



Cesar Chavez Public Charter Schools for Public Policy  
Student and Parent Handbook

2018-19

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# About Chavez Schools for Public Policy

## HISTORY

The Chavez Schools for Public Policy (Chavez Schools) opened with a dream to provide DC youth with a quality high school education focused on public policy. In 1998, Irasema Salcido founded the first school in a grocery store basement with 60 eager students.

From the beginning, the goal was to prepare students to pursue a college education and take an active role in addressing important social issues in their communities.

Today, Chavez Schools provides a rigorous college preparatory curriculum, a unique public policy program, and a safe and supportive learning environment with comprehensive support services. With campus locations in Capitol Hill, Columbia Heights, and Parkside communities, Chavez Schools currently serves more than 1,200 students in grades 6-12.

## MISSION

Chavez Schools' mission is to prepare students to succeed in competitive colleges and to empower them to use public policy to create a more just, free, and equal world.

## OUR VISION

Our vision is that all Chavez Alumni have college degrees and lead lives of personal achievement and public engagement in local and national public policy challenges. Further, Chavez scholars are sought out by elected officials, civic leaders, community organizers and the media when they are seeking student voices on public policy issues.



## OUR VALUES

Our core values are driven by our desire to empower students to become change agents in their communities and in the world. These values guide the ways we interact with our students, our partners and with the community at large. They are:

### **Citizenship**

- I meet or exceed the expectations of the Chavez Schools community
- I reflect on my behavior and take responsibility for my actions
- I work well as a team member by doing my share

### **Honesty**

- I share accurate information about my progress to my parent/guardian
- I am a person of integrity
- I display academic honesty at all times

### **Achievement**

- I persevere through challenges and push myself to overcome obstacles
- I acknowledge both my strengths and areas of growth
- I arrive to school and class on time every day prepared and in uniform

### **Valor**

- I control my behavior in challenging situations
- I stand up for what is right and not give in to peer pressure
- I respectfully advocate for myself and others

### **Engagement**

- I actively listen and participate in my class and community
- I positively contribute and ask questions
- I take advantage of new opportunities that may arise

### **Zest**

- I display infectious levels of enthusiasm
- I am social in ways that reinforce community
- I adapt to different environments appropriately

## **Chavez Schools Policies**

Chavez Schools policies may be added or amended during the current school year. Any major policy changes will be communicated to students and parents/guardians in writing via the school website. Additional policies may be found in other Chavez documents such as parent letters, memos, and program-specific handbooks.

## **Parent/Guardian Access**

Information and school reports will be provided in a format and language parents/guardians understand. Chavez Schools shall, to the extent practicable, also provide full opportunities for the participation of parents/guardians:

- with limited English proficiency,
- with disabilities,
- of homeless students, and
- of migrant students.

Requests for access should be made to the Director of Student Services at Chavez Schools.

# General School Policies

## BOARD OF TRUSTEES

Cesar Chavez Schools Board of Trustees provides operational oversight and support to Chavez Schools. Two (2) parent/guardian representatives sit on the Board and serve as the liaison between Chavez Schools families and the board itself. The Board is governed by its By Laws. The Board of Trustees can be contacted at: [chaveztrustees@chavezschools.org](mailto:chaveztrustees@chavezschools.org).

## ENROLLMENT

Any student who is a resident of the District of Columbia may enroll in Chavez Schools per the school's admission criteria. Student enrollment forms must be completed in their entirety by one (1) parent or guardian with legal custody of the student. A parent includes a natural parent whose name is listed on the student's birth certificate or an adoptive parent with valid legal documentation. A guardian or third-party custodian is an individual appointed by the court as stated in valid legal documentation.

In the absence of either of these documents, Chavez Schools accepts the *Attestation of Other Primary Caregiver*, when verified by the Office of the State Superintendent of Education (OSSE), on a case-by-case basis. This form can be obtained from each campus.

### ***LOTTERY***

If the number of applications exceeds the number of spaces available, a lottery is held to determine the order in which students are offered seats. Per the District of Columbia School Reform Act, siblings (students who share a biological parent) of current Chavez Schools students (enrolled during the current school year) receive preference in the lottery should they apply during the open enrollment period. Students applying after the open enrollment period will be added to the wait list on a first-come first-served basis. Chavez Schools participates in My School DC and will use the common timeline and lottery for enrollment.

Matched families who miss established enrollment deadlines or are unresponsive to the school's communication efforts may have their offers declined due to non-responsiveness or missed enrollment deadlines. Waitlisted families who miss the waitlist offer deadline can be declined due to non-responsiveness or missed enrollment deadline.

### ***REQUIRED DOCUMENTATION FOR NEW STUDENTS***

After a student is enrolled, parents/guardians must provide the following documentation when completing registration and after receiving an acceptance to Chavez Schools through MySchoolsDC:

1. Verification of Residency in the District of Columbia;
2. Immunization and Health Records;
3. Chavez Schools Registration Packet;
4. Final report card from previous school(s);
5. Official transcript for any high school credit bearing courses from institutions attended
6. Individual Education Plan (IEP) or Section 504 Plan (504 plan), if applicable (used for course placement, not as a criterion for acceptance).

### ***RESIDENCY REQUIREMENTS***

The enrolling parent/guardian must be a resident of Washington, D.C. and able to prove so using the documents outlined in the OSSE's *Residency Verification Guidelines* by the deadlines specified by the school, both during initial enrollment, and on each subsequent re-enrollment. If at any time the school has reason to believe that a student is not a resident of the District of Columbia, a residency investigation will be conducted by the school. During a residency investigation, families will have two (2) business days to provide the appropriate documentation. A non-resident finding will result in mandatory withdrawal and a referral to the Office of the State Superintendent (OSSE). Presentation of false, forged, or doctored proof of residency will also result in immediate withdrawal and a referral to OSSE. Chavez

Schools, OSSE, and the D.C. Office of the Attorney General (OAG) are required by law to pursue retroactive tuition for all students who are found to be non-residents for the period of time they were enrolled.

### ***RE-ENROLLMENT PROCEDURES***

Parents/guardians of current students wishing to attend Chavez Schools in the upcoming school year, must notify Chavez Schools by completing re-enrollment by the spring deadline and all applicable related paperwork by the school specified deadline. Forms and reminders will be sent home. Parents'/guardians' current students who miss the deadlines may be required to submit an application to be considered for re-enrollment pending seat availability. Former students do not receive preference in the lottery or on the waitlist.

### ***TRANSFERS***

Pursuant to rules governing the school's lottery process and waitlist management, Chavez Schools may honor requests for transfers within Chavez School during the school year. Such requests should be made to the school's principal following protocols for enrollment established by the Home Office and lottery. Chavez Schools reserves the right to initiate safety transfers at any time within its network of schools. Safety transfers will not be subject to waitlist policies and students will be transferred so long space is available at the receiving school. Safety transfers may include a school transfer to another Chavez Schools' campus or a school outside the network.

Mid-year transfers for new students or those within the LEA must complete the MySchoolsDC application according to the established timeline and will be extended offers if space is available.

### ***WITHDRAWAL***

Students may withdraw from Chavez Schools during, before or after the school year. Students who wish to withdraw must complete the Withdrawal Form, return all assigned textbooks, and pay all outstanding school fees.

Parents/Guardians must provide proof of enrollment in a subsequent school within ten (10) calendar days. Failure to do so will result in the student being considered truant/drop-out. Proper truancy protocols will be followed which include contacting the proper DC agencies, including Child and Family Services.

Students who withdraw from Chavez Schools while suspended or pending disciplinary hearing may not re-enroll during the same school year. Students must begin the enrollment process as new students for subsequent school years. Such students will be evaluated on a case-by-case basis by the school administration pending credit evaluations.

Students' last day of attendance will be the effective withdrawal date.

### ***EMERGENCY CONTACT INFORMATION***

All students must have Emergency Contact Information on file, listing the names and phone numbers of any adults (over the age of 18) who may be contacted in the case of an emergency. It is the parent/guardian's responsibility to keep this information accurate and current. Students and/or student records will not be released to any individual not listed on the Emergency Contact Information. Changes and/or updates to the Emergency Contact Information must be done in writing by the primary parent/guardian. Verbal changes will not be accepted.

## **SCHOOL OPERATIONS**

### ***BUILDING OPERATIONS***

#### ***BUILDING HOURS***

Chavez Schools are open and available to students as much as possible during normal operating hours. As a general principle, following dismissal of regular classes, students are encouraged to use the school building for learning and extra-curricular purposes.

Each campus maintains different building hours based on the campus schedule. Students may not enter a school building before the designated entry time. Students must abide by each school's entry processes and procedures upon entry.

All students must leave the school building premises upon dismissal unless they are under the direct supervision of school personnel or there is a special event taking place. Students who do not comply with these policies will be asked to leave the building and may suffer disciplinary consequences if there is a violation of the Code of Conduct.

***SCHOOL HOURS***

Operating hours for each campus are noted below.

School	Monday- Thursday School day begins	Monday- Thursday School day ends	Friday School day begins	Friday School Day ends
Chavez Prep	8:15 AM	3:20PM	8:15AM	12:00PM
Parkside Middle School	8:15 AM	3:20PM	8:15AM	12:15PM
Capitol Hill	8:30AM	3:15PM	8:30AM	12:30PM
Parkside High School	8:45AM	3:35PM	8:45AM	12:45PM

***SNOW AND INCLEMENT WEATHER POLICIES***

Chavez Schools follow all DCPS school delay/closing decisions. Information regarding school closings due to snow, excessive heat, etc., as well as other emergency information related to the school, will be announced on local radio and television stations.

If Chavez Schools needs to open, close, delay, or close early when DCPS does not, we reserve the right to do so. Please watch local news channels for Chavez Schools closings, and keep your contact information up to date so you receive automated messages.

In the event that the school is closed for more snow and/or emergency closing days than allotted per each calendar year, a contingency plan will be enacted to restore academic days.

***EMERGENCY PLANS***

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

***PROHIBITED ITEMS***

Drugs, alcohol, tobacco products, weapons, sharp objects, and other potentially dangerous substances or objects that are, or could be, intended to inflict harm are prohibited on school grounds. Possessing or using prohibited items are grounds for expulsion for students, barring notice for adults, and possible termination for employees.

***VIDEO/ AUDIO RECORDING***

Video and audio recording of events not open to the public involving a) school employees carrying out their school-related duties, and/or b) students, and/or c) parents and/or d) others involved in school-related business, including but in no way limited to meetings between parents and teachers/administrators, IEP team meetings and other special education – related meetings, meetings between or among administrators and school employees and/or meetings between or among school employees only and/or meetings between or among administrators only shall not be permitted.

Exceptions to this policy may be granted by the CEO in her/his sole and exclusive judgment. Prior written requests to video or audio record events as aforesaid must be made to the CEO at least 48 hours prior to the event that the requestor seeks to video or audio record. Such permission should only be granted under extraordinary circumstances and where doing so will be in the best interests of Chavez Schools in pursuing its educational mission and in the best interests of students. If permission is granted to video and/or audio record an event, under no circumstances may any recording of any kind whatsoever be made public, posted on the internet, or sold.

Nothing herein shall be interpreted to prohibit any person from video or audio recording any school-related event which is open to the general public, including but not limited to athletic contests, fine arts performances, debate tournament, etc. A person may not profit directly or indirectly from the recording of any such public event by selling or posting such recordings for a fee.

## ***VIDEO SURVEILLANCE***

Chavez Schools is secured with video surveillance equipment. Video cameras record and monitor school activity before, during, and after school. Students and/or visitors to the building should not have the assumed right to privacy. Video footage will be reviewed as deemed necessary by school administration, and/or security. Video footage is the property of Chavez Schools and will not be released except to law enforcement. To ensure the privacy of all students, the school will not honor any requests to view video footage by anyone except law enforcement.

## ***VISITOR POLICY***

Family members of students and other guests are welcome at Chavez Schools. To ensure the safety of all members of the Chavez Schools community, the school established the following visitor policy:

- Before being granted access to the school building, all visitors must report to the security desk to-
  - identify themselves and present proper identification,
  - sign the visitor log book (noting the date; purpose for the visit; individual they are visiting; times of entry and departure; and if applicable, the agency/office they represent and their badge number), and
  - receive a visitor's badge that must be worn for the duration of the visit.
- Proper identification includes a driver's license/other government issued personal identification card, passport, or a current employee identification card from a local/federal government agency or private entity.
- Only visitors with school-related business will be granted access to the school; and the scope and duration of the visit must be directly related to the purpose for the visit.
- All visitors must follow the instructions provided to them at the security desks. The school Principal/designee may, at his/her discretion, direct school security to limit the areas and time during which the visitor may access the school building.
- Before exiting the building, all visitors must return their visitor's badge to the security station.
- Visitors who violate these *Check-In Procedures* shall be immediately reported to the Principal/designee or security officer, who will determine what, if any, further action is necessary.

## ***VISITOR CODE OF CONDUCT***

During school visits, all parent/guardian and other visitors are expected to be engaged in activities directly related to the purpose of their visit. If any visitor engages in disruptive, threatening or inappropriate behavior (directed towards a student, staff member, parent/guardian, or visitor) while on school property, the school Principal/designee, at its discretion, can-

- remove the individual from the building,
- permanently bar the individual from the building,
- bar the individual from attending future Chavez Schools events, and/or
- call the MPD.

Examples of disruptive, threatening, or inappropriate behavior include, but are not limited to:

- Disturbing the school environment or operations;
- Compromising the safety or security of the school, its students or school-based staff;
- Disrupting the instructional program of any student;
- Refusing to identify oneself to staff members;
- Failure to comply with staff instructions;
- Failure to model and support Chavez Schools values;
- Being rude to any staff members;
- Falsely accusing staff members;
- Trespassing on school property while school is not in session;
- Congregating in hallways, lobbies, stairwells, and other public areas;
- Interrupting a class while in session;
- Refusing to leave a classroom when asked to do so by the teacher;
- Speaking to any other student that is not their own;
- Speaking on a cell phone in public areas of the school;
- Endangering the physical safety of another by the use of force or the threat of force;
- Engaging in behavior that endangers or threatens to endanger the health, safety, welfare, or morals of others;
- Public intoxication; and/or
- Using profanity or raising of one's voice.

## ***BARRING NOTICES AND PROCEDURES***

Chavez Schools reserves the right to deny an individual's access to a school building for violating the *Visitor Code of Conduct* set forth above. Should such circumstances arise, the school Principal/designee shall issue a Barring Notice. A Barring Notice, at a minimum, shall include:

- The name of the barred individual;
- The name of the Principal/designee issuing the barring notice;
- The school from which the individual is barred;
- The reasons for which the individual is barred; and
- Notice that:
  - barred parents/guardians may request a review meeting not earlier than eight (8) weeks after the barring notice is issued by contacting the Principal/designee; and
  - the barring notice is for the duration of the current school year (unless cancelled in writing).

## ***VOLUNTEERS***

Chavez Schools welcomes parents/guardians/supporters into our schools and are always grateful for parent/guardian/supporter volunteers who can spend time with us during the school day or on Saturdays. These interactions are beneficial and rewarding to everyone involved. We also recognize, however, that not all prospective volunteers are able to help during the school day, and appreciate any time parents/guardians can provide, no matter how small.

Anyone who volunteer on a regular basis, coach, chaperone field trips, or are otherwise with Chavez Schools students without Chavez Schools staff supervision, must undergo a background check (which are valid for two (2) years). While on school property, volunteers must adhere to the *Visitor Security Check-In Procedures* and *Code of Conduct* outlined above.

## ***ATTORNEYS***

School personnel shall make every effort to cooperate with attorney visitors in the investigation of a matter but are not required to do so unless a valid subpoena has been issued against a particular staff person. Other attorney visitors can include, but are not limited to, attorneys from the United States Attorney's Office (USAO), the OAG, the Public Defender Service (PDS), private attorneys, advocates or representatives.

### Protocol

In addition to the *Visitor Security Check-In Procedures* and *Code of Conduct* set forth above, school-based staff shall also observe the following protocol during attorney visits:

- Direct to Main Office
  - Once the attorney(s) is checked in pursuant to the *Visitor Security Check-In Procedures*, the attorney(s) shall be directed to the school's main office to speak with the Principal/designee.
- Attorney Questioning (by OAG or USAO attorneys)
  - *Students who are under 18 years old*
    - If an attorney comes to question a student regarding a matter, the attorney must first obtain consent from the student's parent/guardian.
    - The Principal/designee, may, but is not required to, contact the student's parent/guardian, inform them that an attorney is at the school to question the student, and give them the opportunity to either:
      - give consent over the phone for the student to speak with the attorney, or
      - come to the school to participate in the interview.
    - A student may be questioned by an attorney, but he/she is not obligated to answer questions.
    - Where practicable the Principal/designee shall be present during questioning.
  - *Students who are 18 years old or older*
    - A student may be questioned by an attorney, but he/she is not obligated to answer questions.

- Where practicable the Principal/designee shall be present during questioning.
  - *School-based staff*
    - If an attorney from OAG or USAO comes to the school to investigate a matter and wishes to speak with school-based staff, the Principal/designee and all school-based staff should cooperate and answer any questions doing so it not disruptive to the school environment or class instruction.
- Requests for Documentation
  - If an attorney from OAG or USAO wishes to review and/or copy documents, the Principal/designee must first contact a member of the Home Office for guidance on whether or not to release educational records or other student data.
- PDS or Private Attorneys
  - **Under no circumstances** shall these attorneys, their investigators, or their process servers have any direct interaction with any students.
  - School-based staff shall contact a member of Home Office Executive Team for guidance before cooperating with PDS and/or private attorneys on any matter.

## **LAW ENFORCEMENT**

School personnel shall make every effort to cooperate with law enforcement and permit them access to the school, so long as their visits do not disrupt the school environment and class instruction. Law enforcement officials include local, state, and federal police officers; members of the fire department; and, investigators from DC agencies, such as the DC Office of the Inspector General (OIG).

### Protocol

In addition to the *Visitor Security Check-In Procedures* and *Code of Conduct* set forth above, school-based staff shall also observe the following protocol during law enforcement visits:

- Direct to Main Office
  - Once the law enforcement official(s) are checked in they shall be directed to the school's main office to speak with the Principal/designee.
- Designate an Escort
  - After being checked in, appropriate school personnel should be designated as the official's escort during the visit (ideally the school Principal/designee).
  - The designated escort should remain with the law enforcement official(s) at all times (to the extent practicable).
- Give Complete Authority in Emergencies
  - If a law enforcement visit is in response to an emergency, these officials shall be given complete authority to resolve the emergency, and all school staff shall provide any necessary support.

### Specific Scenarios Protocol

School-based staff shall respond to the below scenarios as follows:

- Law Enforcement Questioning
  - *Students who are under 18 years old*
    - The police must first obtain consent from the student's parent/guardian.
    - The Principal/designee shall contact the student's parent/guardian, inform them that the police are at the school to question the student, and give them the opportunity to either:
      - give consent over the phone, or
      - come to the school to participate in the interview.
      - **EXCEPT:** Consent shall not be required if there are circumstances under which the health, life, or safety of the student would be at risk if the school tried to obtain consent from the student's parent/guardian.
    - A student may be questioned by the police, but he/she is not





s/he is eligible to be in school. Students will not be permitted to return to school activity without a physician's clearance.

### ***IMMUNIZATIONS***

Students must be up to date on all immunizations recommended by the District of Columbia DOH. If you do not want your child immunized for medical or religious reasons, you must fill out the appropriate exemption forms available from the nurse. Students who do not have all of their immunizations up to date will not be permitted to attend school.

### ***COMMUNICABLE DISEASE***

The DC DOH does not permit students to remain at Chavez Schools if they have a communicable disease or symptoms of a communicable disease. Parent(s)/guardian(s) should notify the school's nurse within 24 hours after the student has developed a known or suspected communicable disease. If a student is found to have signs or symptoms of a communicable disease, a notice will be sent home indicating the disease and the nature of the illness. The names of the students will not be provided. All information about communicable diseases is confidential.

The following communicable diseases must be posted or reported:

- Chicken pox/varicella
- Conjunctivitis, infectious (pink eye)
- Diarrhea: viral, parasitic or bacterial (e.g., E. coli, Salmonella, Shigella, Rotavirus, Norwalk agent, Enterovirus, Giardia)
- Diphtheria
- Fifth Disease/Erythema infectiosum
- Haemophilus influenza type B (Hib)
- Hepatitis A
- Hepatitis B
- Hand, Foot, and Mouth Disease
- Herpes simplex virus stomatitis (severe case of oral herpes)
- Impetigo
- Influenza (the flu)
- Lice
- Lyme Disease
- Measles
- Meningitis, viral or bacterial (e.g., meningococcus, enterovirus)
- Mumps
- Pertussis (whooping cough)
- Rabies
- Rubella
- Ringworm of scalp or body
- Scabies
- Stomach virus
- Strep throat/Scarlet fever
- Tuberculosis
- Typhoid Fever

### ***MEDICATION***

The school nurse and/or trained staff may administer medication to students while in school. Students must have a current Medication Authorization Form signed by a current physician on file. No medication will be administered unless the parent has completed a Medical Authorization Form. The form must be completed each school year.

- *Prescription Medicine*—Prescription medicines will be administered by the nurse or trained staff only if left in the original container and only according to the instructions on the container.
- *Non-prescription Medicines*—Staff and/or nurse will not administer any nonprescription medication without a note from physician. Please cooperate by not asking our staff to administer drugs without instructions from a physician.

Students must secure all remaining medication by the last day of school from the school nurse or designated personnel. Any medication left after the last day of school will be discarded.

Student possession of prescription or non-prescription medication outside of the Medication Policy outlined above is a violation of the Code of Conduct.

### ***CONDOM AVAILABILITY POLICY***

The Condom Availability Policy was first established within the Department of Health's (DOH) Adolescent AIDS Prevention Program (AAP) in 1992. Implementation of the policy began in 1992 throughout the District of Columbia public high schools. This policy is designed to help prevent the spread of HIV/Sexually Transmitted Diseases (STDs) and reduce the incidence of unintentional pregnancies among youth. Since the inception of the policy, the Department of Health (DOH) has worked in partnership with public senior high schools to ensure that student education, counseling, and condom distribution services are available to all students who attend high schools with nurses supported by the DOH.

