



Harmony DC Public Charter School

Where Excellence is our Standard

Student – Family Handbook 2018-2019



Dear Parents and Guardians,

Welcome to the 2018-2019 school year at Harmony DC Public Charter School! This new school year means a new beginning, and new future.

We believe that education is a shared responsibility and that the successful operation of a school depends on the cooperation of everyone involved: students, parents, and staff. Harmony DC Public Charter School is a reflection of us all. All of our policies and procedures are intended to provide a safe and orderly environment that will be conducive to learning. Our faculty and staff look forward to sharing their expertise in academics, special programs, and extracurricular activities. We encourage parents and students to become active participants in our school system by getting to know its programs and activities, and by becoming involved through classes, clubs, and activities.

This Handbook is an overview of our school's goals, services, and rules. It is an essential reference book describing what we expect of our students and parents, what they can expect of us, and how we will achieve our educational mission. We have attempted to make the language in this Handbook as straightforward as possible.

The mission of Harmony DC Public Charter School is to create a partnership among the members of this triad. Each of us is responsible for doing his or her part to make our school a place where we can all work and strive together in harmony. Three important steps to be taken toward this triad are:

1. Read this handbook carefully and ask any questions.
2. Discuss this handbook with your child/children and ask your child's teacher how you can support his or her learning at home.
3. Finally, you must complete and return the last page of the Handbook – "Acknowledgement and Approval of Student/Parent Handbook" – to the school office.

The administrative team is excited about this coming school year, and the staff at Harmony DC Public Charter School is caring, competent, dedicated and willing to assist you. We are working very hard to provide the best possible learning climate for our students.

We look forward to a meaningful collaboration with you during the year.

Sincerely,

Dr. Soner Tarim, Board Chair

TABLE OF CONTENTS

About Harmony DC Public Charter School.....	7
Board of Directors.....	7
Harmony DC Public Charter School’s Mission & Vision.....	7
Student Rights.....	8
Pledges of Allegiance.....	8
Prayer and Meditation.....	8
Equal Education Opportunity.....	8
Non-Discrimination Notice.....	8
Enrollment.....	9
Admissions Policy & Procedures.....	9
Reenrollment Procedures.....	9
Residency Verification.....	10
Voluntary Withdrawal.....	10
Food Allergy Information.....	10
Fire and Disaster Drills.....	11
Dress Code.....	11
Notice to Families & Students Regarding Dress Code Violations.....	11
Uniform Top.....	11
Uniform Bottom.....	11
Footwear.....	12
Outerwear.....	12
Personal Appearance.....	12
Dress Code on Free Dress Days.....	13
Dismissal Policy.....	13
Dismissal/Pick up Information Form.....	13
Early Dismissal from School.....	13
Emergency Closings.....	13
Loitering.....	13
Student Fees & Materials.....	14
Student Fees.....	14
Curriculum Materials.....	14
Computer Resources.....	14
Lost and Found.....	15
Parental/Guardian Involvement.....	15
Surveys and Activities.....	15
“Opting Out” of Surveys and Activities.....	16
Communication.....	16

Healthy Eating	16
State-Mandated Nutrition Guidelines.....	16
Acceptable Foods/Drinks	16
Unacceptable Foods/Drinks	17
Lunch Periods.....	17
Public Areas	17
Closed Campus.....	18
Academic Program	18
Academic Dishonesty.....	18
Homework.....	19
Tutoring.....	19
Examination Procedures.....	19
Technology Mission Statement	20
Instructional Resources	20
Student Safety	20
Purpose	20
User Responsibilities.....	20
Policy – Terms and Conditions	21
Consequences.....	22
Electronic Communication Device Commitment Form	22
Assessments	23
State Assessments	23
Alternative Assessment	23
Honor Roll	23
Standards for Promotion	23
Promotion of Students in Grades K-2	23
Promotion of Students in Grades 3-5	24
Retention Process	24
Kindergarten Retention	24
Grade Placement Committee for Grades K-2.....	25
Grade Placement Committee for Grades 3-5.....	25
Students with Disabilities	25
Individualized Education Plans & Special Education	25
Options and Requirements for Providing Assistance to Students Who Have Learning Difficulties or Who Need or May Need Special Education Services	26
Section 504 Services	26
Bilingual/ESL Services	27
Services for Title I Participants	27
Make-Up Work Policy	27
Attendance Policy	27
Absence in General	28
Types of Absences	29
Contagious Illness	30

Tardiness	30
Health, Safety, & Security	31
Tobacco-Free School Notice	31
Alcohol-Free School Notice	31
Drug-Free School Notice.....	31
Emergency Medical Treatment	31
Illness during School Hours	31
Administration of Medication	32
Asthma & Anaphylaxis Medication	32
Counseling.....	32
Bacterial Meningitis	33
Communicable Diseases.....	34
Screenings & Testing	34
Fitness Testing.....	34
Dyslexia & Related Disorders	35
Vision & Hearing Screenings.....	35
Exemption	35
Immunizations.....	35
Provisional Enrollment Awaiting Immunization Records	35
Exclusion from Immunization Requirements.....	36
Immunization Records Reporting	36
Child Abuse Reporting & Programs.....	36
Law Enforcement Agencies	36
Plan for Addressing Sexual Abuse and Other Maltreatment of Students.....	37
Mandated Reporting.....	37
What is Sexual Abuse of a Child?.....	38
Student Code of Conduct	41
Disruptive Activity	41
Jurisdiction	42
Standards for Student Conduct.....	42
School-Wide Rules.....	42
Responsibilities of Guardians.....	43
Positive Behavior Interventions & Supports (PBIS) System	43
Discipline Offenses & Consequences.....	44
Tier I Offenses.....	44
Tier II Offenses	45
Tier III Offenses	47
Consequence Flow for Tiered Offenses	47
Other Disciplinary Consequences (not in order of progressive disciplinary measures).....	48
Procedures for Use of Restraint and THINK Time	49
In School & Out of School Suspension.....	49
Out of School Suspension	50
Behavior Management Techniques	56
Bullying Policy – Freedom from Bullying & Cyber-bullying	59

Student Cell Phones & Other Electronic Devices	62
Banned Items & Searches	63
Visitors & Volunteers	64
Demonstrations & Meetings on School Premises (Non-School Sponsored).....	65
School Activities	66
Field Trips	66
After-School Activities.....	67
Science Fair	67
Arts & Activity Groups	67
School Facilities.....	68
Transportation	68
Complaints & Grievances	69
Freedom from Discrimination, Harassment, and Retaliation	70
Annual Notice of Parent and Student Rights (Annual FERPA Confidentiality Notice)	72
Asbestos Management Information	74
Use of Student Photos and Directory Information Opt Out Form.....	75
Harmony DC Public Charter Schools' Student/Parent Handbook 2018-2019 Acknowledgment and Approval of Student/Parent Handbook	77

About Harmony DC Public Charter School

We are known for our project-based, hands-on approach to learning. Our approach is born out of the belief that kids learn best by exploring, discovering, and collaborating in carefully matched small groups. This is equally true in science and math as it is in English literature or art.

This constructivist approach is a lot like tinkering. It encourages students to draw connections between disciplines and build on their previous experience. It gives them the time and space to test their ideas and to figure out how things in the world work. It shows them that you have to fail a lot in order to learn and that failure is at the heart of innovation and invention. This is the way 21st century skills are built.

We believe that our small classrooms and collaborative learning style create an inviting, safe, and purposeful environment where students thrive. Walk into any classroom and you will see children peacefully solving their conflicts with the loving support of our dedicated teachers. Our behavioral expectations are clear and our students happily rise to meet them. Harmony's friendly and respectful atmosphere is contagious and carries on well after school is over.

Board of Directors

Harmony DC Public Charter Schools Board of Directors

<u>Name</u>	<u>Position</u>
Soner Tarim	President
Kelly Quinney	Secretary
Cynthia Pascal	Treasurer
Vanessa Hernandez	Board Member
Ted Eismeier	Board Member
Charlene Roach-Glymph	Board Member
Brian Sylvester	Board Member
Julia Irving	Board Member (parent)

Board members can be reached by email at board@harmonydc.org. Please note that the only the Board President will respond, on behalf of the whole Board, to email sent to the Board.

Harmony DC Public Charter School's Mission & Vision

The mission of Harmony School of Excellence-DC is to prepare students for higher learning in a safe, caring, and collaborative atmosphere through a quality learner-centered educational program with a strong emphasis on science, technology, engineering, and mathematics.

Harmony's vision is to enable students to succeed in school and in the workplace, and to provide an option for students to enter math, science, and engineering careers. This will lead to students becoming productive and responsible citizens and even Nobel laureates.

