member of the Hope Community PCS has a role to play in creating a safe, orderly environment that is conducive to learning.

CLASSROOM TEACHERS

The classroom teacher at Hope is the center of the school's character education and discipline policy. Teachers will continuously emphasize to both scholars and parents the school's Core Virtues. The Core Virtues will be the basis for all classroom and school rules.

Three basic principles of classroom management and discipline will be implemented in each classroom:

- Scholars will be taught how to behave responsibly in each type of classroom activity, and these lessons will be reinforced throughout the year.
- Teachers will strive to interact frequently with each scholar when the scholar is behaving correctly.
- When misbehavior occurs, teachers will calmly and consistently implement appropriate consequences for corrective action. Teachers will ensure that no less than four positive interactions occur for each corrective action.

PRINCIPAL AND VICE PRINCIPAL

The role of the Principal and Vice Principal with regard to discipline is to guide staff and scholars in their efforts to ensure scholar success, which is the mission of the Hope Community PCS.

The Principal and Vice Principal will assist staff in responding to severe misbehavior, such as insubordination, physically dangerous and/or illegal acts, and any chronic or recurring problems.

In certain cases, the Principal and/or Vice Principal may initiate time-out periods, parent conferences, in-school suspensions, out-of-school suspensions, or recommendations for expulsion. The Principal and/or Vice Principal may also contact the appropriate law enforcement authorities if circumstances warrant.

PARENTS

In partnership with the Hope Community PCS, parents will be encouraged to participate fully in the education of their children. The support and cooperation of parents are vital to helping each scholar reach his or her full potential. Primarily, parents will be expected to support the academic learning of their children by maintaining high expectations for both the scholars and the School. The major role of parents with regard to discipline and character education at the School is to demonstrate consistent interest in the children's progress at school and support for the children's best efforts. Parental support provides an enormous incentive for children to strive for excellence. Parents will be kept informed of scholars' efforts through conferences, monthly progress reports, report cards, phone calls, and notes.

Parents should be asked to help teach their child specific skills, such as remembering homework, learning to be more independent or managing anger in a mature way. If parents are asked to assist staff, specific information will be provided on strategies to help the scholar.

If there is a severe or recurring problem, parents will be asked to help staff teach the scholar an alternative set of behaviors. In such cases, it is important to recognize that teaching a scholar to behave appropriately, as a contributing member of the school community, will enable him or her to succeed in middle school and high school. By working together, parents and staff can help the scholar acquire the skills that will increase opportunities for success throughout life. Failure to comply with the specifics of the School's plan for teaching appropriate behavior may result in the scholar's expulsion.

Parents who have concerns about their child's adjustment to the School or any aspect of the School's program and policies will be asked to discuss their concerns first with their child's teacher. Every teacher at the School will be prepared to work with parents and will respond to parental concerns appropriately and expeditiously. The School's Principal will also be available if there are issues that exceed the scope of a parent teacher conference.

PHILOSOPHY OF DISCIPLINE

The primary goal of Hope Community PCS is to ensure that each scholar achieves at the highest possible level. Education is to be provided in a manner that does not discriminate or cause harassment on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, disability, sexual orientation, or social and family background. At Hope Community PCS, we strive to eliminate bullying by creating a safe environment for all. It is understood that this policy is part of the **Discipline Policy** for the school, and, as such, progressive consequences will be used to improve behavior. Bullying carries a lasting impact on everyone involved. To ensure the best long-term results, parents should become involved at the earliest possible time, and teachers should be notified of bullying incidents immediately.

We believe in the **Restorative Practice** philosophy to student discipline. Restorative practices help promote a positive, orderly school environment. Students and all members of the school community can learn and practice self-discipline, empathy, and accountability.

Every school staff member will strive to create a positive, safe environment that encourages and supports scholar success. Underlying causes for misbehavior will be explored, and when possible, positive redirection will occur and acceptable alternative behaviors will be taught. Such redirection may involve a collaborative effort of the school, the community and parents/guardians.

It is the objective and policy of Hope Community PCS to recognize, preserve and protect the individual rights of all scholars, and, at the same time, to encourage and enforce the exercise of these rights within the framework of an orderly and efficient school program. Within this framework, it is the duty of the administrative staff and the faculty of the school to prevent and to prohibit scholar conduct that becomes dangerous, becomes disruptive, or endangers the proper maintenance and function of the school. An effective school environment must be safe and free from disruption.

It is essential that all scholars, parents/guardians, teachers, and administrators understand and abide by **The Scholar Code of Conduct** established by Hope PCS.

The expectations of all scholars at Hope are: *Be responsible, Be respectful. Be safe.* While there are specific classroom rules, these expectations will guide the rules and conduct of the school.

CHRONIC DISRUPTIVE BEHAVIOR

It is expected that all scholars will strive to meet the expectations for responsibility and self-discipline outlined herein. It is also understood, however, that no single set of procedures will be effective in helping every scholar develop the skills and attitudes necessary for success. Therefore, a series of interventions will be designed for scholars who have not been motivated by the school-wide procedures. As teachers and faculty adapt disciplinary procedures to meet individual needs, the focus will remain positive and an emphasis will be placed on the continuing need for consistent consequences.

Scholars will learn that certain actions are unacceptable at the HCPCS and misbehavior has appropriate consequences. Scholars that choose to engage in any type of misbehavior, whether minor or severe, will be required to make amends and/or restore the situation. Restitution may involve an apology; community or school service; or fixing, replacing, and/or paying for damage caused. The Principal and/or teacher will determine the type of restitution required for a particular infraction. If possible, the restitution assignment will be communicated to the scholar's parents prior to his or her completion of the service. In all cases, parents will be informed of the child's inappropriate behavior and the restitution requirement.

HOPE COMMUNITY PCS DISCIPLINE PLAN

The faculty and staff of Hope Community PCS are dedicated to providing scholars with the skills necessary to reason, communicate, and live with dignity in a civil society. Central to this mission is the creation of a school community characterized by caring, discipline, order, and respect. It is the goal of a sound and fair discipline plan coupled with our Scholar Code of Conduct that supports our mission.

If scholars are causing minor disciplinary problems in the classroom, the teacher should follow the school- wide consequence structure as listed below:

1st Infraction

Redirect scholar and remind them of the expected behavior.

2nd Infraction

5-minute time out in designated area of the classroom.

3rd Infraction

Behavior Write Up in Educator's Handbook and disciplinary measure appropriate for the offense as noted below.

4th Infraction

Call front office and the appropriate administrator/dean of scholars will be notified.

PROCESS FOR SUSPENSIONS AND EXPULSIONS

Most misbehavior is handled with discussion or the use of age-appropriate consequences. However, severe misbehavior must be addressed for the social, emotional and academic well-being of our learning community. Such behavior is defined as belonging to at least one of the following categories:

- Physically dangerous behavior
- Illegal behavior
- Alcohol
- Drugs
- Weapons

In cases of physically dangerous behavior such as fights, assault, and physical intimidation, staff will firmly instruct the scholar to stop. If the scholar does not respond, staff trained in Therapeutic Restraint will use professional judgment to determine whether to intervene, utilizing non-violent crisis intervention techniques. Staff will not be required to take action that could be physically dangerous; in such cases, another scholar will be immediately sent for assistance. The Principal will notify parents and make all decisions regarding whether to contact the appropriate law enforcement authorities.

If a staff member is aware that a scholar has been or is involved in illegal activity, the staff member will refer the case to the Principal's office. The Principal will notify the scholar's parent or guardian and make all decisions regarding whether to contact the appropriate law enforcement authorities.

SHORT-TERM OUT OF SCHOOL SUSPENSION PROCESS

In response to cases of severe misbehavior in which a scholar violates school policies, rules, or regulations, or otherwise interferes with the orderly operation of the School, the Principal or a designee may suspend or temporarily remove the scholar from school for up to ten calendar days. Hope Community PCS categorizes student behavior under five tiers that range from minor behaviors under Tier 1 (failure to wear a school uniform, insubordination) to the most severe behaviors that fall under Tier 5 (illegal conduct, harm to self or others). A student may receive an in-school suspension (ISS) or out of school suspension for one serious behavior violation or because of a series of minor behavior violations. The Leadership Team is responsible and authorized to make decisions related to a suspension. When a potential incident occurs, the team will:

1. Gather relevant information to assess the situation, including; entry in Educator's Handbook and written reports from relevant witnesses/participants.
2. Meet with student(s) involved in the incident.
3. Meet with the teacher/staff who submitted the report, witnessed the incidents, or with relevant information.
4. Reference the Code of Conduct to ensure that the appropriate consequence fits the behavior.
5. If the student has an IEP, the SPED Director and Coordinator will be contacted.
6. Inform and conference with the parent/guardian.
7. Provide a letter of Suspension that documents the incident to the parent/guardian.
8. Provide student with classwork equal to the number of days the student will be out of school.

RE-ENTRY MEETING

It is highly recommended that a re-entry meeting occurs the morning on which the student returns to Hope Community PCS from out of school suspension. The student, parent/guardian, and a school leader will participate in the meeting. The purpose of the meeting is to ensure that the student has reflected on the significance of a suspension, what the student has learned, and most importantly to set the stage for successful reintegration.