Because Cesar Chavez Capitol Hill and Cesar Chavez Parkside High Schools are public high schools, the Condom Availability Policy is implemented. Condoms are available to Cesar Chavez high school students based on the Condom Availability Policy through the school nurse, clinical counselor, health teacher, and student Deans.

The District of Columbia DOH, within its Disease Prevention Program, offers education, counseling, and the distribution of barrier methods, including condoms and dental dams to aid in preventing sexually transmitted diseases and pregnancy. Laboratory studies show that when used consistently and correctly condoms are effective in reducing the risk of HIV infection. Condoms are also effective in preventing the transmission of other STDs, hepatitis, and pregnancy.

### **Disease Prevention Program Implementation**

Cesar Chavez's high school staff are staff authorized to give out condoms will receive annual training on the most recent, medically accurate barrier technology. Information provided in this training will be factual, evidence-based, current, and shall demonstrate sensitivity to the cultural and sexual diversity of students.

### **Education, Counseling, and Condom Distribution Services**

#### **1. Student Education**

- a. Students will receive information on barrier methods during HIV and STD risk reduction classes by Cesar Chavez high schools in the health program.
- b. All students will have the option of receiving individual health education by the school nurse or health teacher during the school year. Students may schedule health education services directly with the school nurse or health teacher. Students will be informed of this option and the procedure for obtaining individual health education services by flyer. School personnel shall provide monthly activity reports with non-identifiable student information as requested by the DOH.

#### **2. Counseling**

- a. All students shall have the option to receive private, confidential counseling upon request to the school nurse to obtain barrier methods.
- b. Students shall be given information on barrier method use, effectiveness and if requested, or needed, medical referrals.
- c. School nurses shall, upon request of the student, or if medically warranted, provide students with referral for further medical services and, or counseling. Students will be referred to their medical home, other primary care providers, free clinics, or local hospitals.

#### **3. Distribution**

- a. A variety of barrier methods to prevent sexually transmitted diseases shall be made available to student in the school nurse suite and health room.
- b. Students can receive up to 10 condoms and up to 10 dental dams per visit.

### ***STUDENT FOOD SERVICE***

Chavez Schools participates in the National School Lunch Program, School Breakfast Program and Healthy Schools Act. All campuses are participating in a federal program as part of the National School Lunch Program called Community Eligibility Provision (CEP). Participation in CEP means that all students attending Chavez Schools are eligible to receive breakfast, lunch and afternoon snack free of charge. Chavez Schools provide high-quality, nutritionally balanced meals that meet the USDA guidelines for healthy school meals.

### ***CAFETERIA EXPECTATIONS***

All students must follow the posted cafeteria rules at breakfast, lunch, and after school. Students are expected to eat lunch in the cafeteria in designated areas.

### **Breakfast**

Chavez Schools serves breakfast at each campus. A la carte breakfast is available for students who arrive after breakfast services has been closed. There is no cost associated with breakfast.

## **Lunch**

Chavez Schools serves lunch at each campus. There is no cost associated with lunch. Students may bring their lunch if they wish. Students may **not** leave campus to obtain food nor are they permitted to order food for delivery. Students are not permitted to eat or drink outside of the cafeteria.

The school does not deny a student a school meal if he/she requests one.

## **FOOD**

All food or drinks must be stored in a student's locker during the school day except during his or her lunchtime. Students must take any food or drink out of his/her locker at the end of the school day and may not leave food items in the locker overnight. Food found in lockers may be discarded by school staff.

Candy/gum/snacks must be stored in a student's locker during the school day. Students may only have candy during lunchtime. Students may not chew or otherwise ingest gum at any time in the school building, except in the cafeteria during lunch.

## ***OTHER POLICIES***

### ***STUDENTS OF LEGAL AGE (18)***

Chavez Schools recognizes that when most students reach the age of 18, the student has rights which were formerly rights of the parent/guardian. When an eligible student turns 18-year-old he/she will assume the rights previously afforded to the parent/guardian. Chavez Schools shall continue to communicate to the student and the student's parent(s)/guardian(s) as the school does before an eligible student turns 18, unless the student requests in writing that communication with the parent(s)/guardian(s) be ceased. The communication will be for informational purposes, only. The school will continue to mail home any report cards, notifications, and communications to the address on the student's record. Students who are emancipated minors by the courts will be afforded all rights given by law.

*Note: The courts may declare a seriously handicapped person a permanent ward and in such instances the student could not declare legal independence.*

## **HOMELESS STUDENTS/ MCKINNEY-VENTO**

Chavez Schools provides services for students who qualify as homeless under the McKinney Vento Act. Families receive information on the McKinney-Vento Homeless Education Assistance Act annually. The school's McKinney-Vento liaison acts as the main point of contact for families and government agencies. Referrals may be made to the student's Program Manager or McKinney-Vento liaison.

The McKinney-Vento liaison annually informs staff and parents/guardians of steps to take when referring a child for assessment, common signs of homelessness, and services that will be made available to all identified students. Referrals and assessments will be on-going throughout the year. Once a student is successfully identified, the liaison—in cooperation with school staff—ensures and records that all services are being rendered to the student if need is presented; Metro cards, uniforms, and supplies will be handled through the office of the liaison. All students, regardless of situation, are tracked academically through their Program Manager. If a student is identified for having an IEP, through the citywide data system, he/she will receive Special Education in a timely manner from the Special Education Department. On a quarterly basis, the McKinney-Vento liaison will check in with all students identified as homeless to verify that services are being provided. If, at any time, a disciplinary hearing is required due to an identified student's actions, the liaison will sit in on the meeting to verify that those actions were not as a result of their living situation.

All identified students will be re-assessed annually, unless a change in living situation is presented to the school.

For further information, please see the Legally Mandated Notice of this Handbook.

# Academic Program

Chavez Schools is committed to providing a high quality, college preparatory education to each of our scholars. To accomplish this goal, our teachers design rigorous curricula based on the National Common Core Standards. We are constantly evaluating and working to develop high impact lessons that will ensure our scholars are successful in college and life.

All Chavez Scholars are held to high academic standards that will prepare them for success in college and in life. For non-native English speakers, the curriculum is aligned with the WIDA Consortium Standards for English Language Learners, which DC has adopted as the official standards for speakers of other languages. The curricula at Chavez Schools are designed to ensure that scholars achieve or exceed grade level content and standardized test expectations, graduate from high school, and are prepared for admission and matriculation into competitive colleges.

All scholars are expected to demonstrate mastery of core academic material in English, math, history, science, and public policy as well as competency in a world language, health, art, music, and physical education. ELL instructors focus on non-native English speakers; and Individualized Education Plans and Special Education teachers support scholars with special needs.

All scholars take standardized tests such as the PARCC, PSAT, SAT, and ACT, are required to research and select college preferences during their junior year, and are expected to apply to at least one college prior to graduation.

## Academic Success

A high school education is the stepping-stone to a bright future in college and beyond. At Chavez Schools we aspire to help scholars achieve and to experience success in life, but it all starts with academic success. We expect all our scholars to attend school every day ready to learn; scholars must arrive to class, on time, and with the materials necessary to learn.

At all times, Chavez Scholars need to be knowledgeable about:

- Their daily academic responsibilities (homework, projects, exams, etc.)
- Their academic progress (weekly, bi-weekly, quarterly, and mid-year mark, etc.)
- Their progress towards graduation (meeting all Chavez academic requirements found in this handbook, by meeting with the college counselor, or advisor, etc.)

Every school day, students must have the following:

- Working pencils and pens
- The appropriate binder with ample loose-leaf paper
- Any other materials determined necessary by the classroom teacher

## ACADEMIC HONOR CODE

Chavez Schools demands a high standard of honesty and conduct from each of our students in academics and has therefore created an Academic Honor Code.

### *ACADEMIC DISHONESTY*

Academic dishonesty jeopardizes the quality of education, undermines the learning process, and devalues the genuine achievements of others. The school community—which includes teachers, staff, administration, parents, and students—will hold students to the highest standards of academic integrity and will not tolerate academic dishonesty in any form. Academic dishonesty includes, but is not limited to: copying from any other source including another student's work, from tests, class work, homework paper, texts, lab work, computer disks, web sites, or other electronic sources. Each of the following is an act of academic dishonesty; however, this is not an inclusive list.

#### **A. Cheating**

Cheating is defined as using dishonest methods to gain an advantage, which would include the use of all unauthorized materials, information or study aids in any academic exercise. The use of translation programs and websites as well as on-line dictionaries is prohibited by the Spanish Department.

#### **B. Plagiarism**

Plagiarism is defined as attempting to take credit for another's ideas, words, productions, or other intellectual property without appropriately crediting that individual.

### C. Facilitating Academic Dishonesty

Facilitating Academic Dishonesty is knowingly helping or attempting to help another to commit an act of academic dishonesty.

Violations of the Academic Honor Code result in serious consequences which are divided into three levels, determined by the weight of the assignments and the potential premeditation of the student.

**Level One:** *First-time offenses* for the following violations are usually handled by the teacher in the classroom and reported to the student's parent/guardian and administrator.

*Level I violations include (but are not limited to):*

- Copying homework or allowing another to copy one's homework
- Looking on another's test/quiz ("wandering eyes")
- Working with others on a class work or homework assignment that was meant to be completed independently (including written, verbal, or technology-based assignments)
- Any form of verbal or non-verbal communication during a test/quiz

*Consequences for a first-time Level I offense may include any of the following:*

- The student receiving a zero on the assignment
- The student may be required to complete a written assignment designed to enhance the student's understanding of the importance of academic integrity
- Parental notification
- Debit

A second Level I violation (even if it is an offense of a different type or in a different class) in a school year suggests a pattern of academic dishonesty; therefore, it will be considered a Level II violation.

**Level Two:** *First-time offenses* for the following violations are reported to an administrator. As an egregious act of academic dishonesty, specific consequences are handled by the administration with input from the faculty.

*Level II violations include (but are not limited to):*

- Plagiarizing from the Internet, written publications, or another student on a project, essay, or other major assignment
- Using an electronic translation program, website, or dictionary that has not been explicitly permitted by the teacher
- Using a "cheat sheet" on a test, quiz, or other in-class assessment
- Using secretive methods of receiving or giving questions and/or answers on a test/quiz (including electronic transmission of information)
- Working with others on a test, quiz, project, or paper that was meant to be completed independently
- Using unauthorized materials on a take-home test or quiz
- Copying another's test/quiz or repeatedly allowing another to copy one's test/quiz
- Misrepresentation and/or falsification of academic information (including grades) verbally or in writing
- A second Level I violation

*Level II violations are considered Level II violations in the code of conduct. Consequences for a first-time Level II offense may include any of the following:*

- The student receiving a zero on the assignment
- The student may receive an ISS or OSS (short term 1-3 days)
- The violation will result in parental notification and a parent conference may be offered
- The student may be required to complete a written assignment designed to enhance the student's understanding of the importance of academic integrity
- Debit

A second or subsequent Level II violation (even if it is an offense of a different type or in a different class) in a school year suggests a pattern of premeditated academic dishonesty; therefore, it will be considered a Level III violation.

**Level Three:** These offenses are the most extreme given that they violate more than the Academic Honor Code; they are injurious to the entire school community. Level III acts of academic dishonesty are considered Level II violations of the Code of Conduct.

*Level III violations include (but are not limited to):*

- Stealing a quiz, test, project, or exam from a member of the faculty, staff, or study buddy
- Distribution of a stolen test, project, quiz, or exam

- Altering grades in a grade book (paper or electronic) or on a computer data base
- A second or subsequent Level II violation
- Chronic (defined as three or more) Level I violations

*Consequences for a first-time Level III offense may include any of the following:*

- The student receiving a failing course grade for the quarter
- The student may be suspended, the duration of which will be determined, by an administrator
- Chronic (defined as three or more) violations of the Academics Honor Code Level III violations may result in a recommendation for expulsion
- Disciplinary probation

If at any point the student feels that the measures taken are unjustified, s/he may request the principal review the matter. The student, his or her parent/guardian, and the faculty member will each have the opportunity to present his or her case to the Principal or his/her designee.

## **ACADEMIC POLICIES**

### ***ACADEMIC COMMUNICATIONS***

Progress reports and report cards are distributed per the annual school calendar. It is the responsibility of each family to maintain a current mailing address on file with the school. Communications will be mailed home only to the individual who registered the student.

### ***ACADEMIC RECORDS REQUESTS***

Requests for academic records (transcripts, report cards, conduct, attendance, and/or Verification of Enrollment, etc.) must be submitted in writing to the office staff. The form for such requests is available in the main office. Records may only be requested with parent/guardian authorization. There may be fees associated with requests. Requests will be processed on a first-come-first-served basis and may take at minimum of 3 business days to process.

### ***AUTHORIZED ACCESS FOR ACADEMIC RECORDS***

In the event that an authorized person requests to see the file, he/she must ask the office staff and sign a log that reveals the person, purpose, time and date. Authorized people include the parent or legal guardian of the scholar, the principal, the vice principals, registrars, special education directors and coordinators, college and guidance counselors, English Language Learner coordinators, teachers, service providers, Home Office Leadership, and other authorized personnel that the law supports, or that the parent or legal guardian allows—via a signed document.

### ***FERPA NOTIFICATION OF RIGHTS***

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. Please see the Legally Mandated Notice Section of this handbook for further information.

### ***GOOD STANDING***

Any student who is not in academic and/or behavioral good standing may be excluded from Chavez Schools events. Students who are on Academic Probation, Disciplinary Probation, or a Final Probation Contract are considered to not meet the qualifications of good standing. The Administration reserves the right to exclude a student from any school sponsored event based on the student's academic or behavioral record.

### ***STUDENTS WITH DISABILITIES***

Chavez Schools is committed to serving diverse learners, including students with disabilities. Students with disabilities are afforded protections under local, state and federal laws.

Chavez Schools places students with Individual Education Plans (IEPs) in the least restrictive environments available for those students. The IEP describes the programs and services that will be offered to help these students reach their goals. Student IEPs will be reviewed annually as required by the Individuals with Disability Education Act (IDEA). The IEP team consists of the student, his or her parent/guardian, a special education teacher, general education teachers and other personnel as needed. A re-evaluation of the IEP

will be completed at least once every three years to determine whether the student is still eligible for special education services, and what services s/he needs.

Parents of new students should advise the school of any previous IEPs, 504s or special services their child received in the past. All parental requests for evaluations or any special education documents must be made to the Special Education Program Manager.

If a teacher or parent/guardian believes a student should be evaluated for special education services, the referral must be made to the schools' Special Education Program Manager. Written parental permission must be obtained before any formal evaluation is undertaken. Any requests for evaluation that are made contemporaneously to a disciplinary incident will be granted expedited evaluation consistent with 34 CFR §300.534(d). Evaluations will begin with an in-school committee consisting of the Program Manager or designee, a regular teacher, the referring teacher, if applicable, and the parent. If warranted, the evaluation will continue with a specialized external team. The purpose of referrals is to determine the most support we can provide for each child in the least restrictive environment. For more information regarding Special Education Services please contact the Special Education Department. Please note, end of year referral requests have no impact on promotion or graduation decisions.

### ***CHILD FIND PROCESS***

In line with the requirements under the Individuals with Disabilities Education Act (IDEA), Cesar Chavez PCS will locate, identify, and evaluate enrolled students who either have, or are suspected of having, disabilities and are in need special education and related services as a result of those disabilities. This process is commonly referred to as the Child Find obligation. To ensure that this obligation is met, Cesar Chavez PCS has established a policy and continues to implement efforts to seek out these children as well as educate and inform our staff, families, and broader community of the services that are available.

Child Find activities may include some type of screening process to determine whether a child should be referred for an evaluation. For children age birth through twenty-two (22), even when Cesar Chavez PCS does not suspect the child may be disabled and in need to special education or related services, Cesar Chavez PCS will utilize a comprehensive screening process, the results of which are provided to the child's parent/guardian. This process may include, but is not limited to:

- Observations in a variety of settings
- Multi-tiered problem-solving approach
- Parent/family interviews
- Review of attendance and grades

Screenings must be available for all children enrolled at Cesar Chavez PCS and include a review of whether:

- Appropriate instruction in the general education setting was delivered by qualified personnel
- Instruction and interventions were provided at varying intensity levels
- Progress monitoring data that was collected which reflected the child's progress during instruction

Cesar Chavez PCS staff is expected to know and act in accordance with requirements and policies established within this policy. Cesar Chavez PCS trains staff on an annual basis to ensure that all staff understand and are able to execute Child Find responsibilities.

### **Point of Contact**

Cesar Chavez PCS encourages parents to seek out any staff member if they have concerns about their child. Parents/guardians, or anyone with knowledge of the child, should contact their campus's Special Education Coordinator, to discuss the Child Find process, the referral process, and the availability of your campus's Special Education Team to meet and discuss concerns in more detail.

### **Target Populations**

Cesar Chavez PCS's Child Find Policy applies to children between the ages of eleven (11) and twenty-two (22) years of age, who are enrolled in grades sixth (6<sup>th</sup>) through twelfth (12<sup>th</sup>) at Cesar Chavez PCS, including children who are:

- Homeless
- In the custody of the District of Columbia Child and Family Services Agency (CFSA)
- Committed to the District of Columbia Youth Rehabilitation Services Agency (DYRS)
- Making progress grade to grade



- Highly mobile

### **Outreach Efforts**

In order to ensure that the community within Cesar Chavez PCS is aware of the availability of special education and related services for eligible students with disabilities and the methods for requesting services, we provide information and education through a variety of methods, including but not limited to:

- Cesar Chavez PCS will provide information to families as well as the larger school community at events such as back to school nights, parent teacher conferences, and enrollment events.
- Cesar Chavez PCS will make information available in student and family handbooks and on its website at: [www.chavezschools.org](http://www.chavezschools.org)
- Cesar Chavez PCS will provide informational pamphlets which are available to parents in the main office of each campus

### **Coordinating with Non-Educational District Agencies**

To support the identification, location, and evaluation of students with disabilities at Cesar Chavez PCS, contact and communication with following District agencies:

- The Child and Family Services Agency (CFSA)
- Department of Behavioral Health (DBH)

Chavez PCS will maintain communication on a bi-annual basis to foster cooperative relationships and updates on points of contact.

### **Parent Engagement**

If parents/guardians have specific questions regarding Cesar Chavez PCS's Child Find Policy, the referral process, or the availability of special education and related services they can refer to this current document, the information available on the Cesar Chavez PCS website, or by contacting their campus-based Special Education Coordinator. Upon request parents/guardians should be provided with specific information related to the identification, referral, and evaluation of students with, or those suspected of having, a disability. Additionally, informational pamphlets containing all relevant information are located in the main office at each campus.

### **Referral Process**

A referral, which can be either written or verbal, is documentation that clearly states why it is thought that the student has a disability. The referral can be made by a parent/guardian or someone who has knowledge of the child (e.g. staff, teacher, medical professional). There is no standard language for a referral; if a parent/guardian needs support, whichever staff member receives the referral should assist the parent/guardian in documenting the referral in writing. Any staff member at Cesar Chavez PCS must accept the referral. If a parent/guardian would like to request an initial evaluation please contact their campus Special Education Coordinator. Specific contact information is located under the *Point of Contact* section.

A referral for an initial evaluation can be accepted from the following individuals:

- The student's parent/guardian
- The student, if they possess educational rights
- Employee of Cesar Chavez PCS who has knowledge of the student

Cesar Chavez PCS has three (3) business days to submit the referral in the Special Education Data System (SEDS). Following this entry, the Special Education Team has thirty (30) days to obtain parental consent for evaluations. The Special Education Team should make reasonable effort to obtain parental consent. Reasonable effort including attempting contact at least three (3) times on three (3) different dates using at least two (2) different modalities. Within this same timeframe, Cesar Chavez PCS should gather and conduct an analysis of all existing data in order to determine if additional assessments are required to determine if the student has a disability. If evaluations are warranted, the Special Education Team has sixty (60) days to complete the necessary evaluations and hold a meeting to determine eligibility for special education and related services.

This timeline does not apply if the (1) parent/guardian or student with educational right fails to or refuses to respond to consent for evaluation given reasonable effort, (2) the parent/guardian repeatedly fails to or refuses to bring the child to the evaluation or child with educational right refuses to attend, or (3) the child enrolls in another LEA prior to eligibility determination.

### **Universal Screenings**

Cesar Chavez PCS implements a universal screening process for new students to the LEA to help determine if a child should be referred for additional supports or an evaluation for special education and/or related services. If it is determined, by the Leadership Team at Cesar Chavez PCS, that a student is at risk or below expected expectations, as identified by the screening, written notice will be sent to the parent to inform them of next steps. To conduct universal, school wide screenings, parent consent is not required. Additionally, a screening administered by a Cesar Chavez PCS teacher to determine appropriate instructional strategies for curriculum implementation does not require parental consent as it is not considered to be an evaluation. If a student is being referred or is in the referral process for special education, the universal screenings cannot delay or interrupt this process.

### **Parental Procedural Safeguards and Rights**

As a parent/guardian, you have rights known as procedural safeguards that apply to every aspect of the special education process. These safeguards are designed to protect the rights of parents and their student with a disability and, at the same time, give families and school systems several mechanisms by which to resolve their disputes. Federal and state laws and regulations outline the procedural safeguards that are designed to ensure that students with disabilities with an Individualized Education Program (IEP) receive a free appropriate public education (FAPE).

In the event of a disagreement, parents may pursue dispute resolution and due process rights, including mediation, due process complaints, or state complaints. Parents can learn more about their rights under IDEA by referring to the *Part B Procedural Safeguards* located on OSSE's website or by contacting their campus Special Education Coordinator.

OSSE Website: <http://osse.dc.gov/publication/rights-parents-students-disabilities-idea-part-b-notice-procedural-safeguards>

### **Data Reporting**

In accordance with District of Columbia law, Cesar Chavez PCS Director of Special Education counts and reports the number of children with disabilities receiving special education and related services annually on October 5<sup>th</sup> as required by DC Official Code § 38-2906. In addition, the Director of Special Education monitors incoming students, audits the compliance of related services providers, and monitors the effectiveness of SST/CARE Teams at the campus level to ensure that all students with disabilities are meeting expectations, receiving special education and related services, and students are being identified, referred and evaluated for special education and related services.