Student Rights

The school pledges to allow all students to:

- Feel safe in the school environment.
- Take full advantage of learning opportunities.
- Work in an environment free from disruptions and chaos.
- Express opinions, ideas, thoughts and concerns.
- Have a healthy environment that is smoke, alcohol and drug free.
- Use school resources and facilities for self-improvement.
- Expect courtesy, fairness and respect from all members of the community.
- Be informed of all expectations and responsibilities.
- Take part in a variety of school activities.

Pledges of Allegiance

Each school day, students will recite the Pledge of Allegiance to the United States flag. A parent may request, in writing, that his or her child be excused from participation in the daily recitation of these pledges.

One minute of silence will follow recitation of the pledge. Each student may choose to reflect, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others. The law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows.

Prayer and Meditation

Students have a right to individually, silently, and voluntarily pray or meditate in school in a manner that does not disrupt instructional or other school activities. The school will not require, encourage, or coerce a student to engage in or refrain from such prayer or meditation during any school activity.

Equal Education Opportunity

Harmony DC Public Charter School does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing educational services, activities, and programs, including vocational and career technology programs, in accordance with Title VII of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendment of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Non-Discrimination Notice

It is the policy of Harmony DC Public Charter School to comply with all state and federal regulations regarding admission and not to discriminate during the admission and the lottery process on the basis of gender, national origin, ethnicity, religion, disability, academic, artistic, athletic ability, or the district the child would otherwise attend.

Enrollment

Admissions Policy & Procedures

Harmony DC is an open enrollment, tuition-free public charter school. During the 2018-2019 school year, Harmony DC will serve students in Kindergarten through 5th grade. Applicants must submit a completed application form in order to be considered for admission. The application form must be signed and dated by the parent(s). The application form must include the following items:

- Applicant's name (first, last, and middle names)
- Applicant's birth date
- Applicant's current grade level and grade applied for
- Applicant's residential address
- Phone number(s)
- Applicant's current school and district names
- Applicant's parents' name and signature
- Whether the applicant has a sibling already admitted to attending the school
- DCMR chapter 25
- Applicants are not required to provide transcript or other academic records until after they are offered admission.

Students with documented histories of a criminal offense and/or misconduct

Students who have a documented history of a criminal offense, juvenile court adjudication, listed in DCMR (District of Columbia Municipal Regulations) chapter 25, will be excluded from enrollment as DCMR authorizes a charter school to do so.

Reenrollment Procedures

Returning students (students who currently attended the school and intend to return the next school year) are given priority in admission, if they notify the school of their intent to return for the next school year by February 1st of each school year.

Siblings & Children of School Founders & Employee Policy

Siblings of returning students currently enrolled at Harmony DC Public Charter School and who timely notify the school of their intent to return for the next school year is exempt from the lottery and, space permitting, are automatically enrolled. For this policy "sibling" shall mean a biological or legally adopted brother or sister residing in the same household as the applicant. Cousins, nieces, nephews and unrelated children sharing an address with the applicant are not siblings. Sibling enrollment is dependent on available space and does not guarantee enrollment of each listed sibling.

Children of the school's founders, teachers, and staff (so long as the total number of students allowed constitutes only a small percentage of the total enrollment) are exempt from lottery requirements, as permitted by federal guidance on the Charter Schools Program.

Residency Verification

District of Columbia policy authorizes schools to obtain evidence that a person is eligible to attend public schools. To be eligible for continued enrollment in Harmony DC Public Charter School, each student's parent must show proof of residency at the time of enrollment.

Residency may be verified through observation, documentation and other means, to include but not limited to:

- A recently paid rent receipt
- A current lease agreement
- The most recent tax receipt indicating home ownership
- A current utility bill indicating the address and name of the residence occupiers
- Mailing address of the residence occupiers
- Visual inspection of the residence
- Interviews with persons with relevant information
- Building permits issued to a parent on or before September 1 of the school year in which admission is sought as evidence of residency for the school year in which admission is sought only
- Falsification of residence on an enrollment form is a criminal offense.

Voluntary Withdrawal

A parent wishing to withdraw a student from school should notify the school at least 24 hours in advance. By providing this information in advance, parents help facilitate the withdrawal process. A withdrawal form may be obtained from the school registrar's office. The Principal or other administrator will verify the information on the withdrawal form when the parent arrives to sign withdrawal papers to complete the process. The parent shall also provide the name of the new school in which the student will be enrolled, and must sign the formal withdrawal request to document that the student will continue to be enrolled in a school as required by compulsory attendance laws. On the student's last day, a copy of the withdrawal form will be given to the student and a copy placed in the student's permanent record. The student will also be provided with a copy of the completed withdrawal form showing the student's grades earned to date to provide to his or her new school.

A student who is 18 years of age or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without a parent's signature.

Food Allergy Information

The parent/guardian of each student enrolled at the School must complete a form provided by the School that discloses (1) whether the child has a food allergy or a severe food allergy that should be disclosed to the School to enable the School to take any necessary precautions regarding the child's safety and (2) specifies the food(s) to which the child is allergic and the nature of the allergic reaction.

For purposes of this requirement, the term "severe food allergy" means a dangerous or life-threatening reaction of the human body to a food-borne allergen introduced by inhalation, ingestion, or skin contact that requires immediate medical attention.

(3) The School may also require information from a child's physician if the child has food allergies.

Food allergy information forms will be maintained in the child's student records, and shall remain confidential. Information provided on food allergy information forms may be disclosed to teachers, school counselors, school

nurses, and other appropriate school personnel only to the extent consistent with Board policy and as permissible under the Family Educational Rights and Privacy Act of 1974 (“FERPA”).

Fire and Disaster Drills

Fire, lock-down, evacuation, and tornado drill instruction will be discussed during the first week of each semester. Students need to understand and follow these procedures. Instructions will be posted on the bulletin board in each teacher’s room. When the alarm is sounded, students should follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Dress Code

As authorized by the school’s charter, students are required to wear uniforms to school. The school’s uniform policy and grooming standards are established to teach grooming and hygiene; create a safe and orderly environment, instill discipline, and eliminate competition and distractions caused by varied dress styles. Students are expected to arrive in a proper school uniform every day, display neatness, and take pride in their uniforms. The school relies on the support of parents/guardians to help maintain this dress code.

Parents must provide their student(s) with the required uniform.

A parent may choose for his or her student(s) to be exempted from the requirement of wearing a uniform if the parent provides a written statement that, as determined by the Board of Directors, states a bona fide religious or philosophical objection to the requirement.

Notice to Families & Students Regarding Dress Code Violations

If a student arrives at school out of uniform or is groomed inappropriately, the student’s parent(s) will be called to bring a change of clothes. The student will not be allowed to attend class until he or she is appropriately dressed. Any class time missed will be counted as an unexcused absence. The school reserves the right to determine and restrict unbecoming styles. Violations of the school’s uniform policy and grooming standards will result in incremental disciplinary action.

Uniforms with torn pants or shirts with holes are not allowed. All damaged uniform items should be replaced as soon as possible.

Uniform Top

All students must wear the Harmony DC Public Chart School uniform shirt. This shirt must be purchased from the school, and may not be substituted with a plain red polo shirt.

Uniform Bottom

All uniform bottoms must follow the guidelines below:

- Properly fitting navy blue or khaki pants
- Properly fitting navy blue or khaki shorts
- Skirts and Shorts must be to the knee or longer

- Black or dark blue fitted belt only
- No jeans or cargo-style pants/shorts may be worn
- Pants may not be baggy or sag, or have a low waistline
- Pants must be worn properly at waist
- Pant legs may not be rolled up
- Belts must fit properly and not hang down when buckled. Belts should be plain with no rhinestones, wording, or designs

Footwear

Socks:

- White, navy, blue or black socks must be worn at all times. No “footies” are allowed.

Shoes:

- Dark-colored shoes or loafers with closed toes/heels, or athletic shoes.
- No sandals, mules, “Ugs”, high heels, boots or Crocs are allowed.
- No Heelies (shoes with wheels), no illuminated shoes, or light up shoes are allowed.
- All shoes must have backs or secure straps on the heel for safety.
- Shoelaces must be tied at all times. No long shoelaces are allowed.
- Shoes must be kept clean at all times.

Outerwear

- No hats, caps, bandannas, or other headwear are allowed.
- No outerwear, such as windbreakers, jean jackets, or ski jackets, may be worn inside the classroom. Such items must be stored in the student’s classroom.
- “Hoodies” may not be worn inside the school building.
- No pullovers or sweatshirts are allowed.