LONG-TERM SUSPENSION AND EXPULSION

Expulsion is defined as the removal of the right and obligation of a scholar to attend the school under the conditions set by Hope Community Public Charter School's Board of Trustees. The Principal will have final authority in recommending the expulsion of a scholar to the Board in accordance with State statute. A scholar who brings a weapon to school or uses an implement in school in any way that makes another scholar or staff member feel threatened will be subject to an expulsion hearing before the Hope Community PCS Board of Trustees. Parents have the right to appeal administrative decisions.

An expelled scholar will not be permitted on school grounds or at any school-related functions for the duration of his or her expulsion. If the expulsion is for a limited time, such as one year, the expelled scholar may choose to attend another school during this period. Scholars under the age of fourteen may be expelled for the duration of the existing school year.

The Leadership Team is responsible and authorized to make decisions related to a suspension. When a potential incident occurs the team will:

1. Gather relevant information to assess the situation, including: entry in Educator's Handbook and written reports from relevant witnesses/participants.
2. Meet with student(s) involved in the incident.
3. Meet with the teacher/staff who submitted the report, witnessed the incidents, or with relevant information.
4. Reference the Code of Conduct to ensure that the appropriate consequence fits the behavior.
5. If the student has an IEP, the SPED Director and Coordinator will be contacted.
6. Inform and conference with the parent/guardian.
7. Provide a letter of Expulsion that documents the incident to the parent/guardian.

IMPLEMENTATION

Once the Leadership Team has determined that a long-term suspension or expulsion is warranted, he/she will proceed as follows:

- Inform the student and guardian of the decision and rational behind the decision.
- Provide the parent/guardian with written notification, one (1) school day of the Long-Term Suspension or Expulsion, rational behind the decision, and any conditions that may apply for reentry of the student.

DUE PROCESS AND APPEAL PROCEDURES

A parent/guardian may make a written request to the School Leader within one (1) school day of receiving the notification. The School Leader will then schedule the Appeal Hearing within three (3) days of the request. In general witnesses are not part of the hearing, parents/guardians and one additional adult, who may be a social worker, legal counsel, etc., may represent the student. If the suspension or expulsion is overturned, school records will reflect the decision. If the parent/guardian fails to appear for a scheduled appeal hearing, the right to appeal is waived and the original decision will stand.

If the suspension or expulsion is upheld, the parent/guardian may make a written request to the Hope Community PCS Board of Trustees, stating why the suspension/expulsion should be reversed or modified within two days of the School Leader's decision. In general witnesses are not part of the hearing, parents/guardians and one additional adult, who may be a social worker, legal counsel, etc., may represent the student. The hearing will be closed to the public and may include the presentation of evidence, testimony, and questioning of those present. The Hope Community PCS Board of Trustees will notify the parent/guardian within one school day of the decision. If the suspension or expulsion is overturned, school records will reflect the decision. If the Board of Trustees upholds the decision, the suspension or expulsion decision is final. If the parent/guardian fails to appear for a scheduled appeal hearing, the right to appeal is waived and the original decision will stand.

DISCIPLINE PROCEDURES FOR SPECIAL EDUCATION SCHOLARS

Scholars with disabilities have the same responsibilities and rights as other scholars and may be disciplined for the same behavioral offenses in accordance with federal and state regulations.

CHANGE OF PLACEMENT FOR DISCIPLINARY REMOVALS

For purposes of removals of a child with a disability from the child's current educational placement, a manifestation meeting will be conducted. A change of placement occurs if:

- The removal is for more than ten cumulative school days; or
- The child is subjected to a series of removals that constitute a pattern because they cumulate to more than ten school days in a school year and because of factors such as the length of each removal, the total amount of time the child is removed, and the proximity of the removals to one another.

AUTHORITY OF SCHOOL PERSONNEL

To the extent removal would be applied to children without disabilities, the removal of a child with a disability from the child's current placement may occur. However, this removal should not be more than five consecutive school days for any violation of school rules. Additional removals should not exceed more than ten consecutive school days in the same school year for separate incidents of misconduct.

LIMITS ON DAYS OF SUSPENSION

The school can suspend a scholar for a maximum of five (5) consecutive days for scholars in grades K-5 and a maximum of ten (10) consecutive days for scholars in grades 6-8. There is no requirement for the school to provide the scholar with Free Appropriate Public Education (FAPE) during these ten days as long as non-disabled scholars do not receive educational services.

SUSPENSIONS THAT EXCEED TEN SCHOOL DAYS (CUMULATIVE)

Before the eleventh day of suspension (and before each subsequent series of suspensions) the IEP Team must reconvene to determine if the behavior is a manifestation of the disability. Parents must be notified of the disciplinary action and be provided the procedural safeguards notice. Parents or guardians are a valuable part of any IEP-related process.

Either before or not later than ten business days after either first removing the child for more than ten school days in a school year or commencing a removal that constitutes a change in placement (including removals for drugs and weapons misconduct), the agency shall convene an IEP meeting to develop a functional assessment plan (if the school did not already conduct a functional behavioral assessment and had not implemented a behavioral intervention plan).

Beginning with the eleventh day of suspension and for subsequent removals, the scholar must continue to receive FAPE as determined by the IEP team.

MANIFESTATION DETERMINATION REVIEW

First, the IEP team must consider, in terms of the behavior subject to disciplinary action, relevant information, including:

- If a student with an IEP (or a student who is in the evaluation process) faces suspension beyond 10 days in a school year, manifestation determination review meeting will take place.
- Evaluation and diagnostic results, including the results or other relevant information supplied by the parents of the child;
- Observations of the child; and the child's IEP and placement.

Then determine that:

- The IEP and placement were appropriate;
- The special education services, supplementary aids, and services were provided;
- Behavior intervention strategies were provided consistent with the child's IEP and placement;
- The child's disability did not impair the ability of the child to understand the impact and consequences of the behavior subject to disciplinary action; and
- The child's disability did not impair the ability of the child to control the behavior subject to disciplinary action.

RESULT: NO MANIFESTATION

If the result of the review is a determination that the behavior of the child with a disability was not a manifestation of the child's disability, the relevant disciplinary procedures applicable to children without disabilities may be applied to the child in the same manner in which they would be applied to children without disabilities; the child will continue to receive FAPE. If the child's parent disagrees with a determination that the child's behavior was not a manifestation of the child's disability or with any decision regarding placement, the parent may request a hearing.

IS A MANIFESTATION, THEN:

The child's placement cannot be changed except through an IEP. The scholar can be placed in an Interim Alternative Setting if weapons/ illegal drugs are involved or by order of a Hearing Officer if the scholar is "dangerous."

Imagine School Inc. will follow the amended DC law, which prohibits suspensions and expulsion of Pre-K students

- Schools may suspend a Pre-K age student for up to 3 days if the student willfully caused or attempted to cause bodily injury unless the injury was caused in self-defense.
- Schools may suspend a Pre-K age student for up to 3 days if the student threatened serious bodily injury to another person unless the threat was made in self-defense.
- Expulsion completely prohibited.

SCHOOL READINESS POLICY: EARLY CHILDHOOD

Scholars are to be three by September 30 in order to be eligible for school enrollment. School readiness consists of both social observations and their ability to use the bathroom "independently". Scholars are not to be in pull-ups. For the first 6 weeks, teachers will document the number of accidents a scholar experiences. **If the scholar experiences 5 or more accidents, they will not be considered school ready and released from our instructional program.**

Hope Community Charter School provides a rich and rigorous, child-centered, literacy focused program to ensure that all children enter kindergarten ready to learn. Quality instructional programs are offered in a safe, healthy, and nurturing environment. The program encourages a cooperative partnership between the home and school in order to foster the social and emotional development of lifelong learning while recognizing the individual needs of all children. **HCPCS reserves the right to identify pre-kindergarten children who are not deemed school ready, and such scholars can be released from our instructional program.**

HOPE COMMUNITY PCS BEHAVIOR MATRIX

***As Hope Scholars, Each Day We Strive To
Be Respectful, Be Responsible, Be Safe... So We Are Ready To
Learn.***

	HALLWAY	CAFETERIA	BATHROOM	CLASSROOM	PLAYGROUND/ MULTIPURPOSE ROOM
BE RESPONSIBLE	Scholars will go to their destination without lingering in the hallways.	Scholars will use indoor voices and exhibit manners at all times.	Scholars will keep bathrooms clean at all times. Scholars will adhere to bathroom rules that are posted	Scholars will enter the classroom quietly and wait for instruction. Scholars will stay on task and complete all assignments.	Scholars will proceed to and from assemblies and recess appropriately.
BE RESPECTFUL	Scholars will respect that hallways are sacred and silent at all times.	Scholars will keep their area clean. Scholars will keep hands, feet and other body parts to themselves.	Scholars will remain silent and respect each other's privacy.	Scholars will follow teachers and classroom directions at all times.	Scholars will use equipment appropriately and with care. Scholars will keep your safety and others safety in mind at all times.
BE SAFE	Scholars will stay on the right side of the hallway while walking at all times.	Scholars will follow cafeteria rules. Scholars will inform an adult about any accidents.	Scholars will wash their hands at all times. Scholars will use appropriate language at all times.	Scholars will remain in the classroom at all times. Scholars will follow directions the first time they are given.	Scholars will be aware of your personal space and others around them. Scholars will follow directions the first time they are given.

THE SCHOLAR CODE OF CONDUCT

The faculty and staff of Hope Community PCS are dedicated to providing scholars with the skills necessary to reason, communicate, and live with dignity in a civil society. Central to this mission is the creation of a school community characterized by caring, discipline, order and respect. It is the goal of a sound and fair discipline plan to support this mission.