### ***REHABILITATION ACT AND SECTION "504"***

Section 504 of the Rehabilitation Act of 1973 (Section "504") prohibits discrimination against disabled persons, including students and staff members, by schools receiving federal financial assistance. Included in the US Department of Education Regulations for Section 504 is the requirement that disabled students be provided with free appropriate public education (FAPE). As such, Cesar Chavez PCS is required to provide a full range of special accommodations and services necessary for students with disabilities to participate in and benefit from its educational programs and activities.

The regulations require identification, evaluation, the provision of appropriate services and procedural safeguards. The regulations also require that parents or guardians be provided with notice of actions affecting the identification, evaluation, or placement of the student and are entitled to an impartial hearing if they disagree with district decisions in these areas.

### **Eligibility Criteria**

Under Section 504, a student eligible for FAPE is any student who has a physical or mental impairment that substantially limits one or more major life activity.

Section 504 physical or mental impairment:

Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the body systems – neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular, reproductive, digestive, genitor-urinary; hemic and lymphatic; skin and endocrine.

o This definition includes such diseases and conditions as orthopedic, visual, speech and hearing impediments, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, attention deficit disorder (ADD), acquired immune deficiency syndrome (AIDS), and human immune deficiency virus (HIV+)

Section 504 meaning of substantial limitation:

In order to meet this standard, the student must be unable to perform a major life activity that the student's average peers can perform OR, the student must be restricted to a substantial degree as to the condition, manner, or duration under which the major life activity is performed by the student's average peers.

- An impairment need not prevent or severely or significantly limit a major life activity to be considered "substantially limiting." Nonetheless, not every impairment will be substantially limiting.
- The term "substantially limits" should be construed broadly and determination of substantial limitation should not require an extensive analysis.
- The determination of whether an impairment substantially limits a major life activity requires an individualized assessment.

Episodic or in Remission: An impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active.

Mitigating measures: The "substantially limits" determination must be made without regard to any ameliorative effects of mitigating measures. The team must make a Section 504 determination based upon the student's disability as it presents itself without the mitigating measures. Mitigating measures included but are not limited to:

- Medication, medical supplies, equipment, or appliances, low-vision devices (which do not include ordinary eyeglasses or contact lenses), prosthetics including limbs and devices, hearing aids and cochlear implants or other implantable hearing devices, mobility devices, or oxygen therapy equipment and supplies;
- Use of assistive technology;
- Reasonable accommodations or auxiliary aids or services; or
- Learned behavioral or adaptive neurological modifications.

### **Student Identification and Referral**

Section 504 contains a child find requirement that requires school districts to "undertake to identify and locate every qualified [individual with a disability] residing in [its] jurisdiction." As such, school districts must conduct an evaluation of students "who, because of a handicap, need or are believed to need special education and related services." The school or parent may initiate a referral for an initial evaluation.

For students who are identified and referred for possible evaluation under Section 504, a review of the student's records, including medical, academic and behavioral records, will be conducted by the Student Support Team (SST) to determine whether an evaluation is warranted. Any student who has or is believed to have a disability special education or related aids or services to participate in or benefit from the education program should be referred for an evaluation.

### **Identification procedures:**

- Any student who is suspected of having a disability may be referred by a parent, teacher, or other school employee to the SST using the appropriate Parent or Staff Referral form. Verbal requests and those outside of the referral form will be honored.
- The SST will be composed of persons knowledgeable about the student, the student's history, and the student's individual needs.
- The SST will consider the referral and, based upon a review of the student's existing records, including medical, academic, social and behavioral records, make a decision as to whether a referral for a 504 Plan is warranted.

## ***ENGLISH LANGUAGE LEARNERS***

English Language Learners (ELL) are an important special population in schools today. At Chavez Schools it is understood that providing services for our students who are lifting the formidable task of mastering academic content while learning to master the English language. The first part Title III is officially known as the English Language Acquisition, Language Enhancement, and Academic Achievement Act. It is specifically targeted to benefit Limited English Proficient (LEP) children and immigrant youth. The act states that LEP students must not only attain English proficiency but simultaneously meet the same academic standards as their English-speaking peers in all content areas. The goal is to create or further develop language instruction that help LEP students meet academic standards. Chavez Schools measures progress through annual WIDA Access testing.

### **Testing and Progress Monitoring**

Students who are designated as LEP or ELL are monitored closely in the areas of language development in addition to their academic progress. To that end, there are several progress monitoring opportunities we use at Chavez School to ensure students are continuously moving towards proficiency in language learning. Access Testing WIDA Access Testing happens at two distinct points in the school year. At the start of the school year, students new to the Chavez Schools LEA are placed using the W-APT which is a shortened version of the WIDA Access test. Once placement is established, parental notifications are sent home in the student's home language.

WIDA Access Testing is also mandated by the Office of the State Superintendent of Education (OSSE) during the Spring. This serves as an official measure of language progress which is reported for Title III accountability. The results of this testing are used to plan ELL programming for the upcoming school year and ensure that students are making adequate yearly progress. All identified students are required to participate unless parent/guardian requests otherwise. Any such requests should be made to the Director of English Language Services, Nicole Sheen at [nicole.sheen@chavezschools.org](mailto:nicole.sheen@chavezschools.org).

### ***HOSPITAL AND HOMEBOUND INSTRUCTION***

The purpose of the Hospital and Homebound Instruction Policy is to provide a continuation of academic instruction to those students who are unable to participate in regular classroom activities as a result of accident, physical or psychological illness or pregnancy that has been documented by a medical professional. Hospital and homebound instruction make it possible for students to complete academic work and make a successful transition back to school. Hospital and Homebound instruction does not guarantee students will progress in the academic program nor that all graduation requirements will be met.

Any Cesar Chavez PCS student who is out of school for 10 or more consecutive days for noted reasons above, including verified medical documentation for a licensed provider would be eligible for hospital and homebound instruction. A parent/guardian, unless the student is over the age of 18, is responsible for contacting the school's Special Education Coordinator to discuss the policy and procedures for hospital or homebound instruction. Following this initial contact, the parent/guardian must complete and return the Hospital and Homebound Instruction Packet, which will be reviewed and next steps will be outlined.

Hospital and homebound instruction will be provided to qualified students with the equivalent of 30 minutes/week/core content subject currently enrolled. Any student who qualifies for hospital and homebound instruction will remain enrolled at Cesar Chavez PCS and will not be considered "absent." Instruction will be limited to core academic subjects (mathematics, English, history, and science).

The following forms are required as a part of the Hospital and Homebound Instruction Packet:

- Request for Services
- Parent Agreement
- Consent to Share Information
- Healthcare Provider Documentation

### ***QUALIFICATION FOR SERVICES***

To qualify for hospital and homebound services, the student must currently be enrolled at Cesar Chavez PCS. Additionally, the student:

- Is hospitalized or homebound due to an accident, physical illness, psychological or emotional illness, disability, or other short-term documented, verified medical necessity from licensed provider.
- Has missed or is expected to miss 10, or more, consecutive days of school
- Is consistently unable to attend school on a regularly basis or is unable to attend at least three (3) school periods per day due to a documented medical condition
- Is pregnant and will be out on maternity leave (6 weeks normal pregnancy/vaginal delivery; 8 weeks normal pregnancy/cesarean delivery)

Services will commence upon receipt of all necessary documentation. Documentation must include: name, address, contact information for provider, duration of expected absence, and any medical limitations to instruction. In general, hospital and homebound services are considered to be temporary solutions. All students should return to a regular school placement as soon as possible. Additionally, hospital and homebound services must be requested by the parent/guardian for any student under the age of 18.

The student's physician is required to submit documentation (e.g. pertinent diagnostic information, progress notes, hospital notes, etc.). If the student is absent for more than 20 consecutive days, a reauthorization from the student's physician is required. A student's medical documentation must specify the anticipated duration of the necessary homebound instruction. Further, students receiving homebound/hospital instruction must receive written clearance from the medical professional in order to return to the regular school setting. Cesar Chavez staff reserves the right to contact medical provider to verify documentation.

The medical certification of need is the health care provider's documentation of the student's illness, treatment plan, and the estimated length of recovery time. The certification must be fully completed, including parental permission for Cesar Chavez PCS staff to contact the treating physician or licensed clinical psychologist, in order for the student to be considered for homebound services. The Supervisor of Special Education reviews all requests for completeness of information and appropriateness of the request and will follow up with the treating physician or licensed clinical psychologist to clarify the need for homebound instruction versus school-based instruction with appropriate accommodations, as necessary. Homebound services are for student illness/injury only; services are not appropriate to compensate for absences related to family care or illness.

Homebound instruction shall be made available to students who are confined at home or in a health care facility for periods that would prevent normal school attendance. The term "confined at home or in a health care facility" means the student is unable to participate in the normal day-to-day activities typically expected during school attendance; and, absences from home are infrequent, for periods of relatively short duration, or to receive health care treatment. Students receiving homebound instruction may not work or participate in extra-curricular activities, nonacademic activities (such as field trips), or community activities unless these activities are specifically outlined in the student's medical plan of care or the Individualized Education Program (IEP) (if applicable).

#### ***DESCRIPTION OF INSTRUCTION***

Qualifying students will receive the equivalent of 30 minutes/week/core content subject currently enrolled. For students in grades 6-12, they will receive instruction in their core academic subjects (mathematics, English, history, and science). Instruction is to be provided during the regular school hours or late afternoon. Cesar Chavez will attempt to schedule all sessions in conjunction with parents/guardians. Notice of a need to reschedule sessions must be submitted no less than 24 hours prior to scheduled visit. Instruction does not go back and teach previously missed assignments; instruction is for the time period once the student qualifies until they transition back to the regular classroom. Failure of students to attend or participate in scheduled sessions will not result in additional time allotted or make-up sessions.

Instruction may take place in the home other agreed-upon, appropriate public location (e.g.: library, classroom in a recreational center, school). If instruction takes place in the home, the student's parent/guardian is responsible for being home during the entirety of the instructional period. Parent/guardian must be 18 years of age or older. If instruction is to take place in the home, a quiet, designated space must be provided for instruction to occur. Without a parent/guardian present, instruction in the home will not take place, nor will it be made up.

A regular program of study and preparation of lessons and materials, by their teachers, is required for each student. Substitute assignments may be provided if regular assignments or activities cannot take place outside of the classroom. In addition to the weekly instructional sessions, the student is expected to complete assignments on his or her own time. Assignments must be completed by the designated due date and are returned to the school for grading. Failure to complete or turn in assignments on time will result in zeros for those assignments and reflected in the grade accordingly.

Grades earned during hospital and homebound instruction will be added to any current grades and calculated towards the final grade for the quarter/year. For all content not covered through hospital and homebound instruction (e.g. Public Policy courses, electives, etc.), the student will be given alternative assignments for credit recovery.

### ***SELECTION AND RESPONSIBILITY OF INSTRUCTORS***

For homebound students, Cesar Chavez PCS may provide instruction through an external provider or computer-based service provider. Once an instructor has been assigned, he or she will coordinate with the parent/guardian to arrange instruction dates, times, and locations. For hospitalized students, Cesar Chavez PCS will work with the hospital to identify appropriate services. All instruction must take place at the hospital. All lessons and corresponding materials will be coordinated with the instructor and a representative from Cesar Chavez PCS.

Considerations for Students Identified with Disabilities Students with disabilities have rights and protections under Section 504 and the IDEA. If a student with a disability is found eligible for Homebound Instruction, the responsibilities for planning, implementing and monitoring the academic program remain with the student's IEP or 504 team.

### ***SCHOOL MATERIALS POLICY***

The school provides a variety of materials to aid students' learning. Students must use these items with care and respect, as they and their parents/guardians are responsible for the cost of any school property that is lost or damaged. Students purchase their own notebooks, folders, pens, pencils, paper, and other necessary school supplies.

### ***STUDENT ACTIVITIES***

Throughout the school year, students have the opportunity to participate in various activities in and out of the school building. These activities may include a field trip, guest speaker, school dances, or other school sponsored events both during and after school. Students must meet eligibility criteria to participate in the event. Criteria for each event are determined on a case by case basis and students are informed of the criteria prior to the activity. Criteria include a student's:

- Academic standing and performance
- Discipline conduct and infraction points
- Student fees (if applicable)
- Other criteria determined by the administration as pertaining to the event

### ***STUDENT FEES***

Student fees accumulated during any school year must be paid in full to receive final report cards, transcripts, or school records when graduating, withdrawing or transferring a student. Senior students with an outstanding balance will not be allowed to participate in graduation activities. If students have outstanding bills, they may not be able to participate in school activities throughout the school year or subsequent school years.

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

- Field Trips
- Textbooks
- School uniforms
- School IDs
- School supplies
- Student testing fees (PSAT, SAT, ACT, AP exams)
- Student consumables (workbooks, novels, lab materials, any other supply provided to a student).
- School issued electronic devices used by the student (laptop, e-reader, tablet, etc.)
- Senior fees including graduation, prom, senior trip, etc.
- Any other item where a fee is assessed by the school

Any requests for payment plans should be submitted directly to the Principal or designee for approval and will be approved on a case-by-case basis.

### ***PHYSICAL EDUCATION POLICY***

#### **Injuries**

All injuries sustained in Physical Education (PE) class should be immediately reported to the teacher so that proper action can be taken. Horseplay during class, in the locker room, or in any other facility will not be tolerated.

## **Medical Excuse**

Students in physical education class may be excused from participating in class because of illness or injury up to three days per semester by written note from parent, guardian, or the school nurse stipulating the number of days. Additionally, students will be required to participate in activities that do not interfere with their medical situation when possible or complete alternative tasks or activities when injury prohibits participating in class activities.

For more than **three days** of not participating due to illness, students are required to have a note from their doctor. These notes should be presented to the PE teacher and the school nurse. The teacher will make arrangements for the student to complete alternative Physical Education assignments.

## **Gymnasium Rules**

Cesar Chavez rules as specified in the Code of Conduct are applicable to the athletic facility including the gym and classrooms. Additionally, the following rules will apply to the Gym:

- Only sneakers are allowed on the gym floor
- Sneakers must be laced and tied securely
- No balls of any kind hit off walls
- No throwing of objects
- No horseplay
- No gum, candy, seeds, or other food or drink are permissible in the facility
- Water bottles are allowed when working out and during PE class as specified by the supervising teacher and/or coach
- Do not leave the Gym without permission
- Students must use appropriate language at all times
- Excessive, rough, or dangerous play will not be tolerated at any time
- Actions that are unsafe to oneself and others will not be tolerated
- Equipment must be used safely and properly and with the direct permission and supervision of the teacher

## ***TESTING***

Students in the 6<sup>th</sup> through 12<sup>th</sup> grades take a variety of tests, including mid-term exams, final exams, internal Chavez Schools assessments, PARCC, PSATs, SATs, ACTs, and AP tests. Student participation in these exams is mandatory. Student with disabilities may be exempt from select testing, as specified by their Individual Education Plan.

## ***STANDARDIZED TESTING***

All 6<sup>th</sup>-10<sup>th</sup> grade students take mandated standardized tests as determined by the District of Columbia including but not limited to PARCC, Next Generation Science Assessment (grades 5,8, and Biology). Students with disabilities may qualify for accommodations on mandated testing, as per their Individualized Education Plan. English Language Learners may receive specific accommodations to standardized tests per District of Columbia policy,

## **COMMUNITY SERVICE**

Chavez Schools requires 100 hours of community service/service learning in order for scholars to graduate. Community service refers to service that a scholar performs for the benefit of his or her community. These services are designed to improve the quality of life for community residents or to solve particular problems related to their needs. To be considered community service, an activity must be:

- Performed for no pay;
- Completed at a nonprofit institution, church, school, community center, library, hospital or other service-related organization;
- Beneficial to at least one other person and the larger community;
- Separate from a service activity for which the student is already receiving school credit outside of public policy programming or those mandated by a court or school disciplinary action.

Examples of activities that meet the community service definition include (but are not limited to):

- Working as a teacher's aide or office assistant
- Shelving books in the library

- Working in any capacity at a nonprofit organization
- Cleaning up the school on a Saturday
- Tutoring younger children
- Organizing a drive that for the collection of items including clothes, shoes, food, blankets, etc., for the benefit of those in need
- Reading to the elderly in nursing homes
- Restoring a park
- Volunteering at one’s church
- Helping at a local fire or police department
- Sorting food at the food bank
- Serving meals at a homeless shelter
- Volunteering as a peer tutor

At Chavez Schools, scholars will receive:

- 15 hours of Community Service from the successful completion of their 9<sup>th</sup> Grade Capstone
- 15 hours of Community Service from the successful completion of their 10<sup>th</sup> Grade Community Action Project
- 45 hours from the successful completion of their 11<sup>th</sup> Grade Fellowship.

This provides a typical Chavez Scholar with a total of 75 hours of Community Service towards graduation.

Each scholar will need to perform an additional 25 hours<sup>1</sup> of Community Service, elsewhere, in order to complete the 100 hours that are required to meet the Community Service requirement. These hours must be earned through volunteer work at a 501(c)(3) (*non-profit*) organization, church, school, community center, library, hospital, or other service-related organization under the supervision of an adult who is not an immediate member of the scholar’s family. Hours cannot be earned during school hours unless it is through an approved school activity, including the public policy projects identified above and through special projects approved by the principal (i.e. Chavez Day of Service). All hours must be properly documented on the *Chavez Community Service Hours Log*.

No scholar will be allowed to graduate without having completed at least 100 hours of community service. In order to participate in graduation ceremonies, a scholar must complete all community service hours by the school’s deadline his/her senior year.

The Chavez Community Service Guide provides more detailed guidance on the Community Service Requirement as well as the required forms.

## **GRADING POLICIES**

### ***GRADING SCALE***

Chavez Schools issues grades of A, B, C, I, and F. Scholars must earn a grade average of 70% or higher to receive credit for any given course at Chavez Schools. Chavez Schools does not issue “D” grades. Any grade below a 70% is a “F” and considered failing.

Scholars who transfer to Chávez from high school credit bearing institutions which are accredited will be awarded credits awarded at their previous schools if the school awarded the student the credit. Courses that do not easily align with courses offered at Chávez will be reviewed and evaluated on an individual basis for approval toward fulfilling Chávez requirements. Any course not offered by Chavez Schools for which a student earned a high school credit for at another institution will be applied towards elective credits.

Table 1 shows letter grades and percentage designations at Chavez Schools.

### ***GRADE POINT AVERAGE***

Grade Point Average (GPA) is used to calculate a student’s academic achievement. All courses for which a student was awarded credit while enrolled in Chavez Schools count towards the GPA. In order to prepare students for the GPA process in high school, we will use a GPA concept in middle school. Cumulative GPA is the total average GPA of the student and is computed only at the end of each semester based on the semester average grade. GPA is calculated by multiplying the course grade by the credits earned divided by credits attempted.

*Table 1*

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<sup>1</sup> Students who do not have a Capstone credit must complete 40 hours of community service independently.



Regular Grading Scale			AP Grading Scale		
Letter Grade	Percentage	Grade Points	Letter Grade	Percentage	Grade Points
A	90 – 100	4.0	A	90 - 100	5.0
B+	87-89	3.5	B+	86-89	4.5
B	80-86	3.0	B	80-85	4.0
C+	77-79	2.5	C+	76-79	3.5
C	70-76	2.0	C	70-75	3.0
F	0 – 69	0	F	0 - 69	0

### Course Content Mastery

Chavez Schools provides students with the opportunity to demonstrate content mastery through a variety of means. The process is described below:

CHAVEZ GRADE	DESCRIPTION	NOTES
“A”, “B”, “C”	<i>Course Mastery (70% or above)</i>	
“F”	<i>Did not Demonstrate Mastery</i>	Student did not earn credit for the course. Student may have to repeat course or engage in credit recovery programming to meet graduation requirements.
“I”	<i>Did not complete coursework for the quarter</i>	<p>Student has not yet earned credit for the course.</p> <p>In rare instances, a student may earn an “I” in class when course work is not complete by quarter’s end (e.g. long-term illness, extenuating circumstances). Student will have 10 school days after the last day of the quarter to turn in incomplete assignments to receive a grade for the quarter. Students who do not submit necessary work will earn the grade for the quarter calculated with the missing work included.</p> <p>A letter grade of “I” will be issued to any student who is absent ten (10) or more days unexcused in a quarter. Students may appeal the “I” grade during the appeal window, as defined by the school. Students whose appeals are granted will earn the grade for the quarter they earned before the issuing of the “I.” A student whose appeal is not submitted on time or granted will earn an “F” for the quarter.</p> <p>Summer session is exempt from the 10-day policy and grades of “I”.</p>

### HONOR ROLL

Honor Roll is calculated for each report period based on only the courses taken during that report period. It uses the same weighted GPA scale as outlined below. Honor Roll is calculated during the regular school year.

To be eligible for Honor Roll, a student must pass all of his/her classes. Chavez Schools recognizes students who excel academically with the following designations:

Honor Roll Chart	
Achievement:	GPA Range
Distinguished Honors	≥3.75
High Honors	3.5-3.74
Honors	3.0-3.49

## ***APPEALS***

Grade Appeals /Disputing Marks If a student or parent disputes a grade received on the report card, they can appeal the grade with the school. All grade appeals and requests for grade changes start at the school level. If a student believes that the final grade issued is based on instructor or clerical error, prejudice, or inaccuracy; or believes a grade is not in alignment with established grading criteria in the course syllabus, the student may file an appeal and offer evidence to support the claim. Appeal forms can be acquired from the school, will require supporting documentation, and will be heard by the Principal/designee. The student, parent/guardian, and teacher will have an opportunity and obligation to provide supporting evidence for any appeal. All appeals must be submitted to the principal within 5 business days of date that report cards are issued. The Principal/designee will schedule a meeting to hear appeal within 5 days of receipt of appeal form. Student/parent/guardian may elect not to attend. Final decisions will be made by the Principal/designee within 2 business days of scheduled hearing. Final decisions will be provided in writing.