Personal Appearance

- No facial or body piercings are allowed.
- No nose rings or large excessive costume jewelry is allowed.
- Girls may wear only one pair of earrings; no large dangling or hoop earrings larger than a quarter are allowed.
- Boys may not wear earrings.
- No spike/gaged earrings.
- No spike necklaces or bracelets.
- Necklaces must be tucked inside uniform shirt.
- Bracelets and necklaces are limited to no more than two (2).
- No tattoos (permanent or temporary) are allowed.
- No extreme hairstyles (Mohawk/Fohawk/Designs Cut and Spiked-Up) or extreme colored hair are allowed.
- Boys’ hair may not pass the neck. Sideburns may be to the tip of the ear lobe.
- Sunglasses are not permitted.
- Wallets with chains are not permitted.

- Shirts must be tucked in at all times.

Dress Code on Free Dress Days

All general guidelines for dress apply on free dress days, even though school uniforms are not mandatory. Garments must be free of holes, tears, inappropriate wording, logos, messages or advertising. No short, skintight, or legging dresses or skirts may be worn. All dresses must have sleeves and cannot be sleeveless. Students may not wear low cut, midriff baring, spaghetti strapped or backless blouses. Students may wear jeans, but they cannot be tight or skinny jeans. Clothing items must not depict images of violence. Parents will be called to bring a change of clothes or pick up a child if he or she violates the dress code.

Dismissal Policy

Students should be picked up no later than ten minutes after dismissal each day. Students should not be in the corridors or in the school building later than ten minutes following dismissal time unless accompanied by a staff member. Students must follow all school rules during dismissal time.

Dismissal/Pick up Information Form

Parents must fill out a form provided by the After School Coordinator to provide dismissal information about their child. The school is not responsible for students who leave campus without written permission from an administrator. Students are not allowed to loiter in front of neighboring businesses and/or school grounds. Disciplinary action will be taken against students who leave and return to campus without having written permission from an administrator.

Early Dismissal from School

In all instances of early dismissal, the following precautions are taken to ensure student safety:

- Approval of parent or guardian is required in all instances of early dismissal.
- The Principal may release a student before the end of a school day only upon presentation of a written or face-to-face request from a parent (no telephone calls), or for reasons of emergency.
- Students may be released only to a parent or guardian whose signature is on file in the school office or to a properly identified person, authorized in writing by the parent or guardian to act on his or her behalf.
- A student may be released “on his or her own” only with verified parental permission.
- No staff member shall permit or cause a student to leave school prior to the regular dismissal time, except with the knowledge and approval of the Principal and parent.

Emergency Closings

Weather conditions may occur which will make it necessary for campuses to be closed. Parents and students are advised to view website and listen to local radio or television for announcements that the school will be closed.

Loitering

Students are not allowed to remain on campus unsupervised after designated dismissal times. The school will not have adult supervision after school hours. A student who remains on campus unsupervised after dismissal time may

be subject to state criminal trespass laws and disciplinary consequences under the Student Code of Conduct.

Student Fees & Materials

Student Fees

Materials that are part of the basic educational program are provided with state and local funds at no charge to a student. Students are expected to provide their own consumable items, such as pencils, paper, pens, erasers, and notebooks. Students may be required to pay certain fees or deposits, including:

- A fee for materials for a class project that the student will keep, if the fee does not exceed the cost of materials.
- Membership dues in voluntary student clubs or organizations and admission fees for extracurricular activities.
- A security deposit for the return of materials, supplies, or equipment.
- A fee for voluntarily purchased items, such as student publications, class rings, pictures, yearbooks, and graduation announcement.
- A reasonable fee, not to exceed the actual annual maintenance cost, for the use of musical instruments and uniforms owned or rented by the school.
- A fee for items of personal apparel used in extracurricular activities that become the property of the student.
- A fee for summer school courses that are offered tuition-free during the regular school year.
- A fee for lost, damaged, or overdue library books.
- A fee specifically permitted by any other statute.

The school may waive any fee or deposit if the student and parent are unable to pay. A request for such a waiver must be made in writing to the Principal, and include evidence of the inability to pay. Details for the fee waiver are available in the Principal's office.

Curriculum Materials

State-approved textbooks and additional curriculum materials are provided free of charge for each subject or class. Materials must be used by the student as directed by the teacher. A student who is issued damaged materials should report the damage to the teacher.

Students must return all textbooks and supplemental materials to the teacher at the end of the school year or when the student withdraws from school. Any student failing to return issued materials in an acceptable condition loses the right to free textbooks and educational materials until the damages are paid for by the student and/or parent. However, a student will be provided textbooks for use at school during the school day. The school may reduce or waive the payment requirement if the student is from a low-income family. The release of student records, including official transcripts, will be delayed pending payment for lost or severely damaged textbooks or supplemental materials.

Computer Resources

To prepare students for an increasingly computerized society, the school has made a substantial investment in

computer technology for instructional purposes. Use of these resources is restricted to students working under a teacher's supervision and for approved purposes only. Students with access to the school's computers and their parents are required to sign and follow the Student Acceptable Use policy found at the back of the Handbook. Violations of this agreement may result in withdrawal of computer privileges and other disciplinary action. Electronic communications, such as e-mails sent from or received on school computers, are not private and may be monitored by school staff.

Lost and Found

Anyone who finds books, clothing or other personal items left unattended should bring these items to the front office. Students who have lost these items should check at the front office. Items will be kept in lost and found for up to seven days. The hallways are inspected each evening and all unsecured items are placed in the front office. Students should label all books, uniforms and other personal belongings with their name to ensure the prompt return of an item that has been misplaced.

Parental/Guardian Involvement

A student's education succeeds best when there is a strong partnership between home and school, a partnership that thrives on communication. Your involvement in this partnership may include:

- Encouraging your student to put a high priority on education and working with your student on a daily basis to make the most of the educational opportunities the school provides.
- Becoming familiar with all of your student's school activities and academic programs, including special programs, offered in the school. Discuss with the teacher or Principal any questions you may have about the options and opportunities available to your student.
- Monitoring your student's academic progress and contact teachers as needed.
- Attending scheduled conferences and requesting additional conferences as needed.
- Becoming a school volunteer or participating in campus parent organizations.

Surveys and Activities

Students will not be required to participate without parental consent in any survey, analysis, or evaluation – funded in whole or in part by the U.S. Department of Education – that concerns:

- Political affiliations or beliefs of the student or the student's parent(s).
- Mental or psychological problems of the student or the student's family.
- Sexual behavior or attitudes.
- Illegal, antisocial, self-incriminating or demeaning behavior.
- Critical appraisals of individuals with whom the student has a close family relationship.
- Relationships privileged under law, such as relationships with lawyers, physicians and ministers.
- Religious practices, affiliations, or beliefs of the student or parents.
- Income, except when the information is required by law and will be used to determine the student's eligibility to participate in a special program or to receive financial assistance under such a program.
- Parents will be able to inspect the survey or other instrument and any instructional materials used in connection with such a survey, analysis or evaluation.

“Opting Out” of Surveys and Activities

Parents have a right to receive notice of and deny permission for their child’s participation in:

- Any survey concerning the private information listed above, regardless of funding.
- School activities involving the collection, disclosure, or use of personal information gathered from your child for the purpose of marketing or selling that information.
- Any non-emergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law.

Communication

Communication between parents and school staff is a key component of student success. Parents are responsible for notifying the school of any change of address, telephone number, or e-mail address. Parents may contact school staff by using several methods, including:

- Email
- Phone call
- Checking the weekly Kickboard paycheck and signing and returning included documents and having your student timely return them to their homeroom teacher.
- Checking the “Letters and Messages to Parents” board in the front office.

Healthy Eating

The school participates in the National Breakfast and School Lunch Program. Guidelines set by the District of Columbia and the United States Department of Agriculture (“USDA”) are followed to meet the nutritional needs of all students. Menus may be obtained at the school's main office or online. Students are encouraged to eat meals at school but have the option of bringing their own properly prepared meals.

State-Mandated Nutrition Guidelines

The District of Columbia places strict limits on any food or drink provided or sold to students other than through the school’s food and nutrition services. More detailed information may be obtained at the school office or online at www.squaremeals.org. Please note the following foods and drinks that are acceptable and not acceptable for students packing their own lunches.

Acceptable Foods/Drinks

- Lunch packed in a plastic container
- Bottled Water
- Fruits
- Yogurt
- Gatorade

Unacceptable Foods/Drinks

- Any product containing peanuts
- Potato Chips
- All candy (M&Ms, Lemonheads, Gummy worms, Sour Patch Kids, etc...)
- Candy Bars
- Kool Aid drinks
- Carryout food
- Sugary Cereals (Fruit Loops, Cinnamon Toast Crunch, Fruity Pebbles, etc...)
- Bubble Gum
- Cupcakes
- Doughnuts
- Soda

Lunch Periods

During the lunch period, students are expected to display good manners and courtesy. Students may eat only in the lunch area, and must clean their place and dispose of all trash appropriately. The lunch area will be monitored by teachers and staff.