One of the keys to an excellent learning environment is discipline, and the most effective discipline is self-discipline. Scholars must be in control of their work habits and behavior. In the wise words of Dr. Seuss, "You can steer yourself in any direction you choose."

We are a community of learners. The scholars must work together to create an excellent school. Exercising self-control and respecting the rights of others can help make scholars good citizens of the school, the community and the world. We believe in our scholars and their ability to steer themselves towards success and we will be here to support them along the way.

PART 1: A GUIDE TO BEHAVIORAL AND DISCIPLINARY OPTIONS

Hope Community PCS celebrates and rewards respectful, responsible and safe behavior in our school. We believe that when scholars are aware of what is expected of them, are given chances to excel academically and behaviorally and the consequences of misbehavior are made clear, that scholars will rise to meet our expectations.

However, when a scholar fails to meet expected standards of behavior, the scholar will be held accountable for his or her behavior. This Scholar Code of Conduct enables a scholar to learn about expectations for good behavior and the intervention and disciplinary actions that ***may be*** taken following misbehavior.

The examples of offenses listed in the Scholar Code of Conduct are not the only acts that may result in disciplinary action. Any act that disrupts learning and threatens the order and safety of scholars and the school environment will be considered for disciplinary action.

WHEN THE CODE OF CONDUCT APPLIES

The Scholar Code of Conduct applies to all Hope Community Charter School scholars whenever the scholar's conduct is reasonably related to school or school activities. This includes:

- On school grounds before, during and after school hours
- At any other time when the school is being used by a school group
- Off school grounds at a school activity, function or event
- Traveling to or from the school, a school activity, or a school-related function
- When a scholar is in a capacity representing the school
- On a school-sponsored bus or public transportation traveling to and from school.

LEVEL OF OFFENCES

For an explanation of many of the terms used in this description of offenses, see the Glossary at the end of this booklet.

LEVEL 1 OFFENSES

- Possession of cellular phones that are turned on;
- Possession of objects such as laser pointers (non- use);
- Failure to wear school uniform and/or abide by school's dress code;
- Misconduct: Level 1 (other Level 1 incidents not specifically listed such as running in the hall or throwing a pencil)

LEVEL 2 OFFENSES

- Continuing to engage in Level 1 offenses
- Defiance of school personnel's authority, disrespect, insubordination, or refusing disciplinary action
- Misuse of locker
- Obscene material, behavior, language, gestures, pictures, writing, or propositions
- Profanity, provocative and/or abusive language directed at a scholar or staff member
- Possession/use of matches, lighters or fireworks.
- False accusations against a scholar
- Cheating/plagiarism or forgery
- False fire alarm
- Possession/ use of a tobacco product (scholar must be issued a citation and have parent conference)
- Possession/use of over-the counter medications (e.g. aspirin, cough medicine) without school permission (See medicine policy in Parent Handbook)
- Misconduct: Level 2 (other Level 2 incidents not specifically listed such as shoving a scholar in line- no injury, or throwing a football in the hall-no injury)

INTERVENTION STRATEGIES AND DISCIPLINARY MEASURES

- ✓ Classroom and school-wide intervention strategies
- ✓ Confiscation of item and/or loss of privilege. Item returned within 72 hours to the parent during a conference.
- ✓ In-school suspension
- ✓ Parent conference with teacher and/or administrator

INTERVENTION STRATEGIES AND DISCIPLINARY MEASURES

- ✓ Classroom and school-wide intervention strategies
- ✓ Confiscation of item and/or loss of privilege. Item returned within 72 hours to the parent during a conference.
- ✓ in-school suspension
- ✓ 1-3 day suspension (session that focus on ending the scholar's negative behavior may replace suspension)

LEVEL 3 OFFENSES

- Continuing to engage in Level 2 offenses
- Leaving campus without permission
- Gambling
- Theft (\leq \$100)
- Trespassing or loitering
- Truancy
- Fighting (minor injury and non-gang related)
- Unauthorized or inappropriate use of the internet, computers, or computer software (see Computer Use Policy in Parent Handbook)
- Disruptive or unsafe behaviors (other Level 3 incidents not specifically listed, such as throwing a chair or a food fight)

INTERVENTION STRATEGIES AND DISCIPLINARY MEASURES

- ✓ Confiscation of item and/or loss of privilege. Item returned within 72 hours to the parent during a conference.
- ✓ Parent and Scholar conference with Principal or Assistant Principal
- ✓ In-school suspension
- ✓ 1-5 day out-of-school suspension

LEVEL 4 OFFENSES

- Continuing to engage in Level 3 offenses
- Hazing/initiation
- Theft (> \$100)
- Vandalism/ graffiti
- Possession of drug paraphernalia
- Under the influence of an unauthorized substance at school (no actual possession or use at school)
Mandatory referral to Alcohol and Drug Counseling
- Possession/use of alcohol
- Assault/battery against a scholar (minor injury and no weapon used)
- Threats against a scholar (non-serious)
- Profanity, proactive and/or abusive language directed at school personnel
- Bullying, intimidation and harassment, including bullying or harassment based on sex, race, religion, ethnicity, national origin, disability, or sexual orientation (includes indecent exposure)
- Distribution of over-the-counter medications
- Disruptive behavior with prior unsuccessful interventions
- Making a threat with a destructive device or a false report concerning any bomb, dynamite, or any other deadly explosive such as chemical weapons on school property or at a school sponsored event
- Elementary scholars engaging in activities implying gang affiliation

INTERVENTION STRATEGIES AND DISCIPLINARY MEASURES

- ✓ Generally, 5-10-day suspension with of administrator proceeding with expulsion process
- ✓ Mandatory parent and scholar conference with Principal

NOTE: Administrator may contact local authorities, such as the police, in cases involving illegal activities and/or substances

LEVEL 5 OFFENSES

- Arson
- Possession/sale/distribution of illegal drugs or unauthorized prescription drugs
- Battery against school personnel
- Fighting (serious injury, weapon used, or gang related)
- Possession of dangerous weapons (including knives or weapon of like kind including false firearms)
- Sexual battery
- Serious threats against scholars and staff.
- Threats (serious and non-serious), assault (excluding battery) or false accusations against school personnel
- Middle School scholars engaging in activities implying gang affiliation/membership
- Other major incidents and behaviors which have high potential for causing serious injury and/or death

INTERVENTION STRATEGIES AND DISCIPLINARY MEASURES

- ✓ 10-day suspension and administrator will proceed with expulsion process

NOTE: School Administrators may contact local authorities, such as the police, in cases involving illegal activities and/or substances.

PART II

HOPE COMMUNITY PUBLIC CHARTER SCHOOL BULLYING PREVENTION POLICY

OBJECTIVES AND PURPOSE

A key responsibility of Hope Community Public Charter School is to provide services in a respectful and positive environment. Acts of bullying, harassment and intimidation are an attack on core HCPCS's values. Thus, to facilitate our mission, HCPCS in consultation with youth, families and staff, has established this comprehensive bullying prevention policy. This policy protects the dignity and safety of the HCPCS's community and describes the school's prevention strategies to identify and prevent incidents by connecting youth to necessary services. School based staff will promptly report and investigate all incidents of bullying, harassment and intimidation and provide appropriate remedies for victims of an incident. This policy serves as Hope Community Public Charter School's bullying prevention plan.

Hope Community Public Charter School has collaborated with No Bully®, an evidence-based solution intervention program aligned with PBIS and Second Step, to provide a peer driven team that conducts sessions which develops a support system aimed to alleviate bullying incidents that arise amongst our scholars. Bullying and harassment stand in the way of Imagine Schools Shared Values of Justice, Integrity, and Fun. Therefore, our school has adopted the No Bully System for preventing and responding to harassment and bullying during school and after-school programs, at school field trips, school sponsored events, and when students are traveling to and from school. This school-wide system applies to all students, teachers, staff, specialists, and anyone who works on our campus, whether employed by the school or district, working as contractors, or volunteers.

DEFINITIONS

Hope Community Public Charter School defines bullying as any severe, pervasive, or persistent act or conduct whether physical, electronic, or verbal that:

May be based on a youth's actual or perceived race, color, ethnicity, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, intellectual ability, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an interfamily offense, place or residence or business, or any other distinguishing characteristic, or on a youth's association with a person, or group with any person, with one or more of the actual or perceived foregoing characteristics; and

Can reasonably be predicted to:

1. Place the youth in reasonable fear of physical harm to their person or property;
2. Cause a substantial detrimental effect on the youth's physical or mental health;
3. Substantially interfere with the youth's academic performance or attendance; or
4. Substantially interfere with the youth's ability to participate in or benefit from the services, activities, or privileges provided by an agency, educational institution, or grantee.

PROHIBITION AGAINST CYBERBULLYING

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

1. On HCPCS grounds and immediately adjacent property, at HCPCS -sponsored or related events on and off the grounds, on any vehicle used for HCPCS business, at any transit stop at which youth wait to be transported, or through the use of any electronic devices owned by the HCPCS School, leased by the Imagine Hope Community School or used for Hope Community Public Charter School business; and
2. At a location or function unrelated to the Hope Community Public Charter School, through the use of any electronic devices, including those not owned or leased by the Hope Community Public Charter School, if the acts of bullying or cyber bullying create a hostile environment at the agency for the victim or witnesses, infringe on their rights at the Imagine Hope Community Charter

School, or materially and substantially disrupt the orderly operation of the Hope Community Public Charter School. Retaliation against a youth, volunteer or staff member who reports bullying, provides information about an act of bullying, or witnesses an act of bullying is also prohibited.