## ***STUDENT ELIGIBILITY IN EXTRA-CURRICULAR ACTIVITIES***

In order to participate in extra-curricular activities students must maintain a 2.0 GPA and have no more than one "I" or "F" in any given quarter

## ***VALEDICTORIAN AND SALUTATORIAN***

Chavez Schools selects a valedictorian and salutatorian from amongst the high school senior class each year for each campus. To be eligible a student must have been enrolled at Chavez Schools for two full school years prior to his/her graduation date. The valedictorian will be the student who has the highest grade point average (weighted GPA). The salutatorian will be the student with the second highest GPA.

The Administration may determine that a student does not qualify to be valedictorian or salutatorian if he/she has any discipline infractions or is not in good standing based on his/her conduct record.

## **ACADEMIC COMMUNICATIONS**

Report cards are distributed at the end of each quarter via mail. Additionally, there are opportunities for parent conferences at the end of each quarter to discuss student progress and achievement.

## **PROMOTION-RETENTION GUIDELINES**

Chavez Schools believes that scholars' academic performance is a significant measure of their learning accomplishments. For a scholar to successfully be on track for higher levels of school, s/he needs to have a sufficient foundation at his/her present level. Chavez Schools believes it is critical for all scholars to build a strong academic foundation before advancing to higher academic levels. Scholars must meet applicable academic standards in order to be promoted to the next grade level.

### ***MIDDLE SCHOOL PROMOTION POLICY***

Scholar grades are monitored throughout the year for academic progress and achievement. In the event that a scholar fails three (3) or more core classes, (English, math, science, and social studies) s/he is eligible for retention. Final decisions regarding promotion and retention are made by the principal.

Students with special education needs are held to the same high expectations as their non-disabled peers and will be eligible for promotion to the next grade based on mastery of grade level standards and core content grades. Students with disabilities can be retained due to academic deficits. Decisions regarding the retention of students with disabilities are made by the Principal and *Multidisciplinary Team (MDT)*.

### ***HIGH SCHOOL PROMOTION POLICY***

High school student promotion is unique to each grade level.

#### **Ninth Grade Scholars**

To be on-track for the 10th grade, a 9th grade scholar must, before the next school year:

- Earn 4.0 credits with a grade of C or higher in the 9<sup>th</sup> grade year including one credit of English and math, and one credit of either Social Studies or Science, and 1 additional credit.

### **Tenth Grade Scholars**

To be on-track for the 11<sup>th</sup> grade, a 10<sup>th</sup> grade scholar must, before the next school year:

- Earn 4.0 credits with a grade of C or higher in the 10<sup>th</sup> grade year including English, Math, Social Studies or Science, and 1 additional credit.

### **Eleventh Grade Scholars**

By the end of 11th grade, students must have earned at least 16 credits towards graduation and be eligible to complete all requirements within the next school year. Additionally, students must have earned:

- 1 Foreign Language credit
- 2 Math credits to include Algebra 1
- 2 English credits
- 1 World History credit

### **Twelfth Grade Scholars**

To graduate from Chavez, Schools, a senior must successfully complete all of the credit requirements included in the Graduation Requirements document by the designated school timeline before the campus Commencement Ceremony. All community service requirements must be completed by school deadline. A senior who does not complete the requirements in time may complete them during the subsequent summer to graduate, however s/he will participate in the June Commencement Ceremony. The campus principal has final authority on all promotion or grade retention decisions.

Additionally:

1. A scholar who is not on track may be permitted to take courses in the subsequent grade if he or she has completed the appropriate course work (e.g., a 10<sup>th</sup> grade scholar who is not on track for graduation generally but has successfully passed English II will be permitted to take English III).
2. A scholar who is absent 10 or more days (unexcused) in a quarter will earn an “I” or Incomplete. A letter grade of “I” will be issued to any student who is absent ten (10) or more days unexcused in a quarter. Students may appeal this the “I” grade during the appeal window, as defined by the school. Final decisions will be made by the principal or designee. Students whose appeals are granted will earn the grade for the quarter they earned before the issuing of the “I.” A student whose appeal is not submitted on time or granted will earn an “F” for the quarter.

## ***GRADUATION REQUIREMENTS***

Chavez Schools students must earn a minimum of 24 credits to earn a high school diploma. The credit distribution is included below.

<b>Chavez Schools High School Courses</b>		<b>Credits</b>
English		4
Mathematics	Must include Algebra I, Geometry, Algebra II	4
Science	Must include three (3) lab science	4
History/Social Studies	Must include World History I & II, DC History, US Gov't, and US History	4
World Language		2
Health & Physical Education		1.5
Art		0.5
Music		0.5
Electives	At least two elective credits must be earned through College Level or Career Prep (CLCP) courses. Cesar Chavez Schools designates courses as meeting CLCP. Students must earn at least 2 elective credits though public policy courses, one of which must be Thesis. Public policy courses may count towards CLCP requirements.	3.5
<b>Minimum Credits Required for a Chavez Diploma</b>		<b>24</b>
Community Service / Service Learning Hours	All Chavez Scholars earn 15 service learning hours upon completion of a Capstone and Community Action Project and 45 hours upon completion of Fellowship. Students who do not receive credit via these offerings must complete service hours independently.	100

*\*Please note that this is subject to change based on curricular needs, approval by Chavez Schools Board of Trustees, and DCPCSB policy.*

## GRADUATING STUDENTS AT NON-PUBLIC PLACEMENTS

Cesar Chavez Public Charter Schools of Public Policy enrolls students in the LEA who attend a high school outside of the Chavez network due to the requirements of the student’s Individual Education Plan (IEP). Such students are referred to as non-public students and attend a school that serves their individual needs; however, students are still held accountable to the Cesar Chavez Public Charter School graduation requirements and attain a diploma from Cesar Chavez Public Charter Schools. As a result of these students attending a high school at non-public placements, these students are not required to complete the Public Policy course requirements that other students at our traditional high school must complete. This is because their non-public placements do not offer the same public policy requirements that our school offers. In addition, while students must still take additional electives they are not required to take the same CLCP elective credits as designated in our Course Catalog. They may take any combination of additional electives that are offered by their placement school or other high schools attended. As a result, below are the graduation requirements for Chavez LEA students who are attending non-public school placements:

High School Courses	Credits
English	4
Mathematics Must include Algebra I, Geometry, Algebra II	4
Science Must include three (3) lab science	4
History/Social Studies Must include World History I & II, DC History, US Gov’t, and US History	4
World Language	2
Health & Physical Education	1.5
Art	0.5
Music	0.5
Electives At least two elective credits must be earned through College Level or Career Prep (CLCP) courses.	3.5
<b>Minimum Credits Required for a Chavez Diploma</b>	<b>24</b>
Community Service / Service Learning Hours	100

*\*Please note that this is subject to change based on curricular needs, approval by Chavez Schools Board of Trustees, and DCPCSB policy.*

## TRANSFER CREDITS

Chavez will accept and award high school credits earned by a student at another institution so long as the student met that institution’s criteria for earning the credit. These courses are used to fulfill graduation requirements provided they were earned in an accredited institution which awards secondary high school degrees or college degrees (in the case of college credits). Students must present transcripts demonstrating credit attainment from any outside institution to have the credits be reviewed and accepted. Additionally, courses taken while enrolled at Chavez but provided by an accredited third-party institution will be accepted as credit-bearing courses to be applied to graduation requirements for Chavez schools.

In the event that courses do not align with a Chavez course/ credit necessary for graduation, the College Counselor/ Principal or designee will review the course description provided by the external institution and align the course credit to the Chavez graduation requirements. When no similar course is required at Chavez for graduation, the course credit will be applied to elective credit.

## DUAL ENROLLMENT

Chavez students who qualify have the opportunity to earn college credit through dual enrollment through the OSSE scholars program. This partnership will allow students the opportunity to maintain their high school status while taking college courses either during the

summer or academic year. Students will have the opportunity to earn college credit that can be transferred to many post-secondary institutions. This program also supports students in successfully transitioning to college.

Participation in this program is based on external funding availability. Enrollment and participation in the program is through the University of the District of Columbia Community College (UDC-CCDC). UDC-CCDC will determine which students qualify for the program and establish program criteria and participation guidelines.

Students who earn dual-enrollment credits, will be awarded corresponding credits toward graduation at Chavez Schools. To earn a dual-enrollment credit, a student must earn at least a C- (as defined by the institution of higher learning) in a three (3) credit (or higher) bearing course.

## **PUBLIC POLICY PROGRAM**

At Chavez Schools, students learn to be civic leaders committed to creating a more just, free, and equal world. Civic leaders develop a *vision* for change, use *problem-solving* skills to realize that vision, build *relationships*, and effectively *communicate* their ideas to community leaders. They gain the knowledge, skills, and beliefs necessary to be change-agents for their community.

Chavez Schools aligns curriculum and programs to the following Public Policy Framework to realize this mission:

- Students must *understand* the founding principles of the United States
- Students use that understanding to take *action* in their community
- Student actions allow them to develop a *belief* in their capacity to affect change

This framework manifests itself through advocacy projects that are embedded in the curriculum and specific public policy courses at the high school level, which are meant to develop the critical skills students need to create change:

- Researching
- Writing
- Presenting
- Advocating

### ***ADVOCACY PROJECTS***

Advocacy Projects take place at every grade level of a student's Chavez experience and are designed to apply knowledge gained in the classroom to the real world. Scholars build upon their understanding by taking action in order to develop their belief in their abilities to make positive change in their community. More information on public policy programming can be found in the course catalog.

## **FIELD TRIPS**

Field trips are a part of some Cesar Chavez academic programming. In addition to academic field trips, some trips may be earned throughout the year through criteria established by teachers and school administration. Field trip participation is a privilege. The school reserves the right to exclude students from field trips due to attendance, behavior, or other criteria established by the teacher and/or school administration.

No student will be permitted to leave the school for a field trip if they have not first earned the privilege to do so and second, have not turned in a signed permission slip by established deadlines. Verbal parent/guardian permission *may not* be substituted for a signed permission slip. Students who do not attend a field trip will remain at school under adult supervision. Non-attendance to school when a field trip is scheduled is *not* an excused absence. The school's Code of Conduct and Student Handbook policies are in effect when students are on field trips.

# Safety, Order and School Discipline

Chavez Schools considers student safety, order and discipline fundamental to learning. Chavez Schools is therefore committed to maintaining a positive, consistent, safe school environment in which each student has an equal and appropriate educational opportunity; and, shall provide a fair and consistent approach to student discipline, within the context of students' rights and responsibilities.

Chavez Schools will employ a school wide behavior management system, routines, procedures, Restorative Justice practices, values instruction, and language to support the creation and reinforcement of a positive, consistent culture.

## DEFINING SCHOOL PROCEDURES

Safety, order, and student discipline are fundamental to learning at Chavez Schools. In addition to a challenging curriculum, dedicated teachers, and proper materials, a secure learning environment is also vital to students' academic success.

Chavez Schools does not tolerate the following behaviors: bullying, harassment, fighting; classroom distractions; possessing, using, or threatening to use weapons; and, unlawful possession, use or distribution of drugs whether such conduct occurs:

- on school property,
- at any school-sponsored or supervised activity (including school sponsored transportation and field trips),
- in transit to and from school (including on the bus or train, by foot or car) and during Safe Passage or
- off school property and outside of school hours if such conduct is detrimental to Chavez Schools' best interests, adversely affects overall school discipline and/or results in a criminal charge or conviction.

Disciplinary action may include, but is not limited to suspension, expulsion, and/or exclusion from school and all school-sponsored activities. Chavez Schools will also notify our School Resource Officers (SROs) and/or MPD for any action that violates local or federal laws.

### Social and Behavioral Development

Discipline at Chavez Schools is designed to build social and academic *self-discipline*. Chavez Schools implements a comprehensive set of student behavioral standards to ensure the learning environment is free of disruptions, violence, bullying and other incidents that take away from a positive learning climate.

Students are expected to follow all school rules and policies in a manner that respects the rights and safety of others. Students violating the rules and policies of Chavez Schools will be subject to disciplinary consequences. These discipline policies and guidelines for consequences apply any time a student is in school, attending a school sponsored event or traveling directly to/ from school and during Safe Passage.

While maintaining high academic standards is our focus, we care that our students also develop their character. Standards of behavior, good citizenship, honesty, motivation, perseverance and self-discipline will be deliberately taught and modeled throughout the school. Chavez students will be taught to respect others, to respect themselves, to advocate for themselves, and to be productive members of the community. The strong relationships among members of the community will reinforce the importance of these lessons. These deliberate lessons will take place in many ways: through staff example, through deliberate teaching, through all-school meetings, and through constant, consistent staff reinforcement. Students will be assessed on performance daily and earn credits or debits.

### NON-VIOLENT COMMUNITY AT CHAVEZ SCHOOLS

Cesar Chavez's legacy is one of strong, compassionate non-violence. In light of that, safety is an absolute priority and necessity at Chavez Schools. Accordingly, all students who attend Chavez Schools agree to abide by the non-violence contract:

I agree not to use violence for any reason what-so-ever at Chavez Schools, while representing Chavez Schools, or with any members of the Chavez Schools community. I understand this non-violence pledge applies to all parties involved in any fight, no matter whether I am "right" or "wrong," or whether I am acting in "self-defense." Students are officially under the jurisdiction of the school, as it relates to adherence to school rules and expectations for behavior, from the time that they depart for school in the morning until they reach home in the afternoon. This means the school may issue disciplinary actions in response to infraction that take place as a student is transitioning to school and from school back home.

Failure to abide by the non-violence contract will result in disciplinary action.

Disclaimer: (Violence may include and is not limited to fighting, verbal/physical abuse towards other students or staff members, threats, intimidation, provocation and pre-fight, facilitating violence, bullying, cyber-bullying, gang initiation or any type of gang involvement)

### ***CHAVEZ SCHOOLS EXPECTATIONS FOR STUDENT BEHAVIOR***

At all times, students are expected to:

- Be respectful to staff and other students;
- Treat school property with care and respect;
- Follow directives given by faculty and staff the first time;
- Use appropriate language;
- Dress appropriately in the school uniform;
- Avoid disruptive behavior in the classroom or common areas;
- Refrain from eating and drinking in classrooms or common areas;
- Avoid horseplay; and
- Refrain from grooming outside of the bathroom.

Failure to adhere to these expectations will result in an automatic detention. Please see the explanation of infractions below.

### ***ATTENDANCE AT SCHOOL EVENTS***

Currently enrolled students are permitted to attend school-related events without the presence of a parent or guardian. Individuals under the age of 18 who are not currently enrolled students are not permitted to attend any Chavez School events unless accompanied by a parent or guardian. Currently enrolled Chavez students under the age of 18 may attend special events including but not limited to prom, graduation, and other as warranted by Administration without a parent/guardian if they have met the criteria established by the Administration for the specific event. Any current student who is serving an Out-of-School Suspension is not permitted to attend any school sponsored event while serving the suspension. Any student who has been expelled from Chavez Schools is prohibited from attending events on- or off-campus.

### ***DISMISSAL***

At the end of the school day, students are expected to leave the building in an organized and respectful fashion. Students should be aware that all Code of Conduct rules apply when they are leaving the building and on the school grounds. Students may not engage in violations of the Code of Conduct on their way to or from school during Safe Passage. Students who violate the Code of Conduct on their way from/to home or from/to school during Safe Passage will be subject to disciplinary consequences.

### ***DRUG POLICY***

Chavez Schools maintains a drug-free environment. Our Code of Conduct provides that Chavez Schools will take punitive action against any student involved with drugs. The school will also take rehabilitative action in such cases through referrals to appropriate agencies. Students who are suspected of being under the influence of drugs while in school may be sent home with a Level III violation of the Code of Conduct. Student possessing drug paraphernalia will be sent home with a Level III violation of the Code of Conduct.

Using, possessing, distributing, purchasing or selling any illegal drug or controlled substance, or cannabis (including medical cannabis, marijuana, and hashish) is strictly prohibited and a Level III violation of the Code of Conduct. Although District of Columbia law permits the use and possession of defined amounts of marijuana by persons 21 and over, possession of marijuana or cannabis on school grounds is illegal and will be referred to Metropolitan Police Department.

Although District of Columbia law permits the use of medical marijuana (i.e., use by persons possessing lawfully issued medical marijuana cards), for persons 18 years or older, federal laws prohibit marijuana use, possession, and/or cultivation at educational institutions who are recipients of federal funds. The use, possession, or cultivation of marijuana for medical purposes is therefore not allowed at Chavez Schools; nor is it permitted at any school sponsored event or activity off campus.

### ***Use and Possession of Tobacco, Alcohol, and Other Controlled Substances***

The school buildings and grounds of the Chavez Schools are free of controlled substances (marijuana, narcotics, prescription drugs). The sale, use, or possession of any of these in any form is prohibited in all Chavez Schools buildings, grounds, and at any school-sponsored activities. Consequences will be assigned in accordance with the Code of Conduct.

## ***ENTERING AND EXITING THE SCHOOL***

Chavez Schools seeks to maintain a safe and organized educational environment with minimal impositions on its members, so there are rules for entering and exiting the building. Students, family members, and guests must enter and exit through the main school entrance. Once issued, students may be required to have their **current** school identification card (ID) in order to enter the building each day. Once student IDs are issued students must present their IDs to security and staff when entering the school. Family members and guests entering the school must report to the security desk/main office/ designated area of each campus to sign in, and then proceed to the main office. Before a family member or guest exits the building, s/he must sign out at the designated area. Students must exit the building from the main school entrance. After a student leaves the building for the day, s/he will not be allowed to re-enter the building that day. Students are not permitted to stand, loiter or socialize outside the school building before or after school. Students must comply with requests to vacate the premises when given by any staff member, administrator, or the school resource officer. These rules help the security staff maintain the safety of the school.

## ***SEARCH POLICY***

To protect the school community against illegal substances and objects and material which may pose a hazard to the safety, sanitation and good order of the school; school bags, lockers and clothing can be inspected randomly with reasonable suspicion.

### **Lockers**

Students may be issued a school locker. Students are not allowed to use their own locks on these lockers. **Each student's locker is school property and may be searched by school officials at any time.**

Each student is responsible for any item found within his or her locker. ***Students should not share lockers or give their locker combinations to other students.*** Each student is responsible for any items found in his or her assigned locker, as well as for any items missing. Chavez Schools is not responsible for any items lost from lockers. Lockers will be cleaned out on the last day of school each year and any remaining contents will be disposed of.

Students are required to:

- keep their lockers locked at all times.
- use only the one locker assigned to them.
- notify the administration when a lock is lost or a locker is malfunctioning.

Parents/Guardians and students should be aware that:

- The school keeps a record of every locker number and every lock combination.
- The school assumes no responsibility for loss of student's personal property.
- Random "locker sweeps" are conducted periodically throughout the year.
- When school authorities have a reasonable suspicion that the locker contains materials that pose a threat to the health, welfare or safety of students in the school, student lockers may be searched without prior warning. Illegal or prohibited materials seized during a student search may be used as evidence against the student in a school disciplinary proceeding. At least two staff members will be present when searching a student's locker.

### **Bags**

Parents/Guardians and students should be aware that:

- The school assumes no responsibility for loss of student's personal property.
- Random bag searches are conducted periodically throughout the year.
- When school authorities have a reasonable suspicion that a bag contains materials that pose a threat to the health, welfare or safety of students in the school, the bag may be searched without prior warning. Illegal or prohibited materials seized during the search may be used as evidence against the student in a school disciplinary proceeding. Attempts will be made to have least two staff members will be present when searching a student's bag when possible.

### **Personal Property**

Parents/Guardians and students should be aware that:

- The school assumes no responsibility for loss of student's personal property.
- When school authorities have a reasonable suspicion that a student is holding materials that pose a threat to the health, welfare or safety of students in the school, the person may be searched. Illegal or prohibited materials seized during the search may be used as evidence against the student in a school disciplinary proceeding. Person searches will be limited to shoes, outerwear, pockets and pat-downs unless performed by the police. At least two staff members will be present when searching a student.
- Some campuses may require all students / staff / visitors to enter through a metal detector and pass all personal belongings / bags through a scanner.



## ***RESTRAINT AND SECLUSION***

At Chavez Schools, our commitment to student inclusiveness is of paramount importance even in the instance of high-risk corrective measures. With our best efforts to ensure students remain in the classroom setting, there are some instances where restraint and seclusion are necessary disciplinary actions. The use of restraint and seclusion is applied when a scholar presents as a danger to themselves or others. This includes, but is not limited to, fighting, physical aggression, destruction of property, and the prevention of abscondence from a designated area.

The definitions of restraint and seclusion are:

- **Restraint-** the practice of a controlled restriction of movement of a limb or entire body.
- **Seclusion-** the practice of removing a person to an environment separate from other people, usually denoted by closed and/or locked doors for a period of time.

Restraint as a disciplinary action is used when the threat of harm is elevated and other non-contact de-escalation techniques have proven ineffective. Restraint is performed only by designated staff who have participated in the Crisis Prevention Institute training and have been certified in applying appropriate restraint technique. This includes methods of restraint that minimizes harm to the recipient, to release the restraint in the least amount of time possible, and to maintain the dignity of the scholar being restrained. Seclusion is chosen when there is not an available staff member to apply a restraint or if there is no imminent physical harm (for example: destruction of property). Seclusion is also used when a scholar is in need of “time and space” away from peers and/or school administration to de-escalate from a heightened state. Seclusion at Chavez Schools is not conducted with locked doors or in a room without a means to view the student. Seclusion should also not last more than 30 minutes unless the student chooses to remain in the room under their own volition.

When restraint or seclusion has been used with a scholar, written notice is sent to the parent/guardian by the end of the school day. This notice will include which technique was used, by whom, and for how long. The parent has the right to request a meeting to discuss the restraint or seclusion. The student may also be referred to the school Social Worker for a debriefing and/or restorative conversation.