The following guidelines apply to the cafeteria.

- Students must dispose of plates and utensils in garbage bins.
- Students must keep tables, seats, and floors clean.
- Students must talk in a normal voice. No shouting is allowed.
- Students must use appropriate language at all times.
- Students must keep cafeteria lines orderly; no pushing, running, horse playing or cutting in lines.
- Students may not loiter in the cafeteria and hallways during lunch.
- Students must remain seated unless otherwise instructed.
- Students must keep hands, feet, personal belongings and food to themselves.
- No backpacks or books are allowed in the lunch area.
- Students who deface school property will be fined an amount necessary to cover the cost of restoring the damaged property.
- Students may not order food from outside Harmony DC Public Charter School without approval from an administrator and have it delivered to the school.

Students who do not follow these guidelines may be subject to disciplinary action.

Public Areas

Hallways, stairways, the cafeteria, and restrooms are used by all students and school employees. The following rules of conduct apply to all students:

- Students may not loiter in hallways, stairways, the cafeteria, or restrooms.
- Students may not eat in these areas.
- Students may not run in these areas.
- Students may not use any profane or vulgar language while in these areas.

- Students may not yell, scream, or otherwise make excessive noise while in these areas.
- Students may not draw graffiti, post fliers or write on walls, bulletin boards, doors, desks, books or any other school property.
- Students must keep these areas clean and safe.
- Students must clean up after themselves and properly dispose of all trash.
- Students must immediately report any leaks, spills or other problems in the restroom to a teacher or the office.
- Students may not roughhouse, wrestle with, or trip others in these areas.
- Students are not permitted in the halls during class periods or during the lunch hour unless they are accompanied by a teacher or have a hall pass from an authorized staff member. Students who are found in the halls without passes or who violate the guidelines listed above will be subject to disciplinary action.

Additionally, teachers have the authority to submit referrals to the office for the following student conduct:

- Use of a classroom without teacher permission.
- Using or removing any item from a teacher's desk.
- Using laboratories when no teacher is present.
- Using the playground without permission.
- Presence in construction areas or any other area deemed "off limits" by the Principal or Assistant Principals.
- Use of a cell phone during the day without permission from authorized school personnel.

Closed Campus

The school operates a closed campus. Students are not allowed to leave for any reason during the school day without properly checking out in accordance with campus rules and procedures.

Academic Program

Harmony issues progress reports to all students. Report cards are mailed to parents. Please notify the school office immediately if your address or contact information changes.

Parents are encouraged to schedule a conference with their child's teacher if the student is not making adequate progress.

All classes will follow a standard scale for assigning grades for quarter and semester work. Individual teachers will establish the grading policies and procedures for their classes, with grades corresponding to the following scale:

A = 90–100%

B = 80–89%

C = 70–79%

F – 69% and below

Academic Dishonesty

Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct.

Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized

communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee, taking into consideration written materials, observation, or information from students.

Homework

Homework is an essential part of each student's successful education. Homework assignments help to develop many valuable skills, including good study habits, time management, responsibility, and perseverance. Teachers will assign homework that fosters individual learning and growth and that is appropriate for the subject area. Homework is part of all students' regular evaluations. Each student is responsible for completing and turning in homework on time. The teacher's record is final in cases of conflict regarding homework assignments. If a student or parent has questions about homework, contact the teacher who assigned it.

Tutoring

Students are encouraged and may be required to see teachers or tutors for tutoring. Tutoring services are also available for students receiving special education services.

Private tutoring is the responsibility of a student's parents. Teachers employed by Harmony Public Schools are not permitted to privately tutor their students for pay.

Examination Procedures

Formal examinations fulfill an important function in the assessment of each student's academic performance. Examinations are also helpful in assisting students to prepare for state-mandated assessment tests by providing exposure to examination conduct, procedures and techniques.

Consequently, the school has enacted a special Academic Code of Conduct pertaining to examinations:

- Students are to remain silent during all examinations, unless otherwise directed by the supervising teacher.
- Under no circumstances are students permitted to distract other students during examinations.
- Students must leave school bags at the front of or outside the examination room.
- Students are not permitted to take any paper – including worksheets and scratch paper – into the examination room. Students are also not permitted to remove any paper – including the examination – from the examination room.
- Students are not to be late for examinations and will NOT be permitted to leave early. Latecomers will not be granted extra time to complete the exam.
- Students are responsible for the collection of their work.
- Students who are absent from an examination are required to present themselves to the subject teacher immediately upon their return to school. All exams must be made up within three days of the return to school; however, the student must present a reasonable excuse to be eligible for a make-up exam or project.

The school will notify the parents of students who are believed to have been academically dishonest during any examination.

Students violating these rules will, at a minimum, receive a grade of zero. Violations may also result in disciplinary consequences under the Student Code of Conduct.

Technology Mission Statement

The school is committed to utilizing the maximum potential of technology to enhance student learning and increase teacher effectiveness by providing students with technology-related experiences. Recognizing the ever-changing influences of technology on all aspects of our lives, the school is dedicated to providing an integrated technological curriculum for all students and staff members. Students will have access to the technology necessary to produce, manage, communicate and retrieve information in an efficient manner for educational use. In the attainment of both present and future goals, the school will provide a continually evolving staff development program oriented toward the integration of technology in areas of curriculum.

Instructional Resources

The school is proud to bring network and Internet access to school employees and students, and believes the Internet offers many diverse and unique resources to both students and staff. The school's goal in providing this service to staff and students is to promote educational excellence in schools by facilitating resource sharing, innovative teaching, and communication skills.

Students and staff have access to numerous research oriented and instructional resources via the Internet. On-line encyclopedias, professional journals, and databases filled with timely information on thousands of topics are just a few of the resources provided. On-campus computers have the technology necessary to support student research and to promote academic achievement.

Student Safety

The school is aware that resources which are inappropriate or not designed for use in the educational setting may be accessed on the Internet. To protect students and staff from such inappropriate material, the school's Internet access is filtered with one of the highest-rated Internet filtering systems available. However, users must recognize that it is impossible for the school to restrict access to all controversial material and individuals must be responsible for their own actions in navigating the network.

Purpose

The purpose of this policy is to ensure school-level compliance with all procedures and regulations regarding the local area network and Internet usage. All students, parents, teachers, administrators and school employees who obtain their Internet access through the school are expected to use these services appropriately.

User Responsibilities

The use of the Internet is a privilege. Abusive conduct will lead to the privilege being revoked. The school is providing Internet resources for educational purposes only. Student/staff use of Internet resources must be related to an expressed educational and/or administrative goal or objective.

- The use of the school's Internet and computer network must be in support of educational goals, research, and class assignments and be consistent with the educational objectives of the school.
- Users must have a valid, authorized account to access the network, and use only those computer resources that are authorized. Accounts may be used only in accordance with authorized purposes.
- Individual accounts may be used only by the owner of the account except where specifically authorized by the school administration. In the case of class accounts, all use must be under the supervision of the sponsoring teacher/supervisor.
- The user is responsible for safeguarding the computer account. Users are expected to protect access to

accounts by periodically changing the password and keeping it confidential. They must respect the privacy of others by not tampering with their files, passwords or accounts.

Policy – Terms and Conditions

Acceptable Use

Users are to properly use school network resources for educational and/or administrative purposes. Respectful and responsible network etiquette and behavior should be in keeping with the school's mission statement. Students and staff are expressly prohibited from accessing obscene, profane, vulgar, or pornographic sites or materials.

Students are prohibited from sending or posting electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation or illegal. This prohibition applies to conduct off school property if it results in a substantial disruption to the educational environment. Any person taking, disseminating, transferring or sharing obscene, sexually oriented, lewd or otherwise illegal images or other content will be disciplined according to the Student Code of Conduct and may, in certain circumstances, be reported to law enforcement.

Monitored Use

Electronic mail transmissions and other use of the electronic communications system by students and employees shall not be considered confidential and may be monitored at any time by designated school staff to ensure appropriate use for educational or administrative purposes. Forgery or attempted forgery of electronic mail messages is prohibited. Only the school's authorized IT Manager may read, delete, copy or modify the electronic mail of other system users.