PRIMARY PREVENTION STRATEGIES

Hope Community Public Charter School will establish a culture of respect and safety. As part of this commitment, Hope Community Public Charter School will incorporate bullying prevention messages and efforts into all aspects of its operations that serve youth or that support youth serving operations.

Staff must be committed to creating a positive and respectful environment. Accordingly, Hope Community Public Charter School will include, in all employment application interviews, questions about how prospective employees would support bullying prevention and the creation of a positive Hope Community Public Charter School environment at their job.

INCIDENT DATABASE

Hope Community Public Charter School will submit to the citywide coordinator a dataset of all incident and service measures designated in this policy. This data will not include any identifying information about the bully, victim, or witnesses. The School Dean will be responsible for ensuring the citywide coordinator has accurate information on incident and service measures. Given the sensitive nature of information contained in this database, only the School Dean will have access to individualizing information in the database.

Incident Measures:

1. Hope Community Public Charter School will collect the following pieces of information about reported incidents of bullying:
2. Name(s) of the victim, bully, and any witnesses
 - a. Reliable contact information for the victim, bully and any witnesses
 2. Relevant attributes about the victim, bully and any witnesses including:
 - b. Any prior incidents involving either the victim or bully
 - c. Connection of the victim, bully, and any witnesses to the incident (i.e. are they students, staff, volunteers, etc.)
3. The nature of the bullying incident
4. Where the incident took place
5. What time the incident took place
6. What type(s) of bullying it was (physical, verbal, cyber, relational, etc.?)
7. What factors drove the incident of bullying (social status, personal appearance, race, sexual orientation, etc.)
8. What adult supervision was in place
9. Context of the incident

Hope Community Public Charter School will only attempt to collect this information insofar as it does not jeopardize the safety of the victim and witness(es) and allows non-staff reports of bullying to be made anonymously.

REPORTING BULLYING AND INTIMIDATION

Victims of bullying shall report incidents immediately to a teacher, counselor, dean of students, or principal. Teachers and counselors who receive reports are responsible for reporting them to the appropriate administrator, who shall ensure that allegations are reported and investigated.

BULLYING PREVENTION AND COUNSELING SERVICES

Scholars can take advantage of prevention programs that address bullying given at the school level. Parents may contact the school counselor for information on bullying counseling services in the area.

PART III

Gang Prevention, Intervention, and Enforcement

School should be a safe place for scholars to learn and grow. Distractions caused by gangs and similar organizations are a direct threat to the safety and security of scholars and disrupt the learning environment. Therefore, Hope Community PCS prohibits all activities related to gangs and other organizations that engage in unlawful or delinquent behavior and provides support for scholars affected by gang activity.

DEFINITION OF A GANG

A gang is a formal or informal ongoing organization, association, or group consisting of three or more persons that:

- Has as one of its activities the commission of criminal or delinquent acts;
- Have two or more members who, individually or collectively, engage in or have engaged in a pattern of criminal or delinquent gang activity.

GANG PREVENTION AND INTERVENTION SERVICES FOR SCHOLARS AND PARENTS

Parent, staff or scholars are encouraged to immediately make the principal aware of concerns regarding gang involvement or activity. The principal and school counselors will work collaboratively to provide necessary interventions and supports.

INTERNET SECURITY POLICY

Scope: Although there are filters in place, this policy applies to all computers that reside on the inside of the school's Internet firewall.

Purpose: A policy of Internet safety is enforced by Code Red Technology services. This policy includes methods and measures to block or filter Internet access of both minors and adults to certain visual depictions.

These depictions include:

1. Content that is obscene,
2. Anything considered pornography or child pornography, and
3. Any depiction harmful to minors. Infractions of any of these rules are punishable by banishment from the network and or by law in the District of Columbia. IHCCS is responsible for providing security for the school's network only. This policy identifies the Internet/Intranet.

Security responsibilities for HPCPS servers, workstations and school owned and operated notebooks computers:

The IHCCS Technology Department will provide the following:

1. A separate area on the network for Internet Web and FTP Servers. All Internet web and ftp servers must reside on this area of the network. IHCCS will also provide web and ftp hosting services for sites that do not have the capabilities of moving servers to this isolated area on the network.
2. Unrestricted access from the trusted side of the school network to the Internet. Restrictions may be added at the discretion of IHCCS if certain protocols or traffic are determined to be a security threat. The IHCCS tech support team will work as a Computer Security Incident Response Team to identify such security threats and determine the appropriate action. Some filters may be applied according to the Internet Filtering policy (ENT-SEC-120).
3. A firewall allowing only approved externally initiated access from the Internet to the trusted side of the school network by all scholars and faculty. All access through the firewall will be submitted to and reviewed by the IHCCS Network Coordinator, who will approve or deny the access. Such decisions may be appealed to the Principal.
4. Monitoring of all external connections to the trusted side of the school network. All external dedicated connections must use the approved method as designated in policy ENT-SEC-130 Remote Access for Employees.

5. Auditing of the school network including the detection and reporting of intrusion attempts performed continuously in an automated fashion. Daily review of the audit logs during the workweek. IHCCS will notify proper authorities within 24 hours when the network is involved in any breaches of network security.
6. Management of Domain Name Services and Internet Protocol (IP) Addresses. IHCCS will assign IP addresses for authorized users of the school network. All workstations will use the enterprise DNS and DHCP services.
7. Restricted access to social media sites such as Facebook and Snapchat.
8. HCPCS may implement additional security measures as needed, using software and/or hardware configurations for protecting the school network or ensuring secure communications. These may include encryption or filters restricting certain types of network traffic. Unauthorized connections to the school network will not be permitted. Connections creating routing patterns that flood the network with unnecessary traffic are not allowed.

AGENCY INTERNET/INTRANET SECURITY RESPONSIBILITIES

HCPCS will take reasonable steps to make the school network as secure as possible, but it is the ultimate responsibility of all faculty and staff to protect their own information technology resources. Standard security checks must be made on Web Servers before they are made accessible to the public. All security breaches, or suspicion of security breaches, must be reported to the IHCCS Technology Coordinator.

CELLULAR PHONE POLICY

Hope Community PCS is not responsible or liable for any cellular phones that are lost or stolen while on campus. Electronic devices are **NOT** permitted during school hours. **Scholars are not permitted to carry cell phones on their person.** They must be kept from sight and secured by the scholar in a locker, cubby, or backpack.

COMPUTER AND INTERNET ACCEPTABLE USE AGREEMENT

Imagine Hope Community Charter School adheres to the federal requirements and guidelines stipulated under TITLE XVII--CHILDREN'S INTERNET PROTECTION ACT. Visit <http://www.ifea.net/cipa.html> to view this document in its entirety.

A. EDUCATIONAL PURPOSE

Hope Community Charter School's Internet system has a limited educational purpose. Activities that are acceptable include classroom activities, career development, and high-quality personal research. You may not use the Hope Community Charter School Network for entertainment purposes (except for those periods of time that the school has designated as "open access"-when school is not in session).

Imagine Hope Community Charter School has the right to place reasonable restrictions on the material you access or post through the system. You are expected to follow the rules set forth in Imagine Hope Community Charter School disciplinary code and the law in your use of the network.

B. INTERNET MANAGEMENT

Embracing the Internet as a critical and essential component in today's world is essential if our scholars are to become functional members of society. The benefits attained by the advancement of technology bring with it associated costs and a wide range of risks, in particular, the exposure of scholars to inappropriate material and people.

As part of our commitment to Internet security we offer Firebox 700, a web-blocker application by Watch Guard Technologies. Firebox 700 provides Hope Community Charter School with the ability to block objectionable material and captures the window when questionable material is accessed.

C. SCHOLAR INTERNET ACCESS

The Web is a global database system providing access to information from around the world. Scholars may have access to Internet Web information resources through their classroom, library, or school computer lab.

E-mail is an electronic mail system, which allows scholars to communicate one to one with people throughout the world. Scholars may not establish web e-mail accounts through the Imagine Hope Community Charter School network.

D. UNACCEPTABLE USES

The following uses of Imagine Hope Community Charter School Network are considered unacceptable:

1. Personal Safety and Personal Privacy

Scholars will not post personal contact information about themselves. Personal contact information includes addresses, telephone numbers, school address, home address, etc. This information may not be provided to an individual, organization, or company, including web sites that solicit personal information. Scholars will not agree to meet with someone they have met online. Scholars will promptly disclose to your teacher or other school employee any message you receive that is inappropriate or makes you feel uncomfortable.

2. Illegal Activities

Scholars will not attempt to gain unauthorized access to Imagine Hope Community Charter School Network or to any other computer system through the network or go beyond authorized access. This includes attempting to log in through another person's account or access another person's files. Scholars will not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means. Scholars will not use the network to engage in any other illegal act, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, threatening the safety of person, etc.

3. System Security

Scholars will immediately notify a teacher or the system administrator if they have identified a possible security problem. Do not go looking for security problems, because this may be construed as an illegal attempt to gain access. Scholars will avoid the inadvertent spread of computer viruses by following the virus protection procedures. No software is to be downloaded on the computer systems at any time without the explicit consent of the system administrator.