## **CODE OF CONDUCT**

### ***CATEGORY I VIOLATIONS***

Category I violations include, but are not limited to, violations of Cesar Chavez’s values and expectations. Category I violations may include:

- Using profanity
- Eating or drinking outside of the cafeteria
- Possession of electronic items during the school day
- Disruptive behavior
- Horseplay
- Grooming outside the bathroom
- Disrespect to staff or other students
- Failure to follow directions the first time
- Uniform violations
- Excessive noise in the classroom, hall, or building
- Running in the classroom, hall, or building
- Offensive gestures (non-sexual or threatening)
- Writing or tagging that is not permanent or etched/engraved into school property.
- Any minor behavior disruptive to the school environment
- First-time Level One violations of the Honor Code

If a student is found to have committed a Category I violation of Cesar Chavez’s Code of Conduct, the following disciplinary measures may be taken:

- Teacher or staff member/student conference
- Detention
- Parent/guardian notification and conference
- Counseling/intervention

- Loss of school privileges and a violation of good standing
- School/community work tasks
- Debit

### ***CATEGORY II VIOLATIONS***

Category II violations include, but are not limited to:

1. Destruction of school or personal property valued at less than \$500
2. Gross disrespect to staff or other students
3. Failure to attend detention or class during the regular school day
4. First-time Level Two violations of the Honor Code
5. Forgery
6. Forging passes (including but not limited to bathroom, library, nurse, etc.)
7. Gambling (including but not limited to rolling dice, card games, placing wagers or bets or any similar activities)
8. Lying or giving misleading information to school staff
9. Non-threatening verbal altercations including “joning” or other offensive language
10. Offensive gestures that are sexual or threatening
11. Repeated disruptive behavior
12. Repeated refusal to follow instructions given by staff
13. Repeated uniform violations or refusal to fix a minor uniform issue in a timely manner
14. Skipping class and/or leaving class without permission.
15. Truancy and/or leaving the building without permission.
16. Insubordination
17. Possession, sale, distribution or use of flammable products such as matches, lighters, lighter fluid, torches, etc.
18. Use of school electronic devices (phones, laptops, e-readers, tablets, etc.) without permission or to access inappropriate content

If a student is found to have committed a Category II violation of the Cesar Chavez Code of Conduct, the following disciplinary measures may be taken:

- Parent/guardian conference
- In-School Suspension (one to three days)
- Out-of-School Suspension (one to ten days)
- Individual behavior modification plan
- Disciplinary probation and/or a behavioral contract
- Restorative mediation and/or community service
- Any other consequence listed in Level I

### ***CATEGORY III VIOLATIONS***

Category III violations include, but are not limited to:

1. Fighting or other violent behavior
2. Threatening behavior Verbal, physical, or written threats to students or staff
3. Promotion of fighting or other violent behavior
4. Bullying or harassment of students or staff (physical, verbal or electronic)
5. Communicating slurs based on actual or perceived race, color, religion, national origin, sex, age marital status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of a interfamily offense, or place of residence or business, including derogatory sexual language
6. Extortion
7. Posting or distributing material or literature that is disrespectful, demeaning, humiliating, threatening, or damaging to students or staff. This includes posting material on the internet or sending material electronically (via email or cell phone)
8. Participation in activities or association with groups that threaten the safety of students or staff (gang affiliation or conduct in neighborhood “crews” or other similar groups)
9. Hazing
10. Tampering with or pulling fire alarm and using extinguishers in non-emergency situations
11. Activating a false alarm
12. Engaging in sexual acts on school premises or school related functions
13. Engaging in behavior that causes physical harm, intentionally or unintentionally (i.e. throwing objects that may cause harm)
14. Destruction of school or personal property valued at greater than \$500
15. Theft on/off school grounds
16. Trespassing

17. Unauthorized possession, use, selling or distribution of over the counter or prescription medication, drugs (including but not limited to marijuana, cocaine, heroin, PCP and other banned substances and synthetic drugs), alcohol, cigarettes, e-cigarettes or other items that classify as drugs, drug paraphernalia such as: pipes, rolling papers, clips, etc., any substance as a drug (may include, but not limited to: inhalants, prescription medications, cough syrup, etc.), tobacco products including e-cigarettes
18. Violation of drug policy
19. Possession of mace, pepper spray, or tasers or similar products
20. Possession of any item that can be used as a weapon (e.g. knife, dagger, box-cutter, screwdriver, etc.) whether or not the item was used as a weapon or intended as a weapon or any firearm (e.g. gun, BBgun, rifle) or item that meets the criteria of "Other firearm" (see below)
21. Sexual misconduct, sexual harassment, lewd or indecent public behavior
22. Arson, biohazard or bomb threats
23. Repeated Category I and II violations of the Code of Conduct
24. Level Three violations of the honor code
25. Criminal act on/off school grounds
26. Failure to follow school visitor policy, including facilitating inappropriate and/or violent behavior by visitors.
27. Leaving the school premises or a school-sanctioned activity without permission
28. Any behavior or other conduct not specifically enumerated in any other Category in this chapter that causes disruption to the academic environment, disruption to the school operation, destroys school property, or causes significant harm to self or others
29. Violation of Disciplinary Probation or a Final Probation Contract
30. Possession of any item that is considered another **firearm**, This includes incidents in which one or more students possessed or brought another type of firearm not named above, including zip guns, starter guns, and flare guns to school. As defined by the Gun Free Schools Act, other firearms include:
  - (1) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive;
  - (2) the frame or receiver of any weapon described above;
  - (3) any firearm muffler or firearm silencer;
  - (4) any destructive device, which includes:
    - (a) any explosive, incendiary, or poison gas (such as: bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one quarter ounce, mine, or similar device
    - (b) any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter.
    - (c) any combination or parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled.

If a student is found to violate a Category III violation of the Cesar Chavez Code of Conduct, the following disciplinary measures may be taken:

- Out-of-School Suspension and parent/guardian conference
- Out-of-School Suspension and discipline class
- Expulsion
- Final Disciplinary Probation Contract
- Additional consequences outlined in Category II offenses

***BULLYING, SEXUAL HARASSMENT, CYBER BULLYING, THREATENING, FIGHTING OR PROMOTION OF FIGHTING OR OTHER VIOLENT BEHAVIOR***

In the interest of preserving the safety of the students and staff at Chavez Schools, the school has a clear anti-violence policy. Harassing, threatening bullying, cyber-bullying, and promoting fighting or other violent behavior, and fighting are taken very seriously. The school's Anti-Bullying Policy should be reviewed in conjunction with information below.

**Bullying, intimidation, or harassment** is defined as any severe, persistent, or pervasive physical, electronic, or verbal conduct, including but not limited to harassment based on a student's actual or perceived race, color, ethnicity, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity/expression, genetic information, disability, or any other

distinguishing characteristic, or based on association with a person or group with any of the actual or perceived characteristics listed above.

It is directed toward a student(s) that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing the student(s) in reasonable fear of physical harm to the student's person or property;
- Causing a substantially detrimental effect on the student's physical or mental health;
- Substantially interfering with the student's academic performance; or
- Substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

**Bodily injury** means a cut, abrasion, bruise, burn, or disfigurement; physical pain; illness; impairment of the function of a bodily member, organ, or mental faculty; or any other injury to the body, no matter how temporary

**Sexual harassment** is defined as, but not limited to verbal or nonverbal unwelcomed sexual advances or sexual behavior that substantially interferes with a student's education or creates an intimidating or hostile environment. Sexual harassment is prohibited at Chavez Schools. See sections related to Sexual Harassment and Harassment.

**Cyber bullying** is defined as the use of information and communication technology to bully, embarrasses, threaten, or harass another. It also includes the use of information and communication technology to engage in conduct or behavior that is derogatory, defamatory, degrading, illegal, and/or abusive.

The use of cell phones and other technology—including computers, e-mail and social networking sites—to harass, bully, threaten or defame a student or employee is specifically prohibited. Any student who feels s/he is a victim of cyber bullying should report the incident to his or her Program Manager.

Any student found complicit in the posting, sending, or execution of such material will be subject to disciplinary action as defined in the Chavez Schools' Code of Conduct.

**Threatening behavior** is defined as an expressed or implied threat (verbally, physically, electronically, or in writing) to interfere with: 1) the health or safety of any individual associated with Chavez Schools; 2) with Chavez Schools property; or 3) property on Chavez Schools premises belonging to others. Any student who engages in threatening behavior will be subject to serious disciplinary action, including suspension and/or expulsion.

**Threat/False Threat** - No student shall make any threat through written or verbal language, sign, or act which conveys a serious expression of intent to cause harm or violence. Furthermore, no student shall make a false threat of harm or violence, even jokingly, which causes or is reasonably likely to cause fear or a disruption to school activities. All threats and false threats will be subject to serious disciplinary action.

**Promoting fighting or other violent behavior** is defined as the use of passive or active: resistance, noise, threat, fear, intimidation, coercion, force, violence, recording devices, social media, electronic devices, recruitment/invitation of other individuals for violent behavior, or any other form of conduct that causes the disruption of any lawful function, mission, or process of the school.

**Fighting** is defined as the exertion of physical force to harm someone or potentially harm someone. Fighting is one of the most egregious violations of the Code of Conduct. If a student engages in a fight, while representing the school, s/he is subject to serious consequences, including expulsion.

Unless the administration determines, without doubt, that any participant in a physical altercation is clearly defending himself/herself from an aggressor or aggressors, then the physical altercation will be considered a fight in which all parties share equal responsibility.

All of the above-mentioned behaviors are serious violations of the Code of Conduct and may be subject to expulsion.

**Instead of threatening or fighting someone, there are a number of ways that a conflict can be resolved. For example:**

- Inform an administrator, social worker, a security guard, a teacher, or any other adult in the building and seek out conflict resolution.
- Walk away from a situation that appears to be escalating, then seek out assistance.
- Count to 10 and take deep breaths until you get your emotions under control.
- If you have difficulty managing your anger, you could meet with the school counselor.
- Request mediation between you and the other person with whom you have an issue.

These are just a few suggestions that enable a potentially violent situation from escalating.

### ***REFUSAL TO COMPLY WITH SCHOOL PERSONNEL***

Students are expected to comply with all reasonable requests made by school personnel, including documenting incident reports. Student refusal to comply constitutes an admission of fault and/or guilt. Those who choose not to comply will receive consequences commensurate with the Code of Conduct violation of which they have been accused.

### ***CREDIT AND DEBIT SYSTEM***

The Credit System is designed to reward scholars for behaviors that match the Chavez values. Scholars will have the opportunity to earn credits based upon their participation in the Chavez community. Credits are earned for behavior that advances the school community, Cesar Chavez school values, and positively impact to the learning of scholars. The Debit System tracks infractions and behaviors that have a negative impact on the learning of scholars and the school community. Students will receive regular updates as to their credits and debits. Student incentives such as the school store, special events, and field trips may be earned via credits. Additional disciplinary actions may be triggered by accrual of debits. Students may earn debits for consequences that result in removal of class and therefore instructional time. Staff will monitor the credit and debit system and communicate with parents directly when problems arise that are interfering with scholar learning.

### **Disciplinary Probation**

A student who has committed repeated violations of the Code of Conduct or a major violation (Category II or III) of the Code of Conduct may be placed on disciplinary probation. Repeated violations include: two or more Level II violation or two or more Level III violations. Students may also be placed on disciplinary probation for single severe violations of the Code of Conduct. If placed on disciplinary probation, the student and his/her parent/guardian will be notified in writing that the student has violated school policy and that future violations will incur more stringent disciplinary action, up to and including expulsion from Chavez Schools.

If, while on Disciplinary Probation or a Final Probation contract, a student violates another major school policy, s/he may be expelled. Each violation is treated on a case-by-case basis.

The length of disciplinary probation and its conditions will be determined individually for each student by the school administration. Probation is a serious status with severe consequences. Students can be expelled for violations of disciplinary probation and behavior contracts.

A school administrator will make reasonable attempts (three phone calls or written communications or email or any other form of contact) to contact a parent/guardian regarding a student's Disciplinary Probation status. If a parent fails to communicate and/or refuses to sign a contract, the contract shall be enacted. A final copy of the contract will be provided to the parent/guardian.

### ***STEPS IN DISCIPLINARY PROBATION:***

- **Step 1:** After a student is placed on disciplinary probation, s/he will be required to attend a conference with a member of the Administrative team and his/her parent/guardian. During this conference a Disciplinary Probation contract will be signed stating behavioral goals and/or a timeline for meeting behavioral goals.
  - If a student *meets* the stated expectations of the Disciplinary Probation s/he will be reviewed by an administrator at which point s/he will be removed from Disciplinary Probation.
  - If a student *fails to meet* the state goals of the Disciplinary Probation contract by this will result in further action which may include a Final Probation contract or expulsion from Chavez Schools.
- **Step 2:** If the student violates Disciplinary Probation, s/he may be placed on a Final Probation Contract, if the violation does not warrant expulsion. This contract is a serious document that makes clear that repeated minor or major violations of the Code of Conduct could result in expulsion from Chavez Schools. Students who commit a Level III violation of the Code of Conduct may be placed on Final Probation Contract without Disciplinary Probation (Step 1).
  - If a student *meets* the stated expectations of the Final Probation contract, s/he will be reviewed by an administrator at which point s/he will no longer be on Disciplinary Probation.
  - If a student *fails to meet* the stated goals of the Final Probation contract s/he will have violated a Level III infraction. The student will have a Disciplinary Hearing which will review the student's behavior to date and make necessary recommendations which could result in involuntary transfer or expulsion.

### ***DETENTIONS***

After school detention will be held daily. All students are expected to attend detention on the day it is earned. Failure to do so may result in additional consequences.

Students who do not comply with the rules of detention may be asked to leave. Students who are asked to leave will serve an In-School-Suspension or Out-of-School Suspension as warranted by the behavior the following school day. Additional interventions and consequences for earning multiple detentions within a day or week may be assigned by the school.

## ***SUSPENSIONS***

### ***IN-SCHOOL SUSPENSIONS***

An In-School Suspension (ISS) is when a student disregards school expectations. Parents/guardians will be notified when students are assigned an ISS. During an In-School Suspension (ISS), the student remains in school but is not permitted contact with other students, in order to provide the opportunity for individual behavior modification. Students who have ISS are placed in the Alternative Learning Center (ALC). ISS is assigned by a school administrator and may last from one class period to three days. While in ISS, students will not be allowed to participate in any school activities but will be expected to complete their missed work for the day as well as any ISS work packet. Failure to complete ISS work or to follow ISS rules will result in additional ISS days, accumulating additional debit points and/or Out-of-School Suspension.

### ***OUT-OF-SCHOOL SUSPENSION***

#### **Short Term Suspension (1 to 5 days)**

Out-of-School Suspension (OSS) involves separation from the school and all school activities for a specified period of time, which is determined by a school administrator. The primary intent is to impress upon the student and parent/guardian that a serious behavior problem exists and that steps must be taken to ensure that the behavior is not repeated.

Before a student is suspended, the school will:

1. Notify the student of the infraction
2. Conduct a thorough investigation.
3. Accept information from the student(s) and other persons who have knowledge of the incident. The student involved shall have the opportunity to express his/her side of the incident.
4. Determine the accuracy of the infraction(s) based on this information.
5. The Principal/Assistant Principal or his/her designee has sole discretion to implement an out of school suspension based on the information obtained during the investigation.

In the event that an offense threatens the safety of students and/or staff, students will be removed immediately from the building prior to following the above outlined steps.

Once a decision to suspend a student is made, the Principal/Assistant Principal or his/her designee will shall proceed as follows:

- Inform the student of the suspension and the reason(s).
- Notify the parent/guardian. School administrator may notify the parent/guardian of the suspension via phone, email or in person in addition to providing written notification. Written notification may be given to the student if he/she is under 18 when the parent/guardian is notified by phone/email of the suspension.
- Send written notification, by the end of the school day when possible, to the parent/guardian that includes:
  - The disciplinary infraction,
  - The length of the suspension,
  - The student's right to return to school at the end of the suspension, and
  - Any conditions for that return.

In the event of an emergency removal, statements will be collected by all present staff and be made available to parents/guardians. "Emergency removal" means the immediate out-of-school suspension or disciplinary unenrollment of a student based on the school's reasonable belief that the student's presence poses an immediate and continuing danger to other students or school staff

A manifestation determination meeting will be held for a student who holds an IEP when an OSS would be exceed 10 days as per IDEA guidelines.

#### **Appealing an Out of School Suspension**

Students and parents/guardians may make a written request to the Principal/designee to appeal a short-term suspension within one (1) school day of being notified of the suspension. The Principal/designee will attempt to schedule the Appeal Hearing within seven (7) school days of receiving the written request to appeal. The school's Formal Complain Form may be used in submitting appeals.

The Principal/designee will conduct the Appeal Hearing, which is closed to the public, and may include the presentation of evidence, testimony, and questioning of those present. Accordingly, parents/guardians and one (1) additional adult may represent the student at the hearing. If the parent/guardian fails to appear for the scheduled Appeal Hearing, the right to appeal is waived, and the original disciplinary decision will stand. The hearing will not be recorded by any means.

If the principal issued the suspension, he/she will not be the party to hear or decide the appeal. A designee will be appointed by the CEO or his/her designee.

The Principal/designee will typically notify the parent/guardian of the appeal decision within two (2) school days after the Appeal Hearing. If the suspension is overturned, the student's cumulative record and any other school-maintained records will reflect that conclusion.

#### *Appealing to the CEO*

If the short-term suspension is upheld on appeal, and the parent/guardian wants to continue the appeal process, the parent/guardian may make a written request to the CEO within two (2) school days of the suspension appeal, stating why the suspension should be reversed/modified. The CEO or designee will attempt to schedule the Appeal Hearing within seven (7) school days of receiving the written request to appeal.

In the event that the CEO issued the suspension, the Appeal will be heard by the Board Chair.

The CEO, or his/her designee, will conduct the Appeal Hearing, which is closed to the public and may include the presentation of evidence, testimony, and questioning of those present. Accordingly, parents/guardians and one (1) additional adult may represent the student at the hearing. If the parent/guardian fails to appear for the scheduled Appeal Hearing, the right to appeal is waived, and the original disciplinary decision will stand. The hearing will not be recorded by any means.

The CEO or designee will typically notify the parent/guardian of the appeal decision within three (3) school days of the Appeal Hearing. If the suspension is overturned, the student's cumulative record and any other school-maintained records will reflect that conclusion.

If the CEO or designee upholds the suspension, the suspension shall be imposed, and such decision will be final.

#### **Long-term suspensions (6 or more days)**

A long-term suspension is a denial of a student's right to attend school and to take part in any school function for any period of time equal to or exceeding six (6) school days, but not to exceed ten (10) consecutive school days.

When a student commits an offense that is eligible for long-term suspension the school will:

- Notify the student of the infraction(s).
- Conduct a thorough investigation.
- Accept information from the student(s) and other persons who have knowledge of the incident. The student involved shall have the opportunity to express his/her side of the incident.
- Determine the accuracy of the infractions(s) based on the investigation.
- Send written notification, within one (1) school day of the conclusion of the investigation to the parent/guardian that includes:
  - The disciplinary infraction,
  - The date and time for the Disciplinary Hearing,
  - The student's status pending the hearing

- Appeal process

*School administrator may notify the parent/guardian of the suspension via phone, email or in person in addition to providing written notification. Written notification may be given to the student if he/she is under 18 when the parent/guardian is notified by phone/email of the long-term suspension.*

- If it is not possible to provide written notification within one (1) school day of the infraction, Chavez Schools will email, hand-deliver, or send via certified mail a copy of the notification.

In the event of an emergency removal, statements will be collected by all present staff and be made available to parents/guardians. “Emergency removal” means the immediate out-of-school suspension or disciplinary unenrollment of a student based on the school’s reasonable belief that the student’s presence poses an immediate and continuing danger to other students or school staff

### ***SPECIAL NOTES OF CONCERN REGARDING COUNTING SUSPENSION DAYS***

Suspension days shall be counted as follows:

- The day the student left school should be counted as a part of the suspension, provided he/she was denied class participation before 12 noon of that day.
- The suspension shall terminate at midnight on the day listed as the last day of suspension.
- Times when school is not officially scheduled are not to be counted as part of the suspension time. (Should school be cancelled for any reason during a scheduled suspension day, the suspension will lengthen to include the time school was actually in session.)

### ***MAKE UP WORK FOR SUSPENSION***

Students who are suspended shall be offered make-up work assignment. It is the responsibility of the parent/guardian to contact the school and make arrangements for the receipt and return of all assignments. In the case of long-term suspensions, unless other arrangements are made, teachers are to give work in one-week increments, and students must complete and return work before receiving additional work. In high school, credits may be awarded depending on the quality of the work. All IDEA mandates will be followed for student with disabilities.

### ***PARTICIPATION AT SCHOOL AND SCHOOL RELATED ACTIVITIES DURING SUSPENSION***

Students who have been suspended from school shall not be eligible to participate in any school functions for the entire period of their suspension, including athletic activities.

### ***EXPULSION***

An expulsion is the permanent removal of a student from Chavez Schools. An expulsion is a denial of a student’s right to attend school and to take part in any school function permanently.

Students may be expelled for

- Extreme violations of the Code of Conduct that significantly and demonstrably harm the educational environment of Chavez Schools or harm the safety or security of Chavez Schools’ students, staff, faculty, or others associated with the community
- Any Level III violation
- Repeated violations of the Code of Conduct after appropriate remediation have been attempted.
- Violation of Disciplinary Probation or a Final Probation Contract.
- Any student violating the Gun Free School Act will be permanently expelled.

When a student commits an offense that is eligible for expulsion, the school will:

- Notify the student of the infraction(s).
- Conduct a thorough investigation.
- Accept information from the student(s) and other persons who have knowledge of the incident. The student involved shall have the opportunity to express his/her side of the incident.
- Determine the accuracy of the infractions(s) based on the investigation.



- Send written notification, within one (1) school day of the conclusion of the investigation to the parent/guardian that includes:
  - The disciplinary infraction,
  - The date and time for the Disciplinary Hearing,
  - The student's status pending the hearing
  - Appeal process

*School administrator may notify the parent/guardian of the suspension via phone, email or in person in addition to providing written notification. Written notification may be given to the student if he/she is under 18 when the parent/guardian is notified by phone/email of the long-term suspension.*

- If it is not possible to provide written notification within one (1) school day of the conclusion of the investigation. Chavez Schools will email, hand-deliver, or send via certified mail a copy of the notification.