Vandalism

Vandalism is defined as any malicious attempt to harm, disrupt or destroy data of another user of the school's network or any other agencies or networks that are connected to the Internet. This includes, but is not limited to, the uploading or creating of computer viruses. Any of these actions may be viewed as violations of school policy, administrative regulations and, possibly, as criminal activity under applicable state and federal laws. Users must respect the privacy of other users, and will not intentionally seek information on, obtain copies of, or modify any file, data, or password belonging to another user, or represent themselves as another user unless explicitly authorized. Deliberate attempts to degrade or disrupt system performance and/or degrade, disrupt or bypass system security are violations of school policy and administrative regulations, and may constitute criminal activity under applicable laws.

Any prohibited behavior under this policy will result in the cancellation of technology privileges. The school will, in accordance with school policy, cooperate with local, state, or federal officials in any investigation concerning or relating to misuse of the school's network.

Network Etiquette

Each network user is expected to:

Be polite (i.e., an all-caps message implies shouting);

Use appropriate language;

Refrain from any activity that may be considered "cyber bullying," including but not limited to threats of violence, extortion, obscene or harassing messages, harassment, stalking, child pornography, and sexual exploitation;

Maintain confidentiality of the user, colleagues, and students;

Respect copyright laws; and
Be respectful in all aspects of network use.

Consequences

Violation of the school's policies and procedures concerning use of the computer on the network will result in the same disciplinary actions that would result from similar violations in other areas of school policy, including the Student Code of Conduct. Any or all of the following consequences may be enforced if a student violates the terms of this policy:

- Loss of computer privileges/Internet access, with length of time to be determined by campus administration.
- Any campus-based disciplinary consequence, including suspension, as deemed appropriate by the administration.
- Suspension may be considered for flagrant violations or violations that corrupt the educational value of the computers or the Internet.
- Expulsion may be considered in instances where students have used the school's Internet access to engage in conduct that constitutes felony criminal mischief, and/or have deliberately attempted to bypass installed security software or copy/modify another student's work files.

Harmony DC Public Charter Schools' Electronic Communication Device Commitment Form (Regulation of Electronic Communication Devices)

Electronic communications at school and at school-related functions are subject to regulation by the school.

This Electronic Communication Device Commitment Form grants authority and permission to the school to regulate electronic communication devices when these devices are brought to and/or used while on school property or when attending school related functions and events. Such communication devices include but are not limited to cellular phones, pagers, PDAs, and pocket computers. These regulations are made necessary in light of the unique opportunities these devices create for violations of law, school policies and to perpetrate conduct disruptive of an educational environment essential to the school's educational program. These concerns are exacerbated by electronic security protections and the personal size of these devices which are often carried concealed in pockets and purses.

Therefore, all students who would possess or use such devices on school property or at school-related activities are required to sign this form together with their parent, guardian or other adult person having the authority of a parent for school purposes.

Assessments

State Assessments

Students at certain grade levels will take district-mandated assessment tests in the following subjects, as well as routine testing and other measures of achievement:

- Mathematics, annually in Grades 3–8;
- Reading, annually in Grades 3–8;
- Science in Grades 5
- Health in Grade 5
- Any other subject and grade required by federal/state law.

Certain students may be eligible for exemptions or accommodations to state-mandated exams.

Alternative Assessment

Students with disabilities who are receiving special education services and who are exempt from specific assessments in one or more subject areas will participate in state-approved assessment instruments in the applicable subject(s).

Honor Roll

- Students in who earn all “A”s will be named to the Distinguished Honor Roll.
- Students who earn at least a “B” in all classes will be named to the Honor Roll.
- Students who earn no failing grades will be named to the Achievement Honor Roll.

Standards for Promotion

A student may be promoted on the basis of academic achievement and/or demonstrated proficiency in the subject matter of the course or grade level. To earn credit, a student must demonstrate mastery on grade-level standards and meet the school’s requirements for attendance. In addition, students at certain grade levels – with limited exceptions – will be required to pass state-mandated assessment tests as a further requirement for promotion.

Promotion of Students in Grades K-2

A Student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level.”

Kindergarten and First Grade Promotion

For students in kindergarten and first grade, promotion to the next grade shall be based on the following:

- Evidence of satisfactory progress with an emphasis on Language Arts, Mathematics, and either Science or Social Studies.
- Evidence for promotion includes assessment of the student’s reading level, phonics assessment, district curriculum assessments, information from the student’s daily work or portfolio, anecdotal records, and checklists.

Second Grade Promotion

For students in second grade, promotion to the next grade level shall be based on the following:

- A cumulative average of 70 based upon course-level, grade-level standards for all subject areas. For core subjects including reading language arts, math, science and social studies, students must maintain an end of the year average of 70 or higher for promotion.
- Reading at or above current grade level according to NWEA MAP, mClass and/or other reading assessments.

Promotion of Students in Grades 3-5

Students in grades 3–5 may be promoted to the next grade level if the following conditions have been satisfied:

- The student must have maintained an average of at least 70% on a scale of 100 for the school year.
- The student must have maintained a yearly average of 70% in English, Mathematics, Social Studies and Science.
- The student must have satisfied the minimum requirements in all subject area tests.
- The student must have attended at least 90% of classes throughout the year. More than nine unexcused absences within one semester will result in failing. There will be no make-up examination for unexcused absences.

Harmony DC may not offer summer school. If Harmony DC does not offer summer school and the student fails to maintain a yearly average of 70% in English, Mathematics, Social Studies and Science then in order to be promoted to the next grade level, he or she will need to take a Board-approved and/or state-accredited test for grade promotion.

The Credit by Examination days are as follow;

- June 3-5, 2019
- The student must score 70% or above to be eligible for promotion to the next grade.
- If the School offers Summer School a student who failed a core course(s) and/or grade level exam(s) is required to attend to Summer School.
- In order to be promoted, student must maintain a minimum of 90% attendance rate, and master the objectives for that grade level.

If a student receives a failing grade, the Grade Placement Committee will decide on the promotion. This committee will consist of the Principal or designee, the subject teachers, and the parent. A decision to promote a student to the next grade level must be unanimous. If the decision is not unanimous, the student will be retained at his or her current grade level.

Retention Process

Students in danger of consideration for retention will receive a written request for a mandatory conference in April or May. During the conference, teachers will communicate the needs of the child and give parents strategies to help their child at home. These students will be referred to the Grade Placement Committee. The committee will review all final assessment data, parent conference information and will make a decision for retention, promotion or placement of the child. The Grade Placement Committee will make the final decision the last two weeks of school.

Kindergarten Retention

In kindergarten, retention shall be considered only in unusual circumstances and with the approval of the student's parents.

A written recommendation for retention, including suggestions for assistance for the student shall be created and signed by the student's teacher, parent, and the principal.

Grade Placement Committee for Grades K-2

Harmony DC will establish a committee to review cases of grade placement and retention. This committee shall include the Principal or his/her designee, classroom teacher, and one teacher from the next grade level. Other faculty members such as Reading specialist, Special Education coordinator and teachers may attend. This committee will meet to make recommendations for any students who fail to meet the promotion criteria. Student record items for review may include the following: report card grades, assessment tools including any evaluations, benchmark exams, NWEA MPG, mClass, or other Reading Assessment, standardized test scores, etc., the parent/guardian shall make the final decision.

Grade Placement Committee for Grades 3-5

Harmony DC Public Charter School will establish a committee to review cases of grade placement and retention. This committee shall include the Principal or his/her designee, classroom teacher, one teacher from the next grade level, and parent or guardian. Other faculty members such as Reading specialist, and teachers may attend. This committee will meet to make recommendations for any students who fail to meet the promotion criteria. Student record items for review may include the following: report card grades, assessment tools including any evaluations, benchmark exams, NWEA MAP, or other assessments, standardized test scores, etc. The GPC will make the final decision.

Students with Disabilities

Upon the recommendation of the Individualized Education Program (IEP) Committee, a student with disabilities who is receiving special education services may be promoted and/or permitted to graduate under the provisions of his or her Individualized Education Program ("IEP").

Individualized Education Plans & Special Education

The school has the responsibility of identifying, locating, and evaluating individuals with disabilities who are 5–21 years of age and who fall within the school's jurisdiction. If you know or suspect that your child has a disability, please contact the school's Principal for information about available programs, assessments, and services.

Special education services are specifically designed to meet the unique needs of students with disabilities. Each student who receives special education services has an Individual Education Plan ("IEP") which is developed by the student's IEP Committee. The IEP Committee considers the student's disability and determines appropriate accommodations, supplementary aids, and/or services that are necessary for the student to participate in the general curriculum.

All special education services are provided in the least restrictive environment which may be special education settings, general education settings, or a combination of both. All students receiving special education services are educated to the maximum extent appropriate with their non-disabled peers as well as participating in all school activities on the same basis as students who are not disabled.