4. Inappropriate Language

Restrictions against Inappropriate Language apply to public messages, private messages, and material posted on Web pages. Scholars will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language. Scholars will not post information that could cause damage or a danger of disruption. Scholars will not engage in personal attacks, including prejudicial or discriminatory attacks. Scholars will not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If scholars are told by a person to stop sending them messages, they must stop. Scholars will not knowingly or recklessly post false or defamatory information about a person or organization.

5. Respect for Privacy

Scholars will not repost a message that was sent to you privately without permission of the person who sent you the message. Scholars will not post private information, including personal contact information, about another person.

6. Respecting Resource Limits

Scholars will use the system only for educational and career development activities and limited, high-quality, self-discovery activities. Scholars will not download large files to the computer desktop. Scholars will not post chain letters or engage in "spamming". Spamming is sending an annoying or unnecessary message to a large number of people.

7. Plagiarism

Scholars will not plagiarize works that are found on the Internet. Plagiarism is taking the ideas or writings of others, even if it is only a sentence or two, and presenting them as if they were yours.

8. Copyright

Scholars will respect the rights of copyright owners. Copyright infringement occurs when you inappropriately reproduce a work that is protected by a copyright. If a work contains language that specifies appropriate use of that work, scholars should follow the expressed requirements. If a scholar is unsure whether or not to use a work, he/she should request permission from the copyright owner. If there are questions, he/she should ask a teacher.

9. Inappropriate Access to Material

Scholars will not access material that is designated for adults only or is profane or obscene (pornography), that advocates illegal or dangerous acts, or that advocates violence or discrimination towards other people (hate literature). If a scholar mistakenly accesses inappropriate information, he/she should immediately tell a teacher. This will protect him/her against a claim that he/she has intentionally violated this Policy. Parents should instruct scholars if there is additional material that they think is inappropriate. The school fully expects that scholars will follow parents' instructions in this matter.

E. DISCIPLINARY ACTIONS

The Imagine Hope Community Charter School Network is a limited forum; therefore the school may restrict speech for valid educational reasons. The school will not restrict speech on the basis of a disagreement with the opinions being expressed. Scholars should expect only limited privacy in the contents of personal files or record of Web research activities. Routine maintenance and monitoring of the network may lead to discovery that a scholar has violated this Policy, the school disciplinary code, or the law. An individual search will be conducted if there is reasonable suspicion that a scholar has violated this Policy, the Imagine Hope Community Charter School disciplinary code or the law. Imagine Hope Community Charter School will cooperate fully with local or federal officials in any investigation related to any illegal activities conducted through the school network. In the event there is a claim that you have violated this Policy or the school disciplinary code in your use of the network, scholars will be provided with notice and opportunity to be heard in the manner set forth in the Imagine Hope Community Charter School disciplinary code.

F. Limitation of Liability

The school makes no guarantee that the functions or the services provided by or through the Imagine Hope Community Charter School Network system will be error-free or without defect. IHCCS will not be responsible for any damage that may be suffered, including but not limited to, loss of data or interruptions of service. The School is not responsible for the accuracy or quality of the information obtained through or stored on the system. The school will not be responsible for financial obligations arising through the unauthorized use of the system. Parents can be held financially responsible for any harm to the system as a result of intentional misuse. The Legal and Educational Analysis of Internet Use policy upon which this model policy is based is available on the web site: URL: <http://netizen.uoregon.edu>

HEALTH AND WELLNESS

School social workers, psychologists and counselors provide school mental health and social services at Hope Community Public Charter School. Additionally, our partner agencies, including our adopted health curriculum ensures implementation of evidence-based programs that target specific issues such as school culture and climate, substance use, self-confidence, and mental health.

Quite often, the academic progress of scholars with emotional needs may suffer. When certain behaviors manifest with increased frequency, staff members may refer scholars to the Scholar Support Team (should we move that section here) to analyze the situation at large; mainly the effectiveness of applied classroom and instructional strategies to minimize and/or lesson the frequency of behaviors. In the event that the root of manifested behaviors is suspected to be mental health related, other staff members and organizational service providers may be contacted.

Scholar Support Team	Group of school specialists from various departments with expertise in the social and academic progress of scholars in need of extra support in the classroom environment.
Social Worker	A staff member who serves primarily as a liaison between families and state agencies who provides resources to families in need. This staff member coordinates individual and group interventions for scholars identified for SPED services.
Psychologist	A partner of the LEA assigned to assessing scholars' emotional capacities. These assessments are important in developing individualized learning plans and goals for scholars.
Counselor	A staff member who coordinates individualized, group, and school-wide interventions for scholars referred by parents and/or teachers to facilitate awareness discussions.

REPORTING OFF-GROUNDS OCCURRENCES

Mental health in today's society should be a priority for each parent. The school will guide parents to the outside agencies dedicated to detecting, processing, and diagnosing emotional/mental capacities. But when a child's mental/emotional needs directly affect learning, the school will supplement parental efforts. To support every scholar, parents/guardians must inform the school if a child has been injured physically or emotionally off school grounds. Having this information will insure that the school makes appropriate accommodations for the child (e.g. schedule accommodations for physical injuries, or taking additional care in supporting a child who has just experienced a death in the family).

CHILD AND FAMILY SERVICES AGENCY MANDATED REPORTING

Every staff member and long-term volunteer at Imagine Hope Community Charter School is a mandated reporter- requiring the reporting of any suspected abuse or neglect to DC Child and Family Services (CFSA). Incidences that may warrant reporting to CFSA include; but are not limited to:

- Suicidal expressions
- Over sexualized expressions
- Truancy; attendance and/or excessive lateness
- Physical abuse
- Neglect

Anyone involved in the care and treatment of children under the age of 18 is considered a “mandated reporter” and is required to report cases of child abuse and neglect. According to DC Code 2-1357, any mandated reporter who fails to make a report will be fined or imprisoned. If child abuse or neglect is suspected, mandated reporters must immediately call D.C. Child and Family Services Administration (CFSA) reporting hotline at (202) 671-SAFE (671-7233). Mandated reporters must call the CFSA hotline immediately, even if all the information is not available. If requested, reports may be required to follow up with a written report to the DC Child and Family Services. Once an abuse report is filed, CFSA will assess and investigate the case. CFSA determines the nature, extent, and cause of child maltreatment and assesses possible risk to the child if left in the situation. Please note that staff members who report suspected abuse or neglect are not allowed to disclose the report to parents or guardians.

VICTIMIZATION

Hope Community PCS recognizes that a safe and civil environment in school is necessary for scholars to learn and achieve high academic standards. Hope Community PCS finds that bullying, like other disruptive or violent behavior that disrupts both a scholar’s ability to learn and a school’s ability to educate its scholars in a safe environment. Our Scholar Code of Conduct section outlines our anti-bullying stance. Any applied out of school consequences reflect our intent to have parents involved in addressing the emotional needs of victimizers and aggressors.

HOMELESSNESS

Hope Community PCS recognizes and supports families in their efforts to provide consistency for their children when dealing with homelessness. The McKinney-Vento Act *defines homeless children and youth as children and youth who lack a fixed, regular, and adequate nighttime residence*. This includes families that are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason.

Families in these situations: are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations, are living in emergency or transitional shelters, are awaiting foster care placement, and are migratory children who qualify as homeless should be referred to our school social worker and or school counselor.

GRIEF AND LOSS

It is important that parents establish a cohesive and positive rapport with classroom teachers as they play a crucial role in the daily development of your child. As the main adult in the lives of your child, we ask that parents first inform the classroom teachers of any situation of grief and loss, including but not limited to death, imprisonment, divorce, and other life changing situations. In the event that the classroom teacher does not feel adequately equipped to assist their scholar in this transition period, the teacher may include individuals from the Mental Health and Wellness Department in future conversations and interventions.

LOCAL WELLNESS POLICY

For a complete copy of our Wellness Policy, please visit the reception area and request literature.

Background: The U.S. Congress established a requirement in the Child Nutrition Women, Infants and Children (WIC) Reauthorization Act of 2004, that all school districts with a federally funded school meal program draft a local school wellness policy by the start of the 2006-2007 school year.

The law requires that these policies must, at a minimum,

1. Include goals for nutrition education, physical activity, and other school-based activities that promote scholar wellness,
2. Establish nutrition guidelines for all foods available on each school campus during the school day with the objectives of promoting scholar health and reducing childhood obesity,
3. Provide assurance that those guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance applicable to school meals issued by the Secretary of Agriculture,
4. Establish a plan for measuring the implementation of the local wellness policy, including designation of one or more persons with operational responsibility for ensuring that the schools meet the wellness policy; and
5. Involve parents, scholars, and representatives of the school food authority, school board, school administrators, and the public, in the development of the school wellness policy.

VISION/STATEMENT OF RESPONSIBILITY

Hope Community PCS recognizes that nutrition education, food served in schools, and physical activity have an impact on scholar wellness. The school also recognizes the important connection between a healthy diet and a scholar's ability to learn effectively and achieve high standards in school.

The Board of Trustees recognizes that it is the school's role, as part of the larger community, to model and actively practice, through policies and procedures, the promotion of family health, physical activity, and good nutrition. The Board of Trustees further recognizes that the sharing and enjoyment of food and participation in physical activities are fundamental experiences for all District residents and are primary ways to nurture and celebrate our cultural diversity. These fundamental human experiences are vital bridges for building friendships, forming inter-generational bonds, and strengthening communities.