Any student who is pending a Disciplinary Hearing will not be able to attend or participate in school programming or activities.

### ***DISCIPLINARY HEARINGS***

A Discipline Hearing will be held for any student recommended for a long-term suspension (11+ days) or expulsion; or for a student who has violated the Final Probation Contract. The Discipline Hearing will be heard by a panel of three school or Home Office staff with no prior connection to the student or incident being reviewed designated by the CEO or his/her designee. A student's age will be taken into consideration during the Hearing process.

The Principal /designee will attempt to schedule the Disciplinary Hearing within ten (10) school days) of the conclusion of the investigation identifying a disciplinary infraction. If the school is unable to contact a parent/guardian within the ten (10) day window, a hearing notice will be mailed home on day ten (10). The Principal/designee will conduct the Disciplinary Hearing, which shall be closed to the public and will include:

1. A statement of the Code of Conduct violation and summary of the Discipline Hearing procedures.
2. An explanation and review of the evidence or facts for which Disciplinary Hearing is being held. If video footage is available of the incident, the video may be shown.
3. The student may be represented by his/her parent/guardian and one additional adult.
4. The student may present any information that he/she wants to the Disciplinary Panel to consider. The Disciplinary Panel may ask questions regarding the matter to anyone present at the hearing. An advocate may speak on the student's behalf. The student has the right not to speak on his/her own behalf. Neither the school's representative at the hearing nor the student nor his/her representative(s) will be given the opportunity for cross-examination during the hearing.
5. Within 24 business hours of the conclusion of the hearing, the Disciplinary Panel will make a recommendation regarding the consequence. The Disciplinary Panel recommendation will be effective immediately.
6. The student/family will be informed of the decision via phone within two (2) school days of the conclusion of the hearing and written notification will be mailed within three (3) school days of the decision. This notice will contain information regarding appeal procedures
7. If a parent/guardian does not request a hearing, or fails to attend the hearing at the scheduled date, time, and place, the right to a hearing will be waived. Therefore, the school will proceed with its determination regarding the proposed infraction and the ruling of the Disciplinary Panel. The findings from the hearing will be approved and take effect immediately. Appeals will not be accepted by students/parents/guardians who do not appear at the initial hearing.
8. In making its decision, the Disciplinary Panel will review evidence presented at the hearing, any statements heard on behalf of the school or student, the Chavez Schools' Code of Conduct, and prior conduct and/or academic performance, if applicable. The Disciplinary Panel decision shall be made by a majority vote.

The Disciplinary Panel has sole discretion to recommend long-term out of school suspension or expulsion based on the Discipline Hearing.

After the Disciplinary Panel conducts the Disciplinary Hearing and determines that a long-term suspension or expulsion is warranted, the Principal or his/her designee shall proceed as follows:

- Inform the student and parent/guardian of the Disciplinary Hearing outcome—long-term suspension or expulsion—and the reason(s).
  - Send written notification (mail, email, hand deliver), within two (2) school day of the Disciplinary Hearing decision when possible, to the parent/guardian that includes:
    - The Disciplinary Hearing outcome and the reason(s),
    - The length of the suspension, where applicable,
    - The student’s right to return to school at the end of the suspension (if applicable), and
    - Any conditions for that return.

### ***DISCIPLINE PANEL HEARING APPEAL***

Any student who receives a long-term suspension or is expelled has the right to appeal the decision in writing to the CEO within five (5) school days of the written notice of Discipline Hearing decision being issued. Appeal Hearings will not be granted for students/parents/guardians who failed to be present for the initial Disciplinary Hearing. The following process shall be implemented for all appeals.

1. An appeal hearing date will be set within seven (7) school days of the receipt of the Appeal request.
2. The appeal hearing date will occur within twenty (20) calendar days from the date of the hearing being set.
3. Appeal hearings will be heard by CEO or his/her designee.
4. The school Principal or his/her designee shall present the facts of the case.
5. The student may be represented by his/her parent/guardian and one additional advocate.
6. The student has the right to speak on his/her behalf at the Appeal Hearing. The student may choose not to speak at the Appeal Hearing.
7. The student may not return to Chavez Schools and participate in school activities while an appeal is pending.
8. Appeal hearings are closed to the public.
9. If a parent/guardian fails to appear at the Appeal Hearing the right to appeal is waived, and the original disciplinary decision will stand.

In making its decision, the CEO or his/her designee will:

1. Review all evidence and documentation from the Discipline Hearing and any supporting documentation;
2. Review any statements heard at the Discipline Hearing on behalf of the school or student;
3. Review the Chavez Schools’ Code of Conduct;
4. Review the student’s prior conduct and/or academic performance. Age of the student shall be considered;
5. The CEO or his/her designee may ask questions regarding the matter to anyone present at the hearing. One advocate may speak on the student’s behalf. The student has the right not to speak on his/her own behalf. Neither the school’s representative at the hearing nor the student nor his/her representative(s) will be given the opportunity for cross-examination during the hearing.

The CEO will typically notify the parent/guardian of the appeal decision within three (3) school days of the Appeal Hearing. The CEO may determine to:

- Uphold the suspension/expulsion.
- Uphold a suspension/expulsion but clear the student’s record of the suspension/expulsion at the end of the semester or school year per specific guidelines determined by the CEO.

- Determine that the suspension/expulsion was not within school guidelines, overturn the suspension/expulsion and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension/expulsion will be placed in the student's permanent record nor shared with anyone not directly involved in the proceedings.

If the suspension or expulsion is overturned, the cumulative record of the student and any other school-maintained records will reflect that conclusion. If the CEO upholds the expulsion or long-term suspension, the long-term suspension or expulsion shall be imposed, and such decision will be final and reflected in the student's school records. *Decisions made by the CEO will be final.*

### ***SPECIAL NOTES REGARDING AUDIO/VIDEO RECORDING OF DISCIPLINE HEARINGS AND APPEAL HEARINGS***

All disciplinary hearings are closed to the public. All such hearings may not be recorded using a video or audio recording device under any circumstances and may only be audio-recorded as required to provide accommodations by the Americans with Disabilities Act (ADA) or section 504 of the Rehabilitation Act. A written request must be made 48 hours prior to the hearing to audio-record the hearing to the Principal.

### ***PARTICIPATION AT SCHOOL AND SCHOOL RELATED ACTIVITIES AND RE-ENROLLMENT***

Students who have been expelled from Chavez Schools shall not be eligible to participate or attend any school functions. Students will not be eligible to re-enroll for subsequent school years. Expulsion is the permanent removal of a student from Chavez Schools.

### ***DUE PROCESS PROCEDURES FOR STUDENTS WITH DISABILITIES***

Students with disabilities have the same rights and responsibilities as other students and may be disciplined for the same behavioral offenses listed above. A multidisciplinary team may hold a manifestation meeting to determine if the incident was a manifestation of their disability if the student is approaching their tenth (10<sup>th</sup>) suspension day or shows a pattern of behavior(s). The team will hold a meeting for any student who is suspended past 10 days.

If it is determined that the student's behavior was a manifestation of the student's disability, the student—absent extenuating circumstances—will receive consequences consistent with 34 CFR § 300.530(f), including the return of the student to the educational placement as appropriate. If it is determined that the student's behavior was not a manifestation of his/her disability, the student's file will be reviewed to determine disciplinary action in accordance with the policies contained in this section. If a student with a disability is suspended, Chavez Schools will make up specialized instruction and related services following that student's suspension, consistent with 34 CFR § 300.530(d); and, if necessary, provide services at its administrative offices following that student's expulsion, pending their enrollment in another public agency. Parents/guardians with questions should contact the campus Student Support Services' Program Manager.

### **INVOLUNTARY TRANSFER**

Chavez Schools may implement Involuntary transfers of students within the Chavez network if such transfers are determined to be in the best interest of the student or the school. Transportation **will not** be provided to facilitate involuntary transfers. See "Enrollment" policies for additional requirements for transfers.

### **DISCLOSURE OF INFRACTIONS**

Chavez Schools' faculty and staff, are ethically and legally obligated to respond to any question or statement regarding any infraction of the Code of Conduct. The school will protect student privacy and abide by all local, state, and federal laws.

## **MANDATED REPORTING**

Student's safety is our first priority at Chavez Schools. Because schools are mandated reporters of child abuse and neglect, we will call the Child and Family Services Agency (CFSA) Child Abuse and Neglect Hotline if:

A student tells a staff member that he/she:

- is being abused at home, there is drug use in the home, have been sexually abused, are engaging in child pornography or prostitution, have witnessed domestic abuse, are being threatened at home, or don't want to go home because they are afraid.

A student:

- threatens suicide or threatens to kill or seriously harm another person.
- is engaging in risky behavior (including sexual behavior, drug use, etc.) and the parents are not able to or unwilling to intervene.
- has 10 or more unexcused absences or an extreme tardy problem. (Age relevant as per DCMR)
- is being kept from school to care for family members or to do chores or work around the house.
- is not attending school because they are holding a job.

A staff member:

- sees physical signs of abuse such as bruises, burns, fractures, etc.
- notices signs of neglect including lack of basic food and clothing, inappropriate hygiene, lack of appropriate supervision, lack of medical treatment, or the child is residing in an inappropriate or dangerous environment.
- Has general concern for student safety, well-being, or mental health.

Parent/Guardians:

- repeatedly do not return phone calls, responding to notes or letters home, or are not coming up to school for meetings.
- Have withdrawn a student and fail to provide documentation enrolling the student in another education institution within ten (10) business days.

The school has no obligation to notify a parent/guardian or disclose any communication between school and CFSA.

## **HARASSMENT AND SEXUAL HARASSMENT POLICY**

Chavez Schools is committed to providing all students with a safe and supportive school environment. Members of the school community, including teachers, students, administrators and staff, are expected to treat each other with mutual respect at all times.

This directive is issued to provide guidance on conduct that might give rise to complaints of harassment generally, and sexual harassment specifically, and the steps that school officers, parents, teachers, and students should take in responding to such conduct and/or complaints.

### **I. Harassment of Students or Employees by Employees or Other Students—Defined**

Harassment is a violation of school policy, and includes verbal, nonverbal, and physical conduct that substantially interferes with a student's education or creates an intimidating or hostile environment. This includes, but is not limited to, harassment based on race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, family responsibilities, matriculation, political affiliation, disability, source of income, or place of residence or business.

### **II. Sexual Harassment of Students or Employees by Employees or Other Students— Defined**

Sexual harassment is prohibited at Chavez Schools. Sexual harassment is defined as unwelcome conduct of a sexual nature. Sexual harassment can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment includes sexual violence, which the school defines as physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent. Sexual harassment can be carried out by school employees, other students, or third parties.

### III. Sanctions for Harassment and/or Sexual Harassment of Students by Students

Harassment generally, and sexual harassment specifically, of students by students is specifically prohibited by the Chavez Schools Code of Conduct, and such harassment constitutes grounds for disciplinary actions and/or school exclusions as set forth in those provisions.

### IV. Sanctions for Harassment and/or Sexual Harassment of Students by Employees

Harassment generally, and sexual harassment specifically, of students by employees is specifically prohibited by this directive and Chavez School policy. Such conduct by employees will be subject to adverse action provisions as set forth in the Personnel Policy Manual and may lead to adverse action including termination of employment.

### V. Grievance Procedures for Harassment and/or Sexual Harassment of Students

Complaints of harassment generally, and sexual harassment specifically, of students by students, employees or other persons may result in an allegation of denial or abridgement of student rights as set forth in the Chavez School Code of Conduct. When necessary, students and parents/guardians may avail themselves of the grievance procedures. Any student who feels s/he has been harassed should report the incident to a member of the Leadership Team (Social Worker, Principal, Assistant Principal, Dean).

## **BULLYING PREVENTION POLICY**

### ***OBJECTIVES AND PURPOSE***

Chavez Schools expects students to treat each other with civility and respect and will not tolerate acts of harassment, intimidation, or bullying. Like other disruptive or violent behaviors, this conduct interferes with Chavez Schools' ability to educate students in a safe and productive environment and the rights and abilities of students to learn. Acts of bullying, harassment and intimidation directly contradict Chavez Schools values. Therefore, in an effort to further this mission, Chavez Schools families, students and staff members worked together to establish this comprehensive Bullying Prevention Policy. This policy protects the dignity and safety of the Chavez Schools community and describes prevention strategies to identify and prevent incidents by connecting youth to necessary services. Chavez Schools will promptly investigate all incidents of bullying, harassment, and intimidation and provide appropriate remedies for victims of an incident.

### ***DEFINITION***

Bullying is any severe, pervasive, or persistent act or conduct whether physical, electronic, or verbal that:

1. May be based on a youth's actual or perceived race, color, ethnicity, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, intellectual ability, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, place 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
2. Can reasonably be predicted to:

- a. Place the youth in reasonable fear of physical harm to their person or property;
- b. Cause a substantial detrimental effect on the youth's physical or mental health;
- c. Substantially interfere with the youth's academic performance or attendance; or
- d. Substantially interfere with the youth's ability to participate in or benefit from the services, activities, or privileges provided by the school.

### ***PROHIBITION AGAINST BULLYING & RETALIATION***

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

1. On Chavez Schools grounds and immediately adjacent property, at school -sponsored or related events on and off school grounds, on any vehicle used for school business, at any transit stop at which youth wait to be transported to Chavez Schools business, or through the use of any electronic devices owned by Chavez Schools, leased by Chavez Schools or used for Chavez Schools business; and
2. At a location or function unrelated to Chavez Schools, through the use of any electronic devices, including those not owned or leased by the Chavez Schools, if the acts of bullying or cyber bullying create a hostile environment at Chavez Schools for the victim or witnesses, infringe on their rights at Chavez Schools or materially and substantially disrupt the orderly operation of Chavez Schools.

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.

### ***CODE OF CONDUCT***

Chavez Schools, expects youth to behave in a way that supports Chavez Schools', objective to provide a safe and welcoming environment for other youth, Chavez Schools, staff, and community members. Youth who are part of the Chavez Schools community are expected to:

1. Treat all members of the Chavez Schools, community with respect;
2. Respect the property of Chavez Schools, its staff, and other youth connected to Chavez Schools; and
3. Respond appropriately to instructions from Chavez Schools, staff.

### ***REPORTING INCIDENTS OF BULLYING OR RETALIATION***

Chavez Schools expects all staff members and volunteers to report incidents of bullying or retaliation they witness or are made aware of. Staff members should immediately report all such incidents to the school administration (social worker, program manager, assistant principal and/or assistant principal).

Youth, parents, guardians, and community members are encouraged by Chavez Schools to report any incidents of bullying that they witness or become aware of. Reports of bullying may be made to the school principal/ assistant principal or directly to Chavez Schools Headquarters by calling 202-547-3975 or emailing [info@chavezschools.org](mailto:info@chavezschools.org)

Reports of bullying by youth, parents, guardians and community members may be made anonymously, but disciplinary action cannot be taken by Chavez Schools solely on the basis of an anonymous report, though such a report may trigger an investigation that will provide actionable information.

### ***INVESTIGATION INCIDENTS OF BULLYING***

Prior to the investigation of an incident, the school Principal/designee, will take steps to ensure the safety of the alleged victim referenced in a reported bullying incident. These steps will be designed to restore a sense of safety to the victim and to protect them from further incidents if necessary. Examples of such steps taken include designating a staff member to serve as that alleged victim's "safe" person, altering the alleged bully/bullies' seating or schedule to reduce access to the alleged victim or creating a safety plan in consultation with the alleged victim. Once an investigation is concluded, further steps will be taken as needed to assure the continued safety of the victim from additional incidents of bullying or retaliation.

Once a report of bullying has been received by an agency, the following groups will be notified as needed by the school Principal/designee:

- Parents/guardians: The school principal, or designee, will, when appropriate, notify the parents or guardians of victims, bullies, and if appropriate, witnesses to an incident of bullying behavior about the nature of the incident and the procedures and steps in place for responding to it. The school Principal/designee will determine if parents/guardians should be informed prior to or after the investigation of an incident.
- Schools: Chavez Schools may notify the schools of all victims and bullies in an incident of bullying to ensure that youth are not victimized across agencies and that comprehensive service and protection can be provided to bullies and victims.
- Law enforcement agencies: If Chavez Schools determines that the reported incident may involve criminal activity or the basis for criminal charges, information about the incident must be conveyed to the appropriate law enforcement authorities. As part of making this determination the school principal, or designee, may wish to consult with either a law enforcement officer or legal counsel.

Chavez Schools will notify these groups of incidents of bullying only to the extent allowed by law. Notification will be undertaken solely to ensure that services are provided to victims and bullies and to protect victims from further or sustained victimization. Chavez Schools will make every effort to protect the confidentiality of those who report bullying incidents.

The school Principal/designee, is responsible for investigating reports of bullying and can be reached by email or phone provided in the Student/Parent Handbook. An investigation of an incident will be initiated no more than one (1) day after the school Principal/designee receives a report of bullying and will conclude no later than 30 days after the receipt of such a report. As part of the investigation, the school Principal/designee will interview any involved or relevant parties including alleged victims, bullies, witnesses, staff, parents or guardians.

Chavez Schools will provide confidentiality as far as possible to relevant parties as part of the investigation, and inform all relevant parties that retaliation for reporting acts of bullying is prohibited. Written records of the investigation process should be maintained and may be included in the prevention database to generate a more accurate picture of bullying behaviors at Chavez Schools. Where necessary, provisions will be made to include the advice of legal counsel.

In investigating an incident of bullying, the school Principal/designee will seek to ensure that the reported incident is one of victimization, a sign of bullying, rather than of conflict. Thus, when investigating a reported incident, the school Principal/designee, will attempt to determine, through interviewing the victim, what mechanisms the victim had and has access to for halting the incident that occurred, and preventing future such instances. If the victim reports few or no mechanisms for ending the incident or constructively dealing with future instances, that information will serve as compelling, though not conclusive evidence that the reported incident was an incident of bullying.

The school Principal/designee, is charged with making determinations as to whether a reported incident constitutes a case of bullying. These determinations will be made in consideration of the totality of the facts and the circumstances surrounding the incident. If the school principal or designee determines that an incident of bullying has occurred, they should take the response steps enumerated in Chavez Schools' *Safety, Order, and Student Discipline Policy* to prevent the recurrence of an incident and restore the safety of a victim.

### ***CONSEQUENCES OF BULLYING***

Chavez Schools recognizes that for sanctions to be an effective component of a bullying prevention plan, they must be applied consistently, fairly, and equitably. To this end, Chavez Schools shall ensure that faculty and staff follow these guidelines as closely as possible, while allowing for flexibility to adapt sanctions to individual contexts. Furthermore, to ensure equitability in applying sanctions, measures will be

applied on a graduated basis determined by the nature of the offense, the disciplinary history of the student involved, and the age and developmental status of the student involved.

Responses to incidents of bullying may include, but are not limited to any student who is found in violation of the school's Code of Conduct regarding bullying will be subject to disciplinary action. All acts of bullying are considered Level II or III, as per the schools' Code of Conduct - violations and consequences may include:

- Parent/guardian meeting
- Alternative Learning Center (ALC)
- Peer Mediation
- Restorative Circle
- Peer Jury
- Restitution
- School community service/work
- Loss of school privileges and violation of Good Standing
- Ban on participation in school sanctioned activity
- Ban or suspension from Chavez Schools facilities
- Out-of-school suspension
- Expulsion



Sanctions will be applied within two business days of the determination that an incident of bullying has occurred, unless an appeal of the incident by the bully has been received in that time as described in the Appeals section of this policy. To ensure that single incidents of bullying do not become recurring problems, Chavez Schools will always refer victims and bullies involved in an incident to services in addition to imposing sanctions on bullies.

Chavez Schools shall communicate to youth in contact with Chavez Schools, the consequences that youth can expect for participating in bullying behavior.

Retaliatory behavior in response to a bullying investigation or finding is also prohibited for all employees, volunteers, and youth at Chavez Schools. Consequences for retaliation may include, but are not limited to the same consequences as for incidents of bullying noted above.

### ***APPEALS***

Parties dissatisfied by the outcome of a bullying investigation may appeal the determination of the CEO or his/her designee. This appeal should be submitted in writing no later than 30 days after the initial determination. Upon receipt of an appeal, the CEO or designee must conduct a secondary investigation within 30 business days of the receipt of an appeal. This 30 day may be extended by up to an additional 15 business days if the CEO or designee sets forth in writing the reasons why more time is needed to conduct an investigation. Additionally, upon the receipt of an appeal, the CEO or designee must inform the party making the submission of their ability to seek additional redress under the DC Human Rights Act.

### ***PUBLICATION AND CONTACT INFORMATION***

This policy will be made available on Chavez Schools' website and student handbook. The policy, and age appropriate versions thereof, will be distributed to youth and parents of youth in contact with Chavez Schools annually in the Student Handbook. Chavez Schools will emphasize that the policy applies to participation in functions sponsored by Chavez Schools.

Chavez Schools is responsible for coordinating the school's bullying prevention efforts. All questions, comments and concerns about the bullying policy and Chavez Schools' prevention efforts should be able to be directed to:

Director of Student Services  
Attn: Nicole Sheen  
nicole.sheen@chavezschools.org  
(202) 547-3975

# Uniform Policy

In order to improve the school's educational environment, promote a more effective climate for learning, foster school unity and pride, and allow students to focus solely on learning and not on attire, the school has a dress policy for students that applies to school days and school-sponsored events. Chavez Schools believes that a person's dress communicates attitudes and values. Every profession or workplace sets particular expectations for appropriate dress. Attending school and being an active learner is the student's profession. For this reason, the school will be implementing consistent and strict dress expectations.

All Chavez Schools (Chavez Schools) students must be in the Chavez Schools uniform during all school hours unless stated by Chavez Schools. The Chavez Schools uniform must be displayed neatly, fitted, cleanly, proudly and without exception at all times throughout the academic year, with the exception of dress down days (which require a pass). All of the uniform pieces must be purchased from the vendor listed below in order to ensure a consistently dressed student body. This policy will be strictly enforced. If you foresee an issue, please notify the school immediately.

Chavez Schools students who come to school without the completed Chavez Schools uniform will have their parent/guardian contacted. Students will earn a detention for coming out of uniform and will need to be in uniform before entering class. This can be done by having an item brought to the school or by borrowing an item from the school per each school's policy.