The *Notice of Procedural Safeguards – Rights of Parents of Students with Disabilities*, can be obtained from the Office of the State Superintendent Office <http://osse.dc.gov/service/specialized-education-policies-and-regulations>

Options and Requirements for Providing Assistance to Students Who Have Learning Difficulties or Who Need or May Need Special Education Services

If a child is experiencing learning difficulties, the parent may contact the Principal to learn about the school’s overall general education referral or screening system for support services. This system may link students to a variety of support options, including potential referral for a special education evaluation. Students having difficulty in a regular classroom must be considered for, and provided service from, all tutorial, compensatory, and other support services prior to a referral for special education services.

A parent is entitled to request an evaluation for special education services. Within a reasonable amount of time, the school must decide if the evaluation is needed. If the school determines the evaluation is needed, the parent will be notified and asked to provide written consent for the evaluation. The school must complete the evaluation and the report within 60 days of the date it receives the written consent. The school must meet with the parent to explain the findings of the evaluation and must give a copy of the report to the parent.

If the school determines that an evaluation for special education services is not appropriate, it will provide the parent with a written notice that explains why the child will not be evaluated. This written notice will include a statement that informs parents of their rights if they disagree with the school. Additionally, the parent will be provided a copy of the *Notice of Procedural Safeguards – Rights of Parents of Students with Disabilities*.

The designated person to contact regarding options for a child experiencing learning disabilities or a referral for evaluation for special education is the Special Education Coordinator.

Section 504 Services

Harmony DC Public Charter School provides a free appropriate public education to each qualified student with a disability, regardless of the nature or severity of the student’s disability. A “student with a disability” is one who has a physical or mental impairment that substantially limits one or more of the student’s major life activities, has a record of having such impairment, or is regarded as having such impairment. A student with a disability is “qualified” if he or she is between the ages of three and 21, inclusive.

An appropriate education is the provision of regular or special education and related services that are (1) designed to meet the student’s individual educational needs as adequately as the needs of students who do not have disabilities are met; and (2) based on adherence to procedures that satisfy federal requirements for educational setting, evaluation and placement, and procedural safeguards.

Qualified students with disabilities will be placed in the regular educational environment, unless the school demonstrates that education in the regular environment with the use of supplemental aids and services cannot be achieved satisfactorily. Should an alternate educational environment be necessary, the school shall comply with all legal requirements regarding least restrictive environment and comparable facilities for students with disabilities. In providing or arranging for nonacademic and extracurricular services and activities, the school shall ensure that a qualified student with a disability participates with students who do not have disabilities to the maximum extent appropriate.

To be eligible for services and protections against discrimination on the basis of disability under Section 504 of the

Rehabilitation Act, a student must be determined, as a result of an evaluation, to have a “physical or mental impairment” that substantially limits one or more major life activities. If a student has or is suspected of having a disability, or requires special services, parents or teachers should contact the Principal for information concerning available programs, assessments, and services. For further information, please contact the Section 504 Coordinator at your school.

Bilingual/ESL Services

In keeping with state and federal law, the school offers Bilingual/English as a Second Language (“ESL”) services at all appropriate grade levels for English language learners who are limited in their English proficiency. The school’s goal is to provide additional English language assistance to students, enabling them to become academically successful in all classes. Students are assessed with state-approved Oral Language Proficiency and Norm-Referenced Tests to qualify for placement in the program. If test results indicate either limited oral or limited cognitive academic English ability, the student (with parent approval) is provided additional English language support.

Services for Title I Participants

Information regarding the school’s Title I program may be obtained from the Principal.

Make-Up Work Policy

A student must submit an “excused absence slip” to be eligible for make-up work. Students who are absent for school-related reasons or for an anticipated or planned absence must make arrangements for make-up assignments prior to the absence.

For any class missed, the teacher may assign make-up work based on the instructional objectives for the subject or course and the student’s needs in mastering the essential knowledge and skills or in meeting subject or course requirements. Students are responsible for obtaining and completing make-up work in a satisfactory manner and within the time specified by the teacher.

Students will be allotted one day for every day absent to complete make-up assignments. **A student who does not complete make-up assignments within the time allotted will receive a grade of “F” or 0% for the assignment.**

If a student misses a test due to an excused absence, a make-up test will be scheduled by the teacher. Students are responsible for taking the test at that time. Teachers are not obligated to reschedule a make-up exam.

Students are allowed to make up work following an unexcused absence at the teacher's discretion. An unexcused absence may result in an “F” or grade of 0% for each assignment missed.

Attendance Policy

Regular school attendance is essential for a student to make the most of his/her education and is required by DC law for children from age 5 to 18. Absences from class may result in serious disruption of a student’s mastery of the instructional materials; therefore, students and parents should make every effort to avoid unnecessary absences. Excused absences and tardies are outlined in the DC Municipal Regulations, Chapter 21 to include illness with doctor note, medical/dental appointments, death in the family, court proceedings, contagious disease, religious holiday, or facility closings. *Extended travel is not an unexcused absence.* A student absent from school without

permission – including absence from any class, required special programs or required tutorials – will be considered truant and subject to disciplinary action. Excessive absences will be considered when determining retention for a student.

To receive credit in a class, a student must attend at least 90% of the days the class is offered. These include both excused and unexcused absences.

A student who attends fewer than 90% of class may be referred for a campus Attendance Review to determine whether there are extenuating circumstances for the absences and how the student can regain credit. In determining whether there are extenuating circumstances for an absence, the Attendance Review Committee will use the following guidelines:

- All absences will be reviewed, with consideration given to special circumstances.
- For a student transferring into Harmony Public Schools after school begins only those absences after enrollment will be considered.
- In reaching a consensus about a student’s absences, the committee will attempt to ensure that its decision is in the best interest of the student.
- The committee will consider whether the absences were for reasons over which the student or parent could exercise control.
- The committee will consider the acceptability and authenticity of documentation expressing reasons for the student’s absences.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student, parent, or other representative will be given an opportunity to present any information to the committee about the absences and to discuss ways to earn or regain credit.
- If credit is lost because of excessive absences, a parent/guardian may request an Attendance Review and the committee will decide how the student may regain credit. If the committee determines that there are no extenuating circumstances and that credit may not be regained, the student and/or parent may appeal the decision by filing a written request with the Campus Principal within 15 days of the last day of the semester. The appeal will then be placed on the agenda of the next regularly scheduled Board meeting. The Campus Principal or designee shall inform the student or parent of the date, time, and place of the meeting.

Absence in General

Absences not to exceed five per quarter, it is at the principal’s discretion to accept or decline any further notices. If a student is absent for three or more consecutive days he/she must return to school with a note from a doctor or other acceptable documentation explaining the absence.

A note signed by the student, even with the parent’s permission, will not be accepted. **Notes must be received within five days of the absence, or the absence will be unexcused.**

All anticipated absences must be approved by the Principal at least one full day before the absence. All assignments missed will be due on the day the student returns to school unless otherwise arranged with teachers or an administrator. Any absence not approved by the Principal in advance will be unexcused.

Because excessive absences are considered truancy under the District of Columbia law, the school reserves the right to take extreme absence cases to court. In addition, the following consequences can be administered:

- 15 or more unexcused absences (consecutive or non-consecutive) , student will be referred to DC Superior court for truancy and/or OAG - Juvenile division

- 10 or more unexcused absences (consecutive or non-consecutive), student will be reported to CFSA (Child and Family Services Agency); additional reports are filed at 15, and 20 absences

Types of Absences

The school recognizes two kinds of absences: excused and unexcused. Students and parents should read this section carefully to understand the school's expectations.

Excused Absences

Students may be excused for temporary absence resulting from any cause acceptable to the Principal. As discussed above, students must provide a written explanation for the absence to be excused. The excuse will be filed in the attendance office and become part of the student's record.

An absence will be considered excused if the absence is for one or more of the following reasons:

- Personal illnesses that do not exceed three consecutive days.
- Illnesses that extend beyond three days will require a doctor's note.
- Family emergency or illness.
- Quarantine of the home.
- Death of a relative.
- Observing religious holy days.
- Juvenile court proceeding documented by a probation officer.
- Appearing at a governmental office to complete paperwork required in connection with the student's application for United States citizenship.
- Student participation in a United States naturalization oath ceremony.
- Documented health care appointments, if the student begins classes or returns to school on the same day as the appointment.
- Serving as an election clerk.
- Required screening, diagnosis, and treatment for Medicaid-eligible students.
- Documented college visits by junior or senior students. A student will not be excused for this purpose for more than two days during the student's junior year and two days during the student's senior year.
- Temporary absence resulting from any cause acceptable to the student's teacher, Principal, or Superintendent.
- The school will also excuse a student from attending school for travel under the following circumstances:
 - Observing religious holy days;
 - Attending a required court appearance;
 - Appearing at a governmental office to complete paperwork required in connection with the student's application for United States citizenship;
 - Taking part in a United States naturalization oath ceremony; or
 - Serving as an election clerk
- Any student participating in an activity listed above will be allowed one day's excused absence for travelling to the activity and one day's excused absence for returning from the activity.