All scholars in grades PreK3 - 8th grade will have opportunities, support, and encouragement to be physically active on a regular basis. On developing, implementing, monitoring, and reviewing district-wide nutrition and physical activity policies:

Qualified child professionals will provide scholars with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of scholars, will accommodate the religious, ethnic, and cultural diversity of the scholar body in meal planning, and will provide clean, safe, and pleasant settings and adequate time for scholars to eat.

Imagine Hope Community Charter School will participate in some federal school meal programs including the National School Lunch Program and others. Scholars become qualified for free lunch upon the completion, evaluation, and acceptance of a National School Lunch Plan application, which is provided in every enrollment packet.

SECTION 1: ENSURING QUALITY NUTRITION EDUCATION HEALTH

Hope Community PCS aims to provide age-appropriate and culturally sensitive instruction in nutrition; health and physical education that help scholars develop the knowledge, attitudes, and skills to enjoy healthy eating habits and a physically active lifestyle.

HEALTH AND NUTRITION EDUCATION

Hope Community PCS will provide nutrition education that is offered as part of a sequential, comprehensive, standards-based program designed to provide scholars with the knowledge and skills necessary to promote and protect their health.

PHYSICAL ACTIVITY

The Board of Trustees acknowledges the positive benefits of physical activity for scholar health and academic achievement. Recognizing that physical education is a crucial and integral part of a child's education, the school will provide opportunities to ensure that scholars engage in healthful levels of vigorous physical activity to promote and develop the scholar's physical, mental, emotional, and social well-being. Besides promoting high levels of personal achievement and a positive self-image, physical education activities should teach scholars how to cooperate in the achievement of common goals. Scholars shall be given opportunities for physical activity through a range of before-and/or after-school programs including, but not limited to, intramurals, interscholastic athletics, and physical activity clubs.

- Recess time will be determined by the teacher and for each grade level.
- Physical education teachers shall develop and implement a curriculum that connects and demonstrates the interrelationship between physical activity, good nutrition, and health; an appropriate alternative activity to physical education shall be provided for scholars with a physical disability that may restrict excessive physical exertion.
- Physical education staff shall appropriately limit the amount or type of physical exercise required of scholars during air pollution episodes ("code red days"), excessively hot weather (higher than 90 degrees), or other inclement conditions.

SECTION 2: ESTABLISHING NUTRITIONAL GUIDELINES FOR ALL FOODS SERVED AND SOLD ON CAMPUS DURING THE SCHOOL DAY.

A component of the educational mission of the Board of Trustees is teaching scholars to establish and maintain life-long healthy eating habits. This mission shall be accomplished, in part, through selling and serving healthful food in the schools.

FREE AND REDUCED-PRICE MEALS

All qualified scholars will become eligible for free lunch. Maximum participation in the school meal program will be achieved by developing a coordinated, comprehensive outreach and promotion plan, and by putting systems in place that ensure the elimination of the stigma of accepting "free" lunch. Schools will provide scholars with at least 20 minutes to eat after sitting down for breakfast and for lunch; Breakfast: HCPCS will serve breakfast between 7:30am and 7:50 every weekday morning before the school day begins. All parents are required to complete a free and reduced meals application regardless of income.

NUTRITIONAL QUALITY OF SCHOOL MEALS

The nutritional value of the food served will improve upon USDA standards. All milk sold and served through school meals will be either low-fat (2%) or fat-free milk, or nutritionally equivalent non-dairy alternatives (to be defined by USDA).

The Act tackles two major problems in the District of Columbia – childhood obesity and childhood hunger. It positions the District to become a national leader on health and wellness in schools. It also works to improve the school environment by “greening” D.C. schools.

These are highlights of what the Act will do for District children:

- Improve nutrition by requiring healthier school meals – with more fruits, vegetables, and whole-grains for school meals and healthier options for foods sold outside the cafeteria (such as in school stores and vending machines).
- Expand access to school meals, so that no child goes hungry, by providing free breakfast for all scholars, incorporating breakfast into the school day, and making lunch free for scholars who used to pay a reduced price.

- Encourage Farm to School programs to help scholars learn about and experience fresh, locally grown foods in their classrooms and in their school meals.
- Provide more physical activity opportunities to help scholars get moving throughout the school day and develop lifelong healthy habits.
- Provide more health education to help scholars learn about nutrition, safety, and overall personal health.
- Create greener schools by encouraging school gardens, recycling programs, and energy-reduction initiatives, and testing for safe water/building materials.

EXTENDED DAY SNACKS

Snacks served during the school day or in Extended Day or enrichment programs will make a positive contribution to children's diets and health. Parents are asked to follow teacher and school directives in providing healthy classroom snacks when required.

CELEBRATIONS

Advertising of low-nutrition foods and beverages is permitted in supplementary classroom and library materials, such as newspapers, magazines, the Internet, and similar media, when such materials are used in a class lesson or activity, or as a research tool.

Schools should not permit general brand marketing for food brands under which more than half of the foods or beverages do not meet the nutrition standards for foods sold individually or the meals are not consistent with school meal nutrition standards.

Our school will assure that guidelines for school meals are not less restrictive than those set at the federal level by the Secretary of Agriculture.

The Child Nutrition Services Director will review this policy and ensure that the policies are not less restrictive than those set by the Secretary of Agriculture or state law.

Our school will establish a plan for measuring the impact and implementation of the local wellness policy and shall evaluate the policy annually. The State Education Office will also monitor the status of Local Wellness Policies while conducting reviews and site visits for Imagine Hope PCS.

CLASSROOM PARTIES

In an effort to comply with our agreement with the Healthy Schools Act, birthday celebrations will take place on **Fridays from 2:30- 3:30 p.m.** Celebration contributions will be limited to favors and healthy snacks. Imagine Hope Community Charter School, in an effort to meet our instructional goals, discourages impromptu celebrations. **Parents must collaborate with the classroom teacher as to not interrupt any planned instruction.**

NUTRITION

With the adoption of the Healthy School Act, schools have included nutrition in health and wellness discussions and policies. Healthy eating is critical to scholars' academic and social development. Imagine Hope Community PCS is a junk food free school. The meals and snacks eaten at Imagine Hope Community PCS are nutritious and not laden with sugar, salt, and fat. Parents/guardians should not send candy, gum, chips, or sodas to school.

If children arrive at school with these items, they will be confiscated. The school breakfast and lunch are catered by our selected vendor reflects our school's contribution to the fight against childhood obesity. In the event that lunch meals are confiscated, parents will be notified, reminded of our policies, and billed for a substitute lunch. We encourage all parents to enroll in our school lunch program, and visit www.dchealthyschools.org for more examples of healthy lunch options. A more detailed review of our adopted Wellness Policy, including lunch, snacks, and birthday celebrations is available at the front office.

EXAMPLES OF HEALTHY SNACKS*

- Fruit
- Vegetables
- Pretzels
- Jell-O
- Crackers
- Gold Fish

EXAMPLES OF UNHEALTHY SNACKS*

- Chips
- Rice Crispy Treats
- Pudding
- Cake
- Cracker Jacks
- Cookies

SAFETY AND SECURITY

VISITOR POLICY

Visitors are welcome at Imagine Hope. **All visitors to the building are to sign the Visitors' Log at the receptionist's desk.** The receptionist will issue a visitor's pass to the visitor. This pass must be worn at all times while at Imagine Hope. This policy is strictly enforced for the safety of our scholars and staff. You will not be allowed in the classrooms without the visitor's pass. Refusal to retrieve a pass may result in being banned from the school or removed by the local authorities. Upon departure, all visitors should sign out with the receptionist.

We ask that parents and others make appointments to see teachers. For maximum educational effectiveness, our instructional program is not interrupted. If you need to speak with a teacher, please leave a message at the front desk. Calls are not transferred into classrooms during instructional sessions. Visitors that request to meet with the Principal, Assistant Principal, or Business Manager must make an appointment with the school secretary. The procedures outlined are established to minimize disruption to the instructional program and daily routine of the school. Background checks are mandatory for any parents or guardians who would like to volunteer in the classroom or the school or go on any school field trips.

BACKGROUND CHECKS

All parents that who volunteer at the school and attend field trips **must** complete a background check. The background check process can take from two days to at a least a week. Please ask your child's teachers for the background form at least **two (2) weeks before a field trip.**

EMERGENCY SITUATIONS

INCLEMENT WEATHER POLICY

In the event that a snowstorm or other inclement weather presents a risk to our faculty, staff, scholars, or visitors traveling to or from the campus, the administration will decide about whether to close, delay opening, or initiate an early release. This determination will be made based on weather forecasts and advice of staff members.

The closing of our campus is a procedure that differs depending on the timing of the decision to close and the expected length and severity of the weather incident. The essential factor in the decision is the safety of our faculty, staff, scholars, and visitors.

If we experience a 2-hour delay, scholars are to report to school at 10:00 am. There will also be no early risers program on that morning.

In the event of a closing, we will post information on the homepage (www.imaginehopelamond.org and www.imaginehopetolson.org), place a voicemail announcement for parents via our school messenger system, and notify the following TV stations: NBC 4, and Fox 5, ABC7 and News Channel 8.

*Please make sure your child's teacher has an updated phone number, so that we can reach you in the event of an early school closing. In addition, we need, at least, two emergency contact numbers on file.

FIRE DRILLS

Fire drills are conducted frequently as required by law. During such drills, the entire building(s) must be cleared. Each teacher must have a copy of the day's attendance in order to account for each of his or her scholars.