The Chavez school uniform vendor is Risse Brothers. Chavez will be hosting a uniform roadshow at each campus. The Risse Brothers website at <https://www.rissebrothers.com/index.cfm> or their store location at 9700 Martin Luther King Jr Highway Suite B Lanham, MD 20706. Risse Brothers can be reached by phone at 301-220-1985.

## MIDDLE SCHOOL UNIFORM:

- **SHIRT** Solid RED Polo shirt with Cesar Chavez logo (long/short sleeved)
- **PANTS/SKIRT** Knee-length khaki (TAN) pant or skirt
- **SHOES** Closed-toe with no heel
- **SWEATER** Solid black sweater/vest with Cesar Chavez logo
- **BELTS** Solid black or brown belts without decorative belt buckles

## HIGH SCHOOL UNIFORM:

- **SHIRT** White Oxford shirt with Cesar Chavez logo (long/short sleeved)
- **PANTS/SKIRT** Knee-length khaki (TAN) pant or skirt
- **SHOES** Closed-toe with no heel
- **SWEATER** Solid black sweater/vest with Cesar Chavez logo
- **BELTS** Solid black or brown belts without decorative belt buckles
- **TIES** Chavez ties are optional as daily dress code but may be required at school-designated special events

### Sweaters

Chavez sweaters or sweater vests are the only acceptable outerwear within school buildings. All Chavez Schools uniform sweaters contain the embroidered "Chavez Schools" school name and logo. Non "Chavez Schools" sweatshirts, "hoodies", pullovers, etc. are not acceptable and may not be worn. Chavez hoodies may only be worn on identified dress down days.

### Pants

All students must wear khaki slacks. Pants MUST have belt loops, zipper and button. The following styles of pants are NOT allowed:

Drawstring	Sweat pants	Low-rise pants	Excessively tight pants
Corduroy	Exercise pants/joggers	Bell-bottoms	Ripped or overly worn pants

Cargo pants	Pajama pants	Pants with designs in the fabric	Pants dragging on the ground
Jeans	Skinny pants	Pants worn below the hips	Lace or translucent pants

Pants must extend from the waist to the top of the shoe. Students are not permitted to wear jeans or other long pants beneath their uniform pants.

**Skirts**

Only plain khaki knee length skirts may be worn. These skirts may not have any logos or additional pockets. The material and criteria listed above for pants apply to skirts. Chavez students are not permitted to wear jeans or other long pants beneath their uniform skirts.

**Belts**

Belts must be worn with all pants at Chavez Schools. Black or brown plastic or leather. Belt buckles must be simple in design. Belt buckles must not contain any pictures, designs or emblems. Decorative belts or belt buckles are not acceptable at Chavez Schools.

**Shoes**

Only closed-toe shoes without a heel are acceptable at Chavez Schools. The following footwear is NOT acceptable: footwear with designs or decorations; sandals, flip-flops, heels, clogs, etc. Chavez students must wear sneakers to gym.

**Socks/Leggings**

Only plain solid black, white, and brown socks are acceptable. Striped, designed, decorated or brightly colored socks are not acceptable at Chavez Schools. Only black solid leggings and/or tights are allowed under skirts.

**Long-Sleeved Undershirts:**

Undershirts may be worn with Chavez shirts that are solid black, white, or red without hoods.

**Jewelry:**

Students may wear modest jewelry at Chavez Schools. Chavez reserves the right to have students remove any jewelry deemed distracting. Large statement necklaces are not allowed. Middle school students may wear no earrings no larger than a quarter.

**Hats and Head Coverings:**

Hats, doo rags, bonnets, rollers (of any type) bandanas or other types of decorative headgear are not to be worn at Chavez Schools. Chavez Schools recognizes students’ rights to wear head coverings for religious reasons.

**Coats and Jackets:**

Coats and jackets are not to be worn in the Chavez Schools school building at any time unless entering or exiting the building.

**Additional Uniform Guidelines**

- The uniform shirt must be tucked into the pants and the pants worn at the waist level. Stained, torn or overly worn uniform shirts are not acceptable.
- All bottoms, pant or skirt, should fit properly and not sag below the waist.
- Leggings, black only, are permitted underneath skirts in cold weather.
- Scholars who arrive at school out of uniform may not attend class until they change into appropriate uniform. Students who are excessively out of uniform may receive further disciplinary action.
- Dress down days are given as rewards for specific actions by the scholars and will be announced to parents/guardians, in a phone message and posted on the website when assigned.
- Parents/guardians should not permit scholars to attend school out of uniform, unless you have been informed by the school through one of these methods.
- Collars must be turned down.

**Religious Considerations:**

Students may wear head coverings or other garments for religious purposes. In order to obtain the school approval, a parent/guardian must contact the school. Exceptions are limited to the following:

- Long traditional shirts may be worn underneath a Chavez Schools uniform shirt and said shirt must be solid black, white, or red.

**Students Out of Uniform**

If student arrives out of uniform, the following steps will occur:

- Scholar automatically earns detention for that day
- Parent notification
- School will supply uniform in exchange for cell phone or other item.
- Students will not be admitted to class until they are in uniform

# Attendance

Chavez Schools is committed to providing students with a high-quality education. Daily attendance in school is essential for student academic success. We strongly request that students and their parents make every effort possible to be on time and minimize the number of days they miss school.

## ATTENDANCE POLICIES

All students who are five (5) years or older on or before September 30th of the current school year are legally required to attend school each day until they meet high school graduation requirements or turn 18 years old. Students must be present for 80% of the school day to be considered present.

Chavez Schools recognizes there are certain days throughout the school year (i.e. upon the completion of commencement) when students are not expected to attend. On such days students will be considered “present” for reporting purposes.

Students who are absent from school are not permitted to:

- Be on school property
- Participate in school activities
- Attend school activities and/or after school activities

## ABSENCES

### EXCUSED ABSENCES

An absence is excused when a student (a) has a valid excuse, and (b) provides a written note from a parent/guardian (or doctor) within five (5) days of the absence. All excused absence notes are subject to monitoring and verification. Here are some examples of excused absences:

- Student illness. Students must provide a doctor’s note for absences over three (3) days
- Medical appointments. Students are expected to attend school before/after the appointment
- Religious holidays
- Death in the family
- Family emergency, such as house fire, flood, or violence in the home
- Mandatory court appearance
- College visit
- High school visit
- Failure of DC to provide legally mandated student transportation in cases where there is a legal responsibility for DC to provide transportation for the student to and from school
- An emergency or other circumstance approved by the CEO or Principal

If a valid excuse note is not provided within **five (5) days** of the absence, the absence may be considered unexcused.

### UNEXCUSED ABSENCES

An absence is unexcused when a student fails to attend school without a valid excuse (whether or not they have parent/guardian approval). Some examples of unexcused absences include:

- Lengthy vacations
- Sports camps or outings
- Oversleeping
- Babysitting
- Skipping class
- Employment

### DOCUMENTATION OF EXCUSED ABSENCES

When a student returns to school after an absence, s/he should bring a note to the Registrar. The note should include the date(s) of the absence, the reason for the absence, and any required documentation. *An original doctor’s certificate should be*

*provided for medical appointments scheduled during the school day or absences due to illness totaling three or more days.* Any student who is absent 10 or more days, unexcused, is defined as a truant. Cesar Chavez Schools follows the District of Columbia policy for reporting truant students to court services or the Child and Family Services Agency (CFSA).

### ***SUPPORTING SCHOOL ATTENDANCE***

Families and guardians can help establish consistent and on-time attendance for their students.

- Engage with your child about the importance of a good education to their future
- Encourage good sleeping and eating habits
- Work with your child to come up with a consistent morning routine that includes plenty of time to get ready for school
- Leave extra time for transportation issues, like metro delays and traffic
- Make sure your child arrives at school at least fifteen minutes before class starts
- Schedule medical/dental appointments before or after school, where possible

### ***TARDIES/SCHOLAR LATENESS***

Classroom instruction and work time is essential for student academic success. Arriving to school late is considered being **tardy**. Morning tardiness is inexcusable (unless it meets the requirements of an excused absence). Chavez Schools students with multiple tardies in a given week may have consequences which may include afterschool detention, ALC assignment, etc.

In the event that your child is going to be late or absent, please call ahead to inform the school's front office administrative assistant, even if you have informed your child's teacher(s).

### ***EARLY DISMISSAL***

Chavez Schools will honor early dismissal for students only after written or verbal notification by a parent/guardian of the student, on file. A parent/guardian letter that identifies and authorizes another adult to pick up the student must be submitted before the student will be dismissed early. Chavez Schools reserves the right to deny an early dismissal. Students are expected to pick up work that they are missing and work with their teachers to submit missed assignments.

### ***ATTENDANCE POLICIES AND DISABLED STUDENTS***

Chavez Schools attendance policies apply to disabled and non-disabled students alike; the only exception is when a student's absences are directly related to his/her disability. Parents/guardians should contact the Director of Student Services to an individualized determination regarding the appropriate documentation to excuse an absence.

### ***ATTENDANCE MONITORING AND TRUANCY***

#### ***TRUANCY DEFINED***

Truancy is the willful absence from school by a minor (5–18 years of age) with or without parental approval, knowledge, or consent.

A truant is a minor (5–18 years of age) who, without a valid reason and with or without parental knowledge or consent, does not attend school. A truant is defined as any student who accumulates 10 or more unexcused absences in one school year. Students between the ages of 14 and 18 who accumulate 15 or more absences will be referred to DC Court Services for truancy. Students under the age of 14 will be reported to CFSA, per District of Columbia policy.

#### ***TRUANCY ENFORCEMENT***

All uniformed law enforcement officers in the District are responsible for truancy enforcement.

If a truant is picked up by the police, s/he will be transported in a police vehicle to the school.

- Parents/guardians are notified of the student's truancy status.
- Parents/guardians and students may be required to attend a truancy conference.

### ***ATTENDANCE MONITORING AND CONSEQUENCES OF NON-ATTENDANCE***

Chavez Schools will make every effort to identify students with chronic attendance issues, and to work with families to create attendance plans to address those issues. Our goal is that each student successfully completes his or her school year with Chavez Schools, however, as permitted by D.C. law, we reserve the right to unenroll a student who reaches 20 consecutive, unexcused absences. Chavez Schools will not unenroll a student without first (a) making a good faith attempt to hold at least two (2) attendance meetings, and (b) sending home two (2) attendance letters. Students unenrolled due to attendance will be unenrolled as of the last date present at school. In most cases, Chavez Schools will implement attendance interventions when students reach the following unexcused absence thresholds:

### ***TRUANCY PROCEDURES***

The intervention process for scholars identified as a “truancy risk” is as follows:

<b>Unexcused Absence Threshold</b>	<b>Chavez Schools Interventions and Family Support</b>
<b>3,5,10, 15</b>	<ul style="list-style-type: none"><li>• Parent/guardian notification via phone or electronic communication</li></ul>
<b>5</b>	<ul style="list-style-type: none"><li>• Notice of Concern issued</li><li>• Initiate attendance intervention plan</li></ul>
<b>10</b>	<ul style="list-style-type: none"><li>• Attendance Warning Letter issued</li><li>• Initiate attendance intervention plan</li><li>• Referral to <i>Child and Family Services Agency</i> (for students ages 5-13), legally mandated</li></ul>
<b>15</b>	<ul style="list-style-type: none"><li>• Attendance Warning Letter issued</li><li>• Initiate attendance intervention plan</li><li>• Submit Referral to <i>Court Social Services and Office of Attorney General - Juvenile Division</i> (for students ages 14-17)</li></ul>
<b>20 consecutive</b>	<ul style="list-style-type: none"><li>• Student un-enrolled</li><li>• Earning an incomplete for the quarter</li></ul>

\*Scholars under fourteen (14) years of age shall be referred by Chavez Schools to the Child and Family Services Agency (CFSA) and to the Court Social Services no later than two (2) school days after the accrual of ten (10) unexcused absences within the course of one (1) school year.

\*\*Scholars age fourteen (14) and over shall be referred by Chavez Schools to the Court Social Services and to the Office of Attorney General-Juvenile Section no later than two (2) school days after the accrual of ten (10) unexcused absences at any time within one (1) school year.

# FAMILY ENGAGEMENT

Chavez Schools recognizes that parent/guardian involvement is vital to achieve maximum educational growth for students. In compliance with the No Child Left Behind Act's parental involvement requirements, Chavez Schools Title I schools shall meet with parents/guardians to provide information regarding their school's participation in the Title I program and its requirements. (Title I funds may be provided for transportation, child care, home visits, or other parental involvement services, as appropriate.)

Throughout the school year families are provided multiple opportunities to participate in their student's education, receive updates on their student's progress and provide feedback to their school leaders and Parent Organization about their experiences as a Chavez Schools family. Chavez Schools will ensure that such meetings are held annually, at a convenient time, and that all parents/guardians of participating students are invited to attend, including parents/guardians with disabilities and/or limited English proficiency. Chavez Schools will also ensure that translations of key documents and translators for families who do not speak English are provided at family meetings when appropriate. Families shall let school administration know if they are or know of a family in need of these services.

## STUDENT AND FAMILY COMPACTS

Students, teachers, and parents will review the Chavez Schools Commitment to Success and Impact Contract. By doing so the children, parents and teachers are clear on the expectations prior to the beginning of the school year. Because attendance at parent orientation is a strongly encouraged, students and parents will have time to ask questions of teachers and school leadership teams about the high expectations at Chavez Schools and to discuss how students can attain these expectations.

If a child enrolls after the school year has begun, parents/guardians the school will make an effort to meet with parent/guardian. The Student Handbook is posted on the school's website and all inquiries should be referred to the website.

### Chavez Schools Student Contract

Chavez Schools believes that parents, students, and the school must work together to ensure each student's success. Chavez Schools pledges to do whatever is necessary to support student achievement. In turn, we expect students and their families to commit to whatever effort and time is necessary for their child to succeed. This agreement describes the responsibilities and expectations that families accept when they enroll at Chavez Schools.

- I will arrive to school and class on time every day, ready to learn
- I will follow the Chavez dress code. I understand that failure to do so, no matter how minor, may result in disciplinary action including possible exclusion from classes and activities.
- I will remain at school until I am dismissed.
- I will not use or display any personal electronic devices including cell phones, iPods, MP3s, etc. (listed in the Student Handbook) in the school or on field trips. Usage or display **will** result in confiscation.
- I will do whatever it takes to be successful at Chavez Schools.
- I will work hard, follow the rules, and remain focused on my academic achievement every day.
- I will invest time beyond the school day to support my learning and success. This includes completing homework, getting tutoring, studying and attending Saturday school, after school, and summer school sessions if recommended.
- I will always work and behave according to the CHAVEZ values.
- I will ask my teachers and/or other adults in my school community for help if I am unsure of the proper way to handle a situation.
- I will always listen to others and give them my respect as I expect them to respect me.
- I will follow the Code of Conduct and school community rules outlined in the Student Handbook.
- I will respect the community my school is located in by monitoring my behavior (noise level, language, horseplay, etc.) to and from school.
- I will follow the laws of the District of Columbia. I understand that failure to do so may have school-level consequences.



- I am responsible for my own behavior at Chavez Schools. If I make a mistake, this means I will tell the truth to my teacher(s), accept responsibility for my actions and make amends to those I have offended
- I understand that failure to follow the Code of Conduct and community rules may result in an after-school detention, an ALC assignment, suspension, expulsion, or other consequences as deemed by school administrators.
- I agree to comply with any consequences determined by Chavez Schools.
- I will abide by the policies around responsible computer and technology use. I understand that failure to do so may result in a loss of privileges.
- I will abide by the following non-violence agreement:
  - I agree not to use violence for any reason what-so-ever at Chavez Schools, while representing Chavez Schools, or with any members of the Chavez Schools community. I understand this non-violence pledge applies to all parties involved in any fight, no matter whether I am “right” or “wrong,” or whether I am acting in “self-defense.”

### **Chavez Schools Parent/Guardian Contract**

Chavez Schools believes parents/families, students, and the school must work together to ensure each student’s success. We believe that parental involvement plays a major role in children’s academic and social success. We pledge to do whatever is necessary to support your child’s student achievement. In turn, we expect students and their families to commit to whatever effort and time is necessary for their child to succeed. This agreement describes the responsibilities and expectations that families accept when they enroll at Chavez Schools.

#### **As part of our commitment to Chavez Schools, I will:**

- Make earning a Chavez education (college prep, public policy focus) a priority for my student. This means addressing any distractions that stand in the way of their focus on and in school.
- Ensure my student arrives at school and class on time, prepared to learn.
- Make arrangements so my student can remain at school until dismissal time.
- Require my student to invest time beyond the school day to support his/her learning and success. This includes completing homework, getting tutoring, studying and attending Saturday school, after school, and summer school sessions if recommended.
- Communicate with my student’s teachers and administrators on a regular basis. This includes attending parent meetings, scholar led conferences and any other meetings as required by Chavez Schools’ administration (e.g. re-entry meetings, disciplinary conferences).
- Notify the school if our address and/or telephone number changes.
- Notify the school as soon as possible if my student will be absent. Also, I will send a written letter excusing the absence, for the school to hold on file.
- I will read all the papers that the school sends home to me.
- Communicate concerns and thoughts with my student’s teachers and school staff as appropriate.
- Allow my student to go on school field trips and engage in afterschool activities that are necessary for academic success or required by Chavez Schools.
- Ensure my student follows Chavez School’s dress code as listed in the Student Handbook.
- Ensure my student follows school rules.
- Support the school in implementing consequences (e.g. ALC assignment, suspension, involuntary transfer, expulsion) in the event that my student violates the Chavez Code of Conduct.
- Reinforce the expectation that personal electronic devices (including cell phones, iPods, MP3 players, etc.) may NOT be used or displayed in school, or they will be confiscated, to be retrieved only by a parent/guardian at the time indicated by the Chavez Schools' cell phone policy.
- Ensure my child follows the policies around responsible computer and technology use.

## **PARENTAL INVOLVEMENT POLICY**

A parental involvement policy shall be developed jointly and agreed upon with parents/guardians of participating students. Parents/guardians shall be informed of their right to be involved in the development of the school's parental involvement policy, overall Title I plan, and school-parent compact. Chavez Schools shall ensure:

- Involvement of parents in the joint development of the **Chavez Schools** overall Title I plan and the process of school review and improvement.
- Coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.
- Development of activities that promote the schools' and parents' capacity for strong parent involvement.
- Coordination and integration of parental involvement strategies with appropriate programs, including the requirements of other title programs, as provided by law.
- Involvement of parents in the annual planning, distribution of funds, and evaluation of the content and effectiveness of the policy in improving the academic quality of schools served under Title I.
- Barriers to participation by parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority are identified.
- Findings of annual evaluations are used to design strategies for more effective parental involvement and to revise, if necessary, the requirements of this policy.
- Parents are involved in the activities of schools served under Title I and are provided a flexible number of meetings.
- A minimum of 1 percent of the Title IA allocation will be designated for parental involvement activities. When applicable, a minimum of 95 percent of these reserved funds shall be distributed to the Title I identified schools.

Chavez Schools' policy shall be adopted by the Chavez Schools' Board of Trustees, reviewed annually, and updated periodically to meet the changing needs of parents/guardians and the schools. The parental involvement policy will be distributed to parents/guardians of participating students in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand. The policy will be made available to the local community as well.

Information and school reports will be provided in a format and language parents/guardians understand. Chavez Schools shall, to the extent practicable, also provide full opportunities for the participation of parents/guardians:

- with limited English proficiency,
- with disabilities,
- of homeless students, and
- of migrant students.

### ***PARENT ORGANIZATION***

All parents are encouraged to participate in the parent organization activities. Please contact the school Principal/designee for additional information.

### ***CHAVEZ SCHOOLS BOARD OF TRUSTEES***

Chavez Schools Board of Trustees provides operational oversight and support to the Chavez Schools. Two (2) parent/guardian representatives sit on the Board and serve as the liaison between Chavez Schools families and the Board itself.

# Technology

At Chavez Schools, we are privileged to get to use technology to learn and grow. Because computers and technology are an integral part of learning at our schools, we insist upon the thoughtful use and care of computers and other technology. In order to use Chavez Technology, all students are required to read and sign the *Student Technology Agreement*.

## INTERNET SAFETY POLICY

It is the policy of Chavez Schools to: (a) prevent school network access to or transmission of inappropriate material via the Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of student personal information; (d) provide Internet safety education to students and (e) comply with the Federal Communications Commission's Children's Internet Protection Act (CIPA).

Chavez Schools takes reasonable measures to ensure that students do not access material and content that is potentially harmful to minors. As required by CIPA, Chavez Schools utilizes a technology protection measure ("filter") that blocks access to material that is potentially harmful to minors. The filtering technology blocks Internet content and visual depictions including, but not limited to: pornography, child pornography, sexual acts or conduct, and other obscene material that may be deemed harmful to minors.

Network administrators, supervisors, or other authorized staff may disable technology protection measures for legitimate educational purposes, bona fide research or other lawful purposes. Chavez Schools may override the technology protection measure for a student to access a site with legitimate educational value that is wrongly blocked by the technology protection measure.

Chavez Schools staff monitor student use of the Internet, through either direct supervision, or by monitoring Internet use history, to ensure that network services are used within the context of the school's instructional program, educational goals, and to enforce the *Internet Safety Policy* and *Acceptable Use Policy*. Additionally, the school takes reasonable precautions to prevent unauthorized access ("hacking") to electronic student records and information. These precautions may include, but are not limited to: network firewalls, confidential passwords, data encryption, electronic monitoring and physical data security.

Chavez Schools strives to provide instruction to minors on the topics of Internet Safety and appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response. Internet Safety education topics may include, but are not limited to: online behavior and ethics, social networking safety, chat room safety, cyber-bullying awareness and response and other online privacy and security issues.

Chavez Schools network and computing systems are for educational use only. The school makes no assurances of any kind, whether expressed or implied, regarding any Internet, network, or electronic communication services. Even with the above provisions, Chavez Schools cannot guarantee that a student or staff member will not gain access to objectionable or inappropriate Internet material.