Unexcused Absences

Any absence not listed above will be considered an unexcused absence.

Examples of unexcused absences include, but are not limited to:

- Failure to bring a written note within three school days following an absence;
- Leaving school without the permission of the Principal/Assistant Principal;
- Walking out of class; and
- Receiving a pass to report to a certain school area and failing to report.

Contagious Illness

Contagious Illness- parents/guardians must not send their children to school with any contagious diseases such as the flu, strep throat, staph infection, chicken pox, measles, conjunctivitis (pink eye), ringworm, or scabies. Students with any of these conditions will be sent home from school until they are no longer contagious.

If a student is ill, he or she should not be permitted to attend school the following day. They should not send students to school in the morning if s/he:

- Has a fever of 100 degrees or higher
- Is vomiting or has diarrhea
- Has evidence of a severe head cold, persistent cough, or sore throat
- Has a suspicious skin rash or is contagious (i.e. pink eye, head lice)

Students must be symptom free for 24 hours prior to returning to school. Parents should contact the school if child has a contagious disease (i.e. chicken pox, pink-eye, head lice) so that the school can respond appropriately.

Students should not return to school until 24 – 36 hours after beginning the course of antibiotics.

Tardiness

The school's tardy policy has been developed to emphasize the importance of each student arriving on time to school every day and remaining in the classroom for the entire period. Learning personal responsibility by arriving to school and class on time is an integral part of the school's standard of excellence, which helps prepare students for success.

Students should be inside the classroom by 8:30 a.m. A student arriving after this time must report to the front office and obtain a tardy slip. Tardiness to school will be unexcused, unless the student arrives to campus late for one of the following reasons:

- Attendance at a required court appointment
- Appointment with a doctor, dentist, or other professional

Please note: five unexcused tardies equals one unexcused absence. For a tardy to be excused, the student must present a written note from a doctor, dentist, or other professional. The Principal and/or Assistant Principal may substitute alternative disciplinary consequences for habitually tardy students.

Health, Safety, & Security

Student health and safety is a high priority of Harmony DC Public Charter School. Student cooperation is essential to ensuring health and safety. Students are required to receive annual health exams. Additionally, do the following:

- Avoid conduct that is likely to put the student or other students at risk.
- Follow the behavioral standards in this Handbook, including the Student Code of Conduct, as well as any additional rules for behavior and safety set by the Principal, teachers, or other school staff.
- Remain alert to and promptly report safety hazards, such as intruders on campus and threats made by a person toward a student or staff member.
- Know emergency evacuation routes and signals.
- Immediately follow instructions from staff members who are overseeing student welfare.

Tobacco-Free School Notice

Smoking and using smokeless tobacco are not permitted in school buildings, vehicles, or on school property, 300 feet from school property, or at school-related or school-sanctioned events off school property. Students may not possess tobacco products at any of the locations or activities listed above. All violators are subject to possible prosecution, as allowed by law. Additionally, student violators are subject to the disciplinary terms of the Student Code of Conduct.

Alcohol-Free School Notice

In order to provide a safe and alcohol-free environment for students and employees, all alcoholic beverages are prohibited on school property at all times, and at all school-sanctioned activities occurring on or off school property. Student violators are subject to the disciplinary terms of the Student Code of Conduct.

Drug-Free School Notice

The school believes that student use of illicit drugs is both wrong and harmful. Consequently, the school prohibits the use, sale, possession, or distribution of illicit drugs by students on school premises or any school activity, regardless of its location. Student violators are subject to possible prosecution, as allowed by law, as well as the disciplinary terms of the Student Code of Conduct.

Emergency Medical Treatment

If a student has a medical emergency at school or a school-related activity and the parent cannot be reached, school employees will seek emergency medical treatment unless a parent has previously provided a written statement denying this authorization. Therefore, parents are asked each year to complete an emergency care consent form, which includes information about their student's allergies to medications, etc. Parents should keep emergency care information up-to-date. Please contact the Principal or secretary to update any information.

Illness during School Hours

Students becoming ill or injured during the school day are directed to report to the nurse. If the nurse is not

available, the student should report to the main office. Parents or other persons designated on the student's enrollment application will be contacted as appropriate.

Except in emergencies, students failing to report to the nurse or main office will be counted absent, unexcused. Students must report to the main office before leaving the building.

Administration of Medication

All medication should be administered outside of school hours, if possible. If necessary, medication can be administered at school under the following circumstances:

- The school will NOT dispense over the counter medication (i.e., acetaminophen, aspirin, ibuprofen, etc.) to students.
- Medication brought to school must be submitted to the school nurse, along with a Medication Administration Directions Form signed by the student's physician and parent.
- Prescription medications administered during school hours must be prescribed by a physician or advanced nurse practitioner ("ANP") and filled by a pharmacist licensed in DC
- Prescription medications must be submitted in a labeled container showing the student's name, name of the medication, reason the medication is being given, proper dosage amounts, the time the medication must be taken, and the method used to administer the medication. Medications sent in plastic baggies or unlabeled containers will NOT be administered.
- Only the amount of medication needed should be delivered to the school, i.e., enough medication to last one day, one week, etc. In cases of prolonged need, send in the amount for a clearly specified period. Extra medication will not be sent home with the student.
- If the school provides liability insurance for a licensed physician or registered nurse who provides volunteer services to the school, the Board may allow the physician or nurse to administer to any student nonprescription medication or medication currently prescribed for the student by the student's personal physician.
- Changes to daily medications require written instruction from the physician or ANP and written permission from the parent. Parents are responsible for advising the school office that a medication has been discontinued.

Asthma & Anaphylaxis Medication

Asthma and anaphylaxis are life-threatening conditions, and students with those conditions are entitled to possess and self-administer prescription medication while on school property or at school-related events.

Student possession and self-administration of asthma or anaphylaxis medication at school requires the student to demonstrate his or her ability to self-administer the medication to the student's physician or other licensed health care provider and the school nurse, if available. Requirements also include written authorization from the student's parent and physician or other licensed health care provider on file in the school office indicating the student is capable of independently administering his or her own asthma or emergency anaphylaxis medication. Medication in a student's possession must be in an original container with a prescription label. Please note that most pharmacies will place a label on the inhaler device upon request.

Counseling

The school provides a teacher to see students regarding problems that they may be experiencing at school or home. Usually, a student's class teacher will refer the student to the designated teacher with the approval of the Principal or

Assistant Principal.

Bacterial Meningitis

The law requires Harmony DC Public Charter School to provide the following information:

What is Meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is most common and the least serious. Bacterial meningitis is the most common form of serious bacterial infection with the potential for serious, long-term complications. It is an uncommon disease, but requires urgent treatment with antibiotics to prevent permanent damage or death.

What are the Symptoms?

Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms. Students and adults with meningitis may have a severe headache, high temperature, vomiting, sensitivity to bright lights, neck stiffness or joint pains, and drowsiness or confusion. In both student and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body. The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.

How Serious Is Bacterial Meningitis?

If it is diagnosed early and treated promptly, the majority of people make a complete recovery. In some cases it can be fatal or a person may be left with a permanent disability.

How Is Bacterial Meningitis Spread?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when people exchange saliva (such as by kissing; sharing drinking containers, utensils, or cigarettes). The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks, or even months. The bacteria rarely overcome the body's immune system and cause meningitis or another serious illness.

How Can Bacterial Meningitis Be Prevented?

Do not share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss. While there are vaccines for some other strains of bacterial meningitis, they are used only in special circumstances. These include a disease outbreak in a community or for people traveling to a country where there is a high risk of getting the disease. Also, a vaccine is recommended by some groups for college students, particularly freshmen living in dorms or residence halls. The vaccine is safe and effective (85–90%). It can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.

What Should You Do If You Think You Or A Friend Might Have Bacterial Meningitis?

You should seek prompt medical attention.

Where Can You Get More Information?

Your family doctor and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also contact the DC Department of Health Immunization

Division at (202) 576-9325.

Communicable Diseases

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. Parents of a student with a communicable or contagious disease should phone the Principal so that other students who might have been exposed to the disease can be alerted. Among the more common of these diseases are the following:

- Amebiasis
- Influenza
- Campylobacteriosis
- Measles (rubeola)
- Chickenpox
- Meningitis, bacterial
- Common cold
- Meningitis, viral
- Conjunctivitis, bacterial and/or viral
- Mumps
- Fever
- Pertussis (whooping cough)
- Fifth disease (erythema infectiosum)
- Ringworm
- Gastroenteritis
- Rubella (German measles)
- Giardiasis
- Salmonellosis
- Head lice (pediculosis)
- Scabies
- Hepatitis A
- Shigellosis
- Infections (wounds, skin, and soft tissue)
- Streptococcal sore throat and scarlet fever
- Infectious mononucleosis
- Tuberculosis, pulmonary

Any student excluded from school attendance for reason of communicable disease may be readmitted by one or more of the following methods, as determined by the local health authority:

- Certificate of the attending physician, advanced practice nurse, or physician assistant attesting that the child does not currently have signs or symptoms of a communicable disease or to the disease's non-infectiousness in a school setting;
- Submitting a permit for readmission issued by a local health authority; or
- Meeting readmission criteria as established by the commissioner of health.

Screenings & Testing

Fitness Testing

According to requirements under state law, the school will annually assess the physical fitness of students. The school is not required to assess a student for whom, as a result of disability or other condition identified by rule or

law, the assessment exam is inappropriate.

Dyslexia & Related Disorders

From time to time, students may be screened and treated for dyslexia and other related disorders in accordance with programs, rules, and standards approved by DC. Parents will be notified should the school determine a need to identify or assist a student diagnosed with dyslexia or related disorder.

Vision & Hearing Screenings

All children enrolled in public schools must be screened for possible vision and hearing problems in accordance with regulations issued by the DC Department of Health and Human Services. Students shall be screened for vision and hearing problems annually at any time during the year prior to May 31.

Screening records for individual students may be inspected by the DC Department of Health or a local health department, and may be transferred to another school without parental consent.

Exemption

A student is exempt from screening requirements if screening conflicts with the tenets and practices of a recognized church or religious denomination of which the individual is an adherent or a member. To qualify for the exemption, the individual or, if the individual is a minor, the minor's parent, managing conservator, or guardian, must submit to the Principal on or before the day of admission an affidavit stating the objections to screening.

Immunizations

The District of Columbia requires that every child be immunized against preventable diseases caused by infectious agents in accordance with an established immunization schedule. For more information, you may also contact the DC Department of Health Immunization Division at (202) 576-9325.

Proof of immunization may be shown through personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

Provisional Enrollment Awaiting Immunization Records

A student may be enrolled provisionally for no more than 30 days if he or she transfers from one DC school to another, and is awaiting the transfer of immunization records.

A student may be enrolled provisionally if the student has an immunization record that indicates the student has received at least one dose of each specified age-appropriate vaccine required by law. To remain enrolled, the student must complete the required subsequent doses in each vaccine series on schedule and as rapidly as is medically feasible and provide acceptable evidence of vaccination to the school. Harmony DC Public Charter School shall review the immunization status of a provisionally enrolled student every 30 days to ensure continued compliance in completing the required doses of vaccination. If, at the end of the 30-day period, a student has not received a subsequent dose of vaccine, the student is not in compliance and the school shall exclude him or her from school attendance until the required dose is administered.

A student who is homeless, as defined by the McKinney Act (42 U.S.C. § 11302), shall be admitted temporarily for 30 days if acceptable evidence of vaccination is not available. The school shall promptly refer the student to appropriate public health programs to obtain the required vaccinations.

Exclusion from Immunization Requirements

Exclusions from immunization compliance are allowable on an individual basis for medical reasons, reasons of conscience, and active duty with the armed forces of the United States.

If a student should not be immunized for medical reasons, the student must present a statement signed by the child's physician (M.D. or D.O.), duly registered and licensed to practice medicine in the United States who has examined the child, in which it is stated that, in the physician's opinion, the vaccine required is medically contraindicated or poses a significant risk to the health and well-being of the child or any member of the child's household. Unless it is written in the statement that a lifelong condition exists, the exemption statement is valid for only one year from the date signed by the physician.

To claim exclusion for reasons of conscience, including a religious belief, a signed DSHS affidavit must be presented by the student's parent, stating that the student's parent declines vaccinations for reasons of conscience, including because of the person's religious beliefs. The affidavit will be valid for a two-year period. Information for obtaining an affidavit for exclusion from immunization requirements is available at <http://dcps.dc.gov/health>. The official affidavit form must be notarized and submitted to the school office within 90 days from the date it is notarized. Harmony DC Public Charter School will accept only official DSHS affidavit forms developed and issued by DSHS; no other forms or reproductions will be allowed. The student, who has not received the required immunizations for reasons of conscience, including religious beliefs, may be excluded from school in times of emergency or epidemic declared by the commissioner of public health.

To claim exclusion for military service, the student must prove that he or she is serving on active duty with the armed forces of the United States.

If a parent seeks an exemption for more than one student, a separate form must be provided for each student.

Immunization Records Reporting

The school's record of your student's immunization history, while private in most instances, may be inspected by the DC Department of Health Immunization Division and transferred to other schools associated with the transfer of your student to those schools.

Child Abuse Reporting & Programs

Harmony DC Public Charter Schools provides child abuse anti-victimization programs and cooperates with official child abuse investigators as required by law. Harmony provides training to its teachers and students in preventing and addressing incidents of sexual abuse and other maltreatment of children, including knowledge of likely warning signs indicating that a child may be a victim of sexual abuse or maltreatment. Assistance, interventions and counseling options are also available.

Harmony's administration shall cooperate with law enforcement investigations of child abuse, including investigations by the District of Columbia child protection services. As mandated by local and federal law, school officials may not refuse to permit an investigator to interview at school a student who is alleged to be a victim of abuse or neglect. School officials may not require the investigator to permit School personnel to be present during an interview conducted at school.

Law Enforcement Agencies

The following procedures shall be followed when law enforcement officers and other lawful authorities want to question or interview a student at the school:

- The school administration shall verify and record the identity of the official and request an explanation of the need to question or interview the student at school;
- The school administration shall make reasonable efforts to notify the student’s parent, caretaker, or legal guardian.
- Unless prohibited by law or when the student has been arrested or taken into police custody, a staff member shall be present during the questioning or interview.
- When the investigation involves allegations of child abuse, special rules apply. See “Child Abuse Reporting and Programs”

The school shall permit a student to be taken into custody and notify the student’s parent, care taker, or legal guardian:

- Pursuant to an order of the juvenile court;
- Pursuant to the laws of arrest;
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision;
- By a probation officer if there is probable cause to believe the student has violated the terms of probation imposed by a juvenile court;
- Pursuant to a properly issued directive to apprehend; or
- By an authorized representative of the DC Child Protective Services, a law enforcement officer, or a juvenile probation officer without a court order as it relates to the student’s physical health or safety.

Plan for Addressing Sexual Abuse and Other Maltreatment of Students

Mandated Reporting

Under DC Law, school staff are required to report an individual suspected of neglect of a child in order to identify neglected children and to assure their protection and prevention of further abuse or neglect of the child or his/her siblings.

An abused or neglected child, for this section, is defined as an individual less than 18 years old:

- (i) who has been abandoned or abused by his or her parent, guardian, or custodian, or whose parent, guardian, or custodian has failed to make reasonable efforts to prevent the infliction of abuse upon the child. For the purposes of this sub-subparagraph, the term "reasonable efforts" includes filing a petition for civil protection from intrafamily violence pursuant to § 16 1003;
- (ii) who is without proper parental care or control, subsistence, education as required by law, or other care or control necessary for his or her physical, mental, or emotional health, and the deprivation is not due to the lack of financial means of his or her parent, guardian, or custodian;

(iii) whose parent, guardian, or custodian is unable to discharge his or her responsibilities to and for the child because of incarceration, hospitalization, or other physical or mental incapacity;

(iv) whose parent, guardian, or custodian refuses or is unable to assume the responsibility for the child's care, control, or subsistence and the person or institution which is providing for the child states an intention to discontinue such care;

(v) who is in imminent danger of being abused and another child living in the same household or under the care of the same parent, guardian, or custodian has been abused;

(vi) who has received negligent treatment or maltreatment from his or her parent, guardian, or custodian;

(vii) who has resided in a hospital located in the District of Columbia for at least 10 calendar days following the birth of the child, despite a medical determination that the child is ready for discharge from the hospital, and the parent, guardian, or custodian of the child has not taken any action or made any effort to maintain a parental, guardianship, or custodial relationship or contact