EMERGENCY LOCK-DOWN PROCEDURES

Lock-down procedures may be implemented in situations involving dangerous intruders or other incidents that may result in harm to persons inside the school building(s). Lockdown procedures are practiced monthly across the LEA. The lockdown procedure for Hope Community is as followed:

1. Principal will issue lock-down notification/procedures by announcing a warning over the P.A. system, by sending a messenger to each classroom, or by sounding bells.
2. P.A. announcement may be a code word or basic alert (see Warning and Notification for coded warnings).
3. Direct all scholars, staff, and visitors into classrooms.
4. Lock classroom doors.
5. Cover windows of classrooms, including the window in the door.
6. Move all persons away from windows and doors, and turn off lights and all scholars must remain quiet.
7. No persons will be allowed to enter or exit the building during the procedure.
8. Allow no one outside of classroom until the principal gives an all-clear signal.

NOTICE OF NONDISCRIMINATION

In accordance with Title VI of the Civil Rights Act of 1964 (“Title VI”), Title IX of the Education Amendments of 1972 (“Title IX”), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), Title II of the Americans with Disabilities Act of 1990 (“ADA”), and the Age Discrimination Act of 1975 (“The Age Act”), applicants for admission and employment, scholars, parents, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Imagine Hope Community Charter PCS are hereby notified that Imagine Hope Community Charter PCS does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in, its programs and activities.

Scholars, parents and/or guardians having inquiries concerning Imagine Hope Community Public Charter School’s compliance with Section 504, ADA, Title VI, Title IX, and/or the Age Act as they apply to **scholars** or who wish to file a complaint regarding such compliance should contact Shawn Toler (shawn.toler@imagineschools.org) who has been designated by Hope Community Charter School PCS to coordinate its efforts to comply with the regulations implementing Section 504, ADA, Title VI, Title IX, and the Age Act as they relate to scholars. For inquiries or to file a complaint regarding Imagine Hope Community Charter PCS’s compliance with ADA, Section 504, Title VI, Title IX, and/or the Age Act as they relate to **employees or third parties**, contact Shawn Toler (shawn.toler@imagineschools.org.)

NOTIFICATION OF RIGHTS UNDER FERPA FOR ELEMENTARY AND SECONDARY SCHOOLS

The Family Educational Rights and Privacy Act (FERPA) affords parents and scholars who are 18 years of age or older ("eligible scholars") certain rights with respect to the scholar's education records. These rights are:

1. The right to inspect and review the scholar's education records within 45 days after the day Imagine Hope receives a request for access.
2. Parents or eligible scholars should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will plan for access and notify the parent or eligible scholar of the time and place where the records may be inspected.
3. The right to request the amendment of the scholar's education records that the parent or eligible scholar believes are inaccurate, misleading, or otherwise in violation of the scholar's privacy rights under FERPA.
4. Parents or eligible scholars who wish to ask the school to amend a record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible scholar, the school will notify the parent or eligible scholar of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible scholar when notified of the right to a hearing.
5. The right to provide written consent before the school discloses personally identifiable information (PII) from the scholar's education records, except to the extent that FERPA authorizes disclosure without consent.
6. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or scholar volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, scholar, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
7. Upon request, the school discloses education records without consent to officials of another school district in which a scholar seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the scholar's enrollment or transfer. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or scholar of the records request unless it states in its annual notification that it intends to forward records on request.]
8. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:
 - a. Family Policy Compliance Office
 - b. U.S. Department of Education
 - c. 400 Maryland Avenue, SW
 - d. Washington, DC 20202
9. See the list below of the disclosures that elementary and secondary schools may make without consent.
10. FERPA permits the disclosure of PII from scholars' education records, without consent of the parent or eligible scholar, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible scholar, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible scholars have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a scholar without obtaining prior written consent of the parents or the eligible scholar –
11. To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(i) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
12. To officials of another school, school system, or institution of postsecondary education where the scholar seeks or intends to enroll, or where the scholar is already enrolled if the disclosure is for purposes related to the scholar's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
13. To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible scholar's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
14. In connection with financial aid for which the scholar has applied or which the scholar has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
15. To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the scholar whose records were released, subject to §99.38. (§99.31(a)(5))
16. To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer scholar aid programs; or (c) improve instruction. (§99.31(a)(6))
17. To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
18. To parents of an eligible scholar if the scholar is a dependent for IRS tax purposes. (§99.31(a)(8))
19. To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
20. To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))

21. Information the school has designated as “directory information” under §99.37. (§99.31(a)(11))
22. The Federal *No Child Left Behind* Act of 2001 requires school districts that receive federal Title I funding to notify parents of their right to know the professional qualifications of the classroom teachers and paraprofessionals who instruct their child.
23. As a recipient of these funds, Imagine Hope Community Charter School will provide you with this information in a timely manner upon request. Specifically, you have the right to request the following information about each of your child's classroom teachers and/or paraprofessionals:
24. Whether the teacher has met State qualification and licensing criteria (charter school teachers are exempt from state licensure requirements) for the grade levels and subject areas in which the teacher provides instruction.
25. Whether the teacher is teaching under an emergency license.
26. The teacher's college major, whether the teacher has any advanced degrees, and the field of discipline of the certification or degree.
27. Whether paraprofessionals provide services to your child and, if so, their qualifications.
28. Hope Community Public Charter School is committed to providing quality instruction for all scholars and does so by employing the most qualified individuals to teach and support each scholar in the classroom. If you would like to receive any of the information listed above for your child's teacher, Tolson families should contact 202-832-737 and Lamond families should contact at 202-722-4421.
29. Establishing an open-door policy with every family in each class by communicating with parents our approach to teaching, scholar expectations, and grading system.
30. Allowing parents to have the appropriate opportunity to voice any concerns they may have.
31. Ensuring that all scholars have access to the proper resources necessary and receive help as soon as it is needed.
32. Sending home weekly reading and math materials that relate to the topics being discussed in the classroom.
33. Attending workshops to learn new strategies in order to successfully teach all children.
34. Assigning work that will prove to be relevant and interesting to the topics being learned.
35. Coordinating events within my classroom and school that will allow parents to volunteer and aide in the success of his/her child.
36. Ensuring that scholars completely understand all assignments and learning expectations. Grading all assignments promptly and inform scholars of their success or ability to improve.
37. Providing a nurturing and safe learning environment for all scholars at all times.

ACCOUNTABILITY AGREEMENT

The Parent-Scholar Handbook will be sent home with scholars each fall. Scholars and parents will be asked to discuss the parent-teacher covenant together and to sign a form indicating that they understand and agree to the School's rules and expectations. The Code will thus serve as a contract among scholars, parents, and school staff, involving parents at the most fundamental level in their children's character development. The Principal may make appointments to discuss the Code with any parents who do not return signed copies of the form indicating their approval of the Code.

Scholars learn best when their parent/guardian takes an active interest in their education. Imagine Hope Community Charter School has prepared this contract and asks that parents, as well as scholars, teachers, and the principal, agree to participate in this commitment. By signing, you and your child indicate that you have read this contract carefully, that you have discussed it with your child, and most importantly, that you agree to form a partnership with the school as it relates to your child.

Please sign acknowledging your commitment to supporting each policy (Home and School Covenant, Computer and Internet Acceptable Use Agreement, and Handbook Agreement) on the signature page at the end of the booklet. Please fill out and sign one sheet per scholar in your household. All sheets should be detached and submitted to the classroom teacher.

The following is a contract between parents, scholars and the school, for we recognize that in order for true learning to take place, there must be a partnership between home and school.

As Teachers of Imagine Hope Community Charter School, we will:

- Provide a safe and welcoming learning environment
- Ensure effective learning experiences
- Promote high expectations for scholar behavior, responsibility and achievement
- Establish and maintain open communication with scholars and parents
- Meet individual scholar's educational needs
- Comply with district/national policies and regulations regarding the No Child Left Behind Act

As Administrators of Imagine Hope Community Charter School, we will:

- Deliver a high-quality, standards-based, well-articulated curriculum
- Provide a learning environment that is nurturing, mutually respectful, and inclusive of appropriate resources and materials
- Keep parents/guardians informed of their child's academic progress
- Support the partnership between parents, scholars, staff and community

As a Parent/Guardian, I will:

- Make sure my child attends school daily and on time, by 8:05 am
- Ensure my child is prepared for school (sleep, breakfast, dressed appropriately in the school uniform)
- Communicate daily with my child about school work
- Provide a quiet place and home to do homework and study
- Promote high expectations for my child's behavior and academic achievement Maintain open communication and participate in decisions regarding my child's progress

HOME AND SCHOOL COVENANT

Scholars learn best when their parent/guardian takes an active interest in their education. Imagine Hope Community Charter School has prepared this Home and School Covenant and asks that parents, as well as scholars, teachers, and the principal, agree to participate in this Covenant. By signing, you and your child indicate that you have read this contract carefully, that you have discussed it with your child, and most importantly, that you agree to form a partnership with the school as it relates to your child. (Signature page at the end of this booklet)

AS A SCHOLAR AT IMAGINE HOPE COMMUNITY CHARTER SCHOOL, I WILL:

- Inform my teachers and family if I need help with my schoolwork.
- Review weekly reading and math materials independently as well as with my family.
- Review and use monthly enrichment words daily to expand my vocabulary.
- Fulfill the responsibility of writing down all assignments, completing all class work and homework every day, and turn in assignments on time.
- Report to school in uniform, on time, and prepared daily.
- Be an active listener and participant in class.

AS A PARENT OR GUARDIAN OF A HOPE COMMUNITY CHARTER SCHOOL SCHOLAR, I AM COMMITTED TO SUPPORTING AND GUIDING MY CHILD AS HE/SHE SUCCESSFULLY CARRIES OUT THE ABOVE RESPONSIBILITIES. I WILL:

- Let my child's teacher know if my child has any problems with learning and be proactive in finding a solution.
- Use weekly reading and math materials that the school sends home.
- Link reading and math concepts that my child has learned to pursue his/her interests and goals.
- Immediately inform my child's teacher of any changes regarding my complete contact information.
- Send my child to school in uniform daily and on time. If I am not able to meet this requirement, I will contact my child's teacher regarding my child's absence or tardiness by sending a letter or by calling, as well as providing any necessary medical notes.
- Assist my child with his/her homework and if I am not able to help my child, I will seek resources within the school and/or within the community.
- Attend all Parent Teacher Conferences and workshops that will benefit the success of my child and myself.
- Volunteer a minimum of 20 hours in Imagine Hope by working in the classroom with my child's teacher or within the school building.
- If I am unable to volunteer during school hours, I understand that I can donate supplies or participate in school events such as Field Trips, Open House, Family Math and Science Night and Literacy Night.

GLOSSARY

To promote universal understanding of the Scholar Code- of-Conduct, the most commonly used terms from the guide are listed below.

Alcohol:

Intoxication liquor or beverage containing ethanol.

Arson:

Any will full or malicious igniting of a fire which causes damage or is intended to cause damage to school property or the property of another.

Assault/Battery:

The actions of an individual who intentionally, knowingly or recklessly causes bodily injury to another, causes another to reasonably fear imminent bodily injury, or causes physical contact with another and a reasonable person would regard the contact as extremely offensive or provocative.

Battery on a Teacher or Other School Personnel

The actions of an individual who intentionally, knowingly or recklessly causes bodily injury on any school personnel whether it is committed on school property, on school-sponsored transportation, during a school-sponsored activity or while the employee in on official school business.

Bullying, Harassment and Intimidation

Any act that substantially interferes with a scholar's educational benefits, opportunities or performance that takes place on school grounds, at any school-sponsored activity, on school provided transportation, or at any official school bus stop, and that has the effect of

- 1: Physically harming a scholar or damaging a scholar's property;
- 2: Knowingly placing a scholar in reasonable fear of physical harm to the scholar or damage to the scholar's property;
- 3: Creating a hostile educational environment.

Examples include, but are not limited to: name calling, making negative comments about a person's race, ethnicity, sexual orientation, sex, religion or disability, extortion and following scholars to and from school with intent to intimidate.

Bullying, Harassment and Intimidation includes Cyber Bullying, which is bullying through the use of the Internet or through telecommunications technologies, such as telephones, cell phones and text messaging.

Cheating/Plagiarism

Taking credit for oneself and not giving credit to the source for written and oral expression authored and/or prepared by another, cheating on exams etc.

Disruptive Behavior

Conduct that significantly interferes with all or portions of the campus activities, school sponsored events and school-sponsored transportation. Behavior that poses a serious threat to the learning environment or the health, safety, and/or welfare of others.

Drug

Any controlled substance, marijuana, alcohol, legend drug or any other substance whose possession or use is regulated in any manner by any governmental authority including the school system.

Expel/Expulsion

Removed from the pupil's regular school program at the location where a violation occurred or removal from school attendance altogether

Extortion

A person who uses coercion upon another person with the intent to obtain property, services, any advantage or immunity; or restrict unlawfully another's freedom of action

Failure to Exercise Appropriate Care of School Property

Intentionally using, without proper permission, property belonging to another or the school, in a manner likely to damage the property. Applying profane, obscene, sexist, racist or other decorations to any area or surface which disrupts the educational process, interferes with teaching and learning, and defaces or devalues school property

False Accusation

The intentional making of untrue statements that may jeopardize the reputation, employment or professional certification of a teacher, member of the staff or scholar

False Fire Alarm

The intentional activation of a fire alarm, fire bell, or other signaling device with the intent to deceive, mislead or otherwise misinform a school function concerning the presence of a fire or other disaster.

Fighting

* Minor injury and non-gang related: Mutual combat and mutual altercation, including when two or more persons mutually participate in physical violence that may require physical restraint and/or result in minor or no injury (Level 3 Violation)

* **Serious injury, weapon used or gang related:** Mutual combat and mutual altercation, including when two or more persons mutually participate in physical violence that may require physical restraint and/or result in serious injury (Level 5 Violation)

Forgery

To alter, make, complete, execute or authenticate any writing that attempts to:

- 1) Be the act of another who did not authorize that act;
- 2) Be a copy of an original when no such original existed.

Gambling

Risking anything of value for a profit whose return is to any degree contingent on chance

Gang

A formal or informal ongoing organization, association, or group consisting of three or more persons that has as one of its activities the commission of criminal or delinquent acts; and has two or more members who, individually or collectively, engage in or have engaged in a pattern of criminal or delinquent gang activity.

In-School Suspension

Prohibiting a scholar who is present at school from attending his/her regular class(es) for a specified number of school days.

Indecent Exposure

The display of parts of the human body without clothing in a manner that is contrary to local custom or law

Interventions

Programs, curricula, strategies or activities designed to prevent, reduce or eliminate negative behaviors or actions in scholars or to support academic achievement

Insubordination/Defiance

Refusing to follow a reasonable request, direction or instruction of an adult through disobedience, defiance, unruliness or noncompliance. Includes walking away when being addressed by an adult and refusal to work in class.

Locker Misuses

Using another person's locker with authorization. Applying profane, obscene, sexist, racist or other decorations to a locker, which disrupts the educational process, interferes with teaching and learning, and defaces or devalues school property.

Making a Threat (with a destructive device) or False Report (bomb)

Threatening to throw, project, place, or discharge any destructive device, including chemical weapons, with intent to do bodily harm to any person or with intent to do damage to any property of any person; or making a false report, with intent to deceive, mislead or otherwise misinform any person, concerning the placing or planting of any destructive device, bomb, dynamite, or any other deadly explosive.

Misconduct Level 1

Conduct that interferes with the school or classroom environment, but has little potential for causing harm to others or destruction of property

Misconduct Level 2

Conduct that interferes with the school or classroom environment, and has the potential for causing harm to others or destroying property

Profanity

Vulgar or irreverent speech or action

Serious Injury

Serious injury generally includes injuries requiring medical attention.

Sexual Battery

Unlawful sexual contact with a victim accompanied by force or coercion, or without the victim's consent or with a person who is mentally incapacitated or physically helpless

Sexual Harassment (Scholar-to-Scholar)

Unwelcome actions, which cause a reasonable person to feel uncomfortable or unsafe resulting in a learning environment, which is offensive, hostile and/or intimidating

Suspension (out-of-school)

Prohibiting a scholar from attending school for a specified period of time

Theft

Intending to deprive an owner of his/her property by knowingly exercising control over the property without the owner's consent

Threat

A pattern of conduct or statements expressing intent to do harm or act violently against someone or something

Unauthorized/Inappropriate Use of the Internet, computers or Computer Software

Any action that violates the Hope Community Public Charter School Internet Security Policy. This includes using the Internet or e-mail for non-educational purposes, transmitting personally identifiable or personal contact information without authorization, using inappropriate language, and using the network to personally attach or harass another person

Unauthorized Possession or Use of Prescription Drugs

Possession or use of prescription drugs for which the scholar is not the named recipient of a bona fide prescription or for which school approval to carry or use the prescription or for which school approval to carry or use the prescription has not been given. It also applies to any scholar who is selling or otherwise distributing his/her prescribed medication.

Use of Provocative Language

Obscene language, profanity, and/or inflammatory statements

Vandalism

The intentional destruction, damage or defacement of property without consent of the owner or the person having custody or control of the property

Weapon/Dangerous Weapon

Any dangerous instrument or substance, which is capable of inflicting any injury on any person.



PARENT AND SCHOLAR HANDBOOK AGREEMENT

This code has been written so scholar and family members know what behavior is expected and prohibited at school and at school activities. Parents are expected to support school rules from home. Failure to return this acknowledgment will not relieve a scholar or the parent(s) from the responsibility for knowledge of the contents of the scholar handbook.

1. I have read and reviewed the scholar handbook:

Parent/Guardian Signature _____

Date _____

Scholar Signature _____

Date _____

2. I commit to the terms of the Home and School Covenant

Parent/Guardian Signature _____

Date _____

Teacher Signature _____

Date _____

3. Parents, please review the Internet use information and sign along with your

scholar(s): Scholar

I understand and will abide by the above Acceptable Use Agreement. I further understand that any violation of the regulations above is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action may be instituted.

Scholar Signature _____

Date _____

Parent or Guardian

As the parent or guardian of this scholar, I have read the Acceptable Use Agreement. I understand that access is designed for educational purposes. I recognize it is impossible for Hope Community Public Charter School to restrict access to all controversial materials, and I will not hold the school (or any of its personnel) responsible for materials acquired on the network. I hereby give my permission to allow Internet access for my child.

Parent/Guardian Signature _____

Date _____

**PLEASE DETACH AND HAVE YOUR CHILD RETURN THIS PAGE TO THEIR HOMEROOM
TEACHER AFTER SIGNING THE ACKNOWLEDGEMENT**