## PERSONAL DEVICE POLICY

Students are prohibited from using their personal electronic devices, including, but not limited to, cell phones, laptops, tablets, and e-readers, while at school. Personal devices will not be connected to a school network. Network traffic is routinely monitored and unauthorized access through a personal electronic device is prohibited. Disciplinary action may be taken if a student gains or attempts to gain surreptitious access to the network on a personal device.

**Chavez Schools is not responsible for any damaged, lost, or stolen laptop, cell phones, touchpads, iPads, e-readers or similar devices.** It is the student's sole responsibility to secure and care for his/her laptop or other electronic device if he/she elects to bring it to school. Additionally, the school does not provide any technical repair services or software for

student use on personal laptops and is not responsible for any hardware/software issues that develop on personal devices used on school property.

If an electronic device is seen or heard:

- 1<sup>st</sup> infraction: electronic device will be confiscated and returned to student at the end of the day
- 2<sup>nd</sup> infraction: electronic device will be confiscated and a parent/guardian must retrieve device and sign contract for student to turn in device in daily.

*Please be advised that Chavez Schools is not responsible for lost or damaged electronic devices.*

## **STUDENT ACCEPTABLE USE POLICY**

### **Purpose**

Chavez Schools provides technology resources to its students for educational purposes. The goal in providing these resources is to further Chavez Schools mission of providing every student with a personalized education program that prepares them to succeed in college and the world of work. These resources include, but are not limited to, hardware, application software and Internet resources.

With access to computers and the Internet comes the potential availability of controversial material that may not be considered to be of educational value in the context of the school setting. Chavez Schools firmly believes that the value of educational materials and communication tools available online outweigh the possibility that users may obtain material that is not consistent with the educational goals of the school. Proper behavior, as it relates to the use of computers, is no different than proper behavior in all other aspects of the school.

All users are expected to use computers, network(s) and technology resources in a responsible, ethical and polite manner and to treat computers with care. This policy is intended to clarify those expectations as they apply to computer and network usage. Through this, and other policies, it is the intent of Chavez Schools to comply with the provisions of the Children's Internet Protection Act.

### **Guidelines**

Following are guidelines that should be used for all use of technologies:

- Access to computers and the network system is a privilege and should be treated as such by all students.
- Technology should be used solely for academic purposes.
- The user is personally responsible for his/her actions in accessing and utilizing the school's technology resources. Students are advised never to access, keep, or send anything that they would not want their parents or teachers to see.
- Network traffic and computer use is monitored at Chavez Schools. Students have no expectation of privacy when using school technology resources.

### **Unacceptable Use**

The following list, though not covering every situation, specifies some of the conduct that violates the Acceptable Use Policy:

- Using technology resources to discriminate, harass, threaten, or demean individuals or groups
- Accessing or transmitting pornographic or any other inappropriate material
- Creating, sending, or displaying messages that contain inappropriate language or content
- Violating the privacy of other students or employees of Chavez Schools
- Intentional damage to hardware or software, or the creation or distribution of viruses, worms, or other forms of electronic damage
- Unauthorized use of a computer account or distribution of a password

- Altering or attempting to alter any device configuration
- Downloading and/or installing any software including, but not limited to, executable files, games, MP3 files, video files, or zip files
- Using network resources to conduct or participate in any other illegal or inappropriate activities
- Using social media or entertainment websites or applications
- Giving personal information, such as names, addresses, or phone numbers, to anyone over the Internet
- Sharing passwords with other users
- Breaching or attempting to breach any network security features
- Attempting to bypass filtering restrictions through the use of proxy servers or other means
- Connecting or attempting to connect personal devices to the school network
- Violating copyright law
- Plagiarism

## **LAPTOP CARE**

Students at Chavez Schools are granted conditional access to a designated laptop to use for academic purposes. The use of a school laptop is a privilege and can be revoked at any time for failure to follow the Student Acceptable Use Policy and/or for failure to appropriately handle and care for school technology resources. The following list, though not covering every situation, specifies some of the conduct that violates the Student Laptop Care Policy:

When using a Chavez assigned laptop, a student shall

- Use only the laptop assigned to them
- Not open a laptop unless told to do so by a teacher
- Not leave laptop unattended
- Not use headphones unless directed to do so by a teacher
- Return the laptop to location at time designated by a teacher
- Return the laptop before dismissal
- Report damage, loss, or any other problems with a school laptop
- Not remove a laptop from school property
- Not eat or drink near a laptop
- Not take a laptop into a bathroom, cafeteria, or gym
- Not off labels or security tags or marking laptops in any way using markers, stickers, etc.
- Not store laptop in a backpack or locker.
- Not place heavy items such as books or binders on top of a laptop
- Not handle a laptop carelessly. Examples of careless handling include, but are not limited to, the following:
  - Carrying a laptop with the screen open
  - Holding or moving a laptop by the screen
  - Forcefully touching a screen with a finger, pen, or pencil
  - Bending a screen back farther than a 90° angle
  - Twisting a laptop screen
  - Using a laptop on a surface that is not hard, flat, or stable
  - Slamming a laptop screen closed
  - Dropping a laptop
  - Carrying a laptop in any way other than with two hands or securely held against the body with one hand.

## **Consequences**

Students who violate the Acceptable Use Policy or the Laptop Care policy will be subject to disciplinary action and technology restrictions, including the permanent loss of computer and network access. Any violations of the law will be reported to the appropriate authorities.

# Grievance/ Complaint Policy

Chavez Schools values the input of students, parents and guardians, and encourages parents to offer feedback on any aspect of the school program. A quality educational program for students can be achieved best by all individuals working together harmoniously. There will be times, however, when an individual may feel the need to file a complaint. When complaints or concerns occur, they should be resolved at the school or at the lowest possible administrative level through an informal process of cooperative agreement among the affected individuals.

Anyone, including students, parents, guardian, or other third parties can make a complaint.

## ***INFORMAL COMPLAINT PROCESS***

Chavez Schools encourages any party to make an informal complaint prior to filing a formal complaint to bring any concern to the attention of school-based staff. Informal complaints should be directed to any of the individuals listed below:

- Teacher
- Assistant Principal
- Principal
- Dean

These individuals will seek to address the concern through a process of cooperative agreement among the affected individuals.

## ***FORMAL COMPLAINT PROCESS***

However, when the informal process fails to provide resolution, an individual is entitled to file a formal complaint and seek a review of any administrative decisions made by school system staff members.

When a concern or complaint is not resolved through the informal process, you may initiate the formal complaint process outlined below.

The first step in the formal process is to obtain a Formal Complaint Form from the school's website or school main office. You may attach descriptive or supportive information to the form. Formal Complaint forms, along with any relevant documents, should be provided by mailing, emailing, or handing it to their school's Principal, listed below. You should submit this form within 90 days of (a) the alleged issue, or (b) receiving an unsatisfactory resolution of an informal complaint. We recommended that you keep a copy of these documents for your records.

### Steps in the Formal Complaint Process

1. When your complaint form is received at the school, the Principal or designee should contact you within three (3) school days to establish the date, time and place of a meeting to discuss your concern, if such a meeting is warranted. Usually, this meeting will take place within ten (10) school days.
2. Chavez Schools will conduct a thorough and impartial investigation of the issues raised in the Formal Complaint.
3. Chavez Schools will provide you with a written summary of findings based on this investigation, including a determination of whether the complaint was substantiated, and if so, a proposed resolution. Chavez Schools will strive to provide this summary within 30 school days after the receipt of the Formal Complaint.

If you are not satisfied with the written decision, or if you do not receive a reply to your formal complaint within the specified time, you may request that your complaint be considered by the CEO or his/her designee. You must file your request for review within 15 calendar days of the written response or the date when a decision was made.

If you wish to request a review you must do so in writing and include:

1. The Formal Complaint Form
2. Any relevant evidence
3. An explanation of the reason you are seeking an appeal

Chavez Schools' CEO or his/her designee shall contact you to schedule a telephone or in-person meeting. The meeting will usually occur within ten (10) school days from when the written appeal was received.

The CEO or his/her designee will provide a final written response explaining the outcome of the appeal. This final written response will typically be provided within thirty (30) school days after receiving the written request for appeal.

All formal grievances must abide by the school's grievance policy available on the school's website.

**Prohibition against Retaliation**

Chavez Schools prohibits retaliation against any individual who has made a complaint pursuant to this policy in good faith, assisted in an investigation, or otherwise exercised rights protected by law. Chavez Schools also prohibits taking any adverse action against an individual based on an unsubstantiated allegation or rumor of harassment.

If you have a concern or grievance that you wish to share with Chavez Schools Board of Trustees, please contact the Chair of the Board. Please see the section Board of Trustees for contact information.

**Modification**

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

**Contact Information**

Emily Silberstein, Chief Executive Officer  
Cesar Chavez Public Charter School  
525 School Street SW  
Washington, DC 20024  
[Emily.silberstein@chavezschools.org](mailto:Emily.silberstein@chavezschools.org); 202-547-3975

Kourtney Miller, Principal Parkside Campus  
Cesar Chavez Public Charter School  
3701 Hayes Street, SE  
Washington, DC 20019  
[Kourtney.miller@chavezschools.org](mailto:Kourtney.miller@chavezschools.org); 202-398-2230

Sarah Lehar, Principal  
Capitol Hill High School  
Cesar Chavez Public Charter School  
709 12<sup>th</sup> Street, SE  
Washington, DC 20003  
[Sarah.lehar@chavezschools.org](mailto:Sarah.lehar@chavezschools.org);  
202-547-3424

Yetunde Reeves, Principal  
Chavez Prep Middle School  
Cesar Chavez Public Charter School  
770 Kenyon Street, NW  
Washington, DC 20010  
[yetunde.reeves@chavezschools.org](mailto:yetunde.reeves@chavezschools.org); 202-722-4869

## LEGALLY MANDATED NOTICES

### EQUAL OPPORTUNITY AND NON-DISCRIMINATION IN EDUCATION POLICY

#### *NON-DISCRIMINATION*

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”), and the District of Columbia Human Rights Act of 1977, applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Cesar Chavez PCS are hereby notified that Cesar Chavez PCS does not discriminate on the basis of race, color, national origin, sex, age, disability, marital status, personal appearance, sexual orientation, gender identity or expression, family status, family responsibilities, matriculation, political affiliation, genetic information, source of income, status as a victim of interfamily offense, or place of residence or business in admission or access to, or treatment or employment in, its programs and activities.

Students, parents and/or guardians having inquiries concerning Cesar Chavez PCS compliance with sexual harassment and or bullying policy implementation, Section 504, ADA, Title VI, Title IX, the Age Act, and/or DC Human Rights Act as they apply to **students, employees or third parties** or who wish to file a complaint regarding such compliance should contact: Kimberly Abraham [Kimberly.abraham@chavezschools.org](mailto:Kimberly.abraham@chavezschools.org) who has been designated by Cesar Chavez PCS to coordinate its efforts to comply with the regulations implementing Section 504, ADA, Title VI, Title IX, the Age Act, and the DC Human Rights Act.

Employees found to have engaged in prohibited discrimination will be subject to disciplinary action.

#### *TITLE IX AND NON-DISCRIMINATION STATEMENT*

In compliance with Title IX of the Education Amendments of 1972, Chavez Schools does not discriminate on the basis of sex or age in the employment of, or admission to, any education program or activity.

Chavez Schools does not discriminate against any person on the basis of race, color, gender, national origin, disability, religion, or age.

#### *PROHIBITED HARASSMENT*

Chavez Schools prohibits the *harassment* and *sexual harassment* of a student by school employees or other students. Chavez Schools also strictly prohibits staff/student fraternization and has a zero-tolerance approach to student abuse, sexual abuse, student pornography, and other forms of violence against students. Furthermore, Chavez Schools prohibits romantic, sexual, or otherwise inappropriate social relationships between students and school employees, even if consensual.

*Prohibited harassment* includes physical, verbal, or nonverbal conduct based on an individual’s actual or perceived race, color, national origin, sex, gender identity or expression, sexual orientation, age, religion, or disability that is so severe, persistent, or pervasive that it adversely affects a student’s:

- ability to participate in or benefit from an educational program or activity;
- academic performance; or
- educational opportunities.

*Prohibited sexual harassment of a student by another student* includes unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication (including electronic communication) of a sexual nature that adversely affects the student in the ways set forth above.

*Prohibited sexual harassment of a student by a school employee* includes both welcome **AND** unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication (including electronic communication) of a sexual nature.



Employees or students found to have engaged in prohibited harassment will be subject to disciplinary action.

***REPORTING PROCEDURES***

Any individual, including a student, parent/guardian, or visitor, who believes conduct that violates this policy has occurred should **immediately** report the alleged acts. Individuals should report potential violations of this policy to a teacher, counselor, the school principal/designee, or other school employee. Individuals may also report potential violations of this policy by filing a complaint pursuant to Chavez Schools' *Complaint Policy*.

All management and supervisory personnel at Chavez Schools have an affirmative duty to report promptly to the Director of HR as the Title IX Coordinator and the CEO any discrimination or harassment that they observe, that is made known to them by others, or that they reasonably suspect has occurred.

***CONFIDENTIALITY***

To the greatest extent possible, Chavez Schools shall respect the privacy of individuals who report potential violations of this policy, individual(s) against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable laws.

***PROHIBITION AGAINST RETALIATION***

Chavez Schools prohibits retaliation against any individual who has made a complaint pursuant to this policy in good faith, assisted in an investigation, or otherwise exercised rights protected by law. Chavez Schools also prohibits taking any adverse action against an individual based on an unsubstantiated allegation or rumor of harassment.

Any individual who intentionally makes a false claim or offers false statements regarding discrimination or harassment is subject to appropriate discipline.

***DISABILITY DISCRIMINATION INQUIRIES***

Students, parents, and guardians with inquiries about potential disability discrimination should contact:

Kristy Ochs, Director of Special Education: 202-547-3975  
Email: [kristy.ochs@chavezschools.org](mailto:kristy.ochs@chavezschools.org)  
Mail: 3701 Hayes St. NE, Washington, DC 20019

***ALL OTHER DISCRIMINATION INQUIRIES***

Students, parents, and guardians with inquiries about any other form of potential discrimination should contact:

Kimberly Abraham  
Director of Human Resources  
Phone: 202-398-2230

E-mail: [kimberly.abraham@chavezschools.org](mailto:kimberly.abraham@chavezschools.org)  
Mail: 3701 Hayes St. NE, Washington, DC 20019

***OFFICE OF CIVIL RIGHTS***

Complainants also have the right to file a complaint with the Office of Civil Rights (OCR) by:

Mailing it to:  
Office of Civil Rights, District of Columbia Office  
Attention: Director  
U.S. Department of Education 400 Maryland Avenue SW  
Washington, DC 20202

Faxing it to: (202) 453-6021

Filing it electronically at:  
[www.ed.gov/ocr/complaintprocess.html](http://www.ed.gov/ocr/complaintprocess.html)

For more information, please contact OCR at: (202) 453-6020 (voice);  
(877) 521-2172 (TDD); or  
[ocr.dc@ed.gov](mailto:ocr.dc@ed.gov)

## **NOTIFICATION OF RIGHTS UNDER PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)**

PPRA affords parents/guardians certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

**Consent** before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole, or in part, by a program of the U.S. Department of Education (ED)–

- Political affiliations or beliefs of the student or student’s parent;
- Mental or psychological problems of the student or student’s family;
- Sex behavior or attitudes;
- Illegal, anti-social, self-incriminating, or demeaning behavior;
- Critical appraisals of others with whom respondents have close family relationships;
- Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
- Religious practices, affiliations, or beliefs of the student or parents; or
- Income, other than as required by law to determine program eligibility.

**Receive notice and an opportunity to opt a student out of –**

- Any other protected information survey, regardless of funding;
- Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
- Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

**Inspect, upon request and before administration or use –**

- Protected information surveys of students;
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
- Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

Chavez Schools has developed and adopted policies, in consultation with parents/guardians, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Chavez Schools will directly notify parents/guardians of these policies at least annually at the start of each school year and after any substantive changes. Chavez Schools will also directly notify, such as through letter sent home, or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent/guardian to opt his or her child out of participation of the specific activity or survey. Chavez Schools will make this notification to parents/guardians at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents/guardians will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their student out of such activities and surveys. Parents/guardians will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office  
U.S. Department of Education 400 Maryland Avenue, SW  
Washington, D.C. 20202-5901

## **PARENTS RIGHT TO KNOW NOTIFICATION**

In accordance with the Every Student Succeeds Act of 2015, Chavez Schools is notifying you that you have the right to request information regarding the professional qualifications of your child's classroom teachers. Chavez Schools is happy to provide this information to you. At any time, you may ask for the following information:

- Whether the teacher has met qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction for DC Charter Schools;

You may also ask, at any time, whether your child is being provided services by paraprofessionals and, if so, their qualifications.

# **EDUCATION OF HOMELESS CHILDREN & YOUTH PROGRAM**

## ***EDUCATIONAL RIGHTS PUBLIC NOTICE***

The mission of the Education of Homeless Children and Youth Program is to ensure free, appropriate, public educational opportunities for homeless children and youths; to provide technical assistance to schools, shelters and the community; and to heighten awareness of homeless issues. Homeless children and youth should have equal access to the same educational opportunities and services as non-homeless children and youth. In addition, homeless children and youth should have the opportunity to meet the same challenging academic achievement standards to which all students are held pursuant to Title X of No Child Left Behind; McKinney-Vento Homeless Assistance Act federal law.

### ***WHAT IS THE DEFINITION OF HOMELESS CHILDREN AND YOUTHS?***

- Children and youth who lack a fixed, regular, and adequate nighttime residence; and includes children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations; are living in emergency or transitional shelter (including D.C. transitional housing); are abandoned in hospitals; or are awaiting foster care placement;
- Children and youth who have a primary nighttime residence that is a private or public place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public spaces, abandoned building, substandard housing, bus or train stations, or similar settings;
- Migratory children who qualify as homeless because they are living in circumstances described above; and
- Unaccompanied youth, including youth who are not in the physical custody of a parent or guardian, who qualify as homeless because they live in circumstances described above.

### ***CAN A HOMELESS CHILD ENROLL IN SCHOOL?***

**Yes.** The child may continue enrollment in the school of origin for the duration of homelessness. The school of origin is the one the child attended prior to becoming homeless or the school in which the child was last enrolled. The child may also enroll in the school for the attendance area where he or she is living temporarily. If a dispute arises over school selection or enrollment, the school must immediately enroll the homeless student in the school, pending resolution of the dispute. If the local school cannot resolve the dispute, the school must follow the Dispute Resolution Process, not to exceed 15 days. The local school must provide the parent, guardian or unaccompanied youth with a written statement of the school placement decision and the appeal rights.

### ***WHOM SHOULD BE CONTACTED IF A DISPUTE ARISES REGARDING ENROLLING A HOMELESS CHILD OR YOUTH IN SCHOOL OR IF OTHER ASSISTANCE IS NEEDED?***

The Education of Homeless Children and Youth Program has been designed to assist children and youth who are experiencing homelessness and their families regarding educational issues. If a homeless child or youth is experiencing difficulty in enrolling in school, please contact the Education of Homeless Children and Youth Office at (202)741-0470. The school's social worker has been designated as the McKinney-Vento coordinator at each campus and should be contacted for any additional assistance or grievances.

### ***WHAT SERVICES ARE PROVIDED BY THE HOMELESS CHILDREN AND YOUTH PROGRAM?***

The Homeless Children and Youth Program provides the following services: transportation assistance; dispute resolution; emergency school enrollment assistance; special projects; Homeless Awareness Month; staff development; and interagency collaboration.

In accordance with Federal law and U.S. Department of Agriculture (USDA) policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability.

To file a complaint alleging discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue SW Washington, DC 20250-9410 or call, toll free, (866) 632-9992 (Voice). TDD users can contact USDA through local relay or the Federal Relay at (800) 877-8339 (TDD) or (866) 377-8642 (relay voice users). USDA is an equal opportunity provider and employer.

Also, the District of Columbia Human Rights Act, approved December 13, 1977 (DC Law 2-38; D.C. Official Code § 2- 1402.11(2006), as amended) states the following:

It shall be an unlawful discriminatory practice to do any of the following acts, wholly or partially for a discriminatory reason based upon the actual or perceived: race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, family responsibilities, genetic information, disability, matriculation, or political affiliation of any individual. To file a complaint alleging discrimination on one of these bases, please contact the District of Columbia's Office of Human Rights at (202) 727-3545.

D.C. Code § 2-1402.11.

## FERPA NOTIFICATION OF RIGHTS

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

1. The right to inspect and review the student's education records within 45 days after the day Chavez Schools receives a request for access.

Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal or admissions coordinator a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

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

Parents or eligible students who wish to ask Chavez Schools to amend their child's or their education record should write the school principal Admissions Coordinator, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district 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, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. 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:

Family Policy Compliance Office

U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

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

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

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(I) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. 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, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))

- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as “directory information” if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student’s case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))



**FORMAL ACKNOWLEDGEMENT  
Of School Year 2018-2019 STUDENT HANDBOOK  
RECEIPT AND REVIEW**

We, the undersigned, understand that this handbook contains important information for parents, guardians and students. We acknowledge that we have received a copy of the 2018-2019 Cesar Chavez Public Charter School handbook. We are aware that this handbook contains information and policies for our review. We also understand that our signatures indicate that we have had the opportunity to speak with a Chavez administrator about the policies and ask any questions we might have and agree to adhere to the rules, policies and expectations outlined within.

- 1.) Student and Parent/Guardian review handbook.
- 2.) Student and Parent/Guardian sign handbook acknowledgement below.

DATE: \_\_\_\_\_

NAME OF STUDENT \_\_\_\_\_

SIGNATURE of STUDENT \_\_\_\_\_

NAME OF PARENT/LEGAL \_\_\_\_\_

SIGNATURE OF PARENT/LEGAL  
GUARDIAN \_\_\_\_\_

# APPENDIX

## Included:

*SCHOOL CALENDAR*

*FORMAL COMPLAINT FORM*

*GRADE APPEAL FORM*

*TRANSFER CREDIT WORKSHEET*

*ACCEPTABLE USE POLICY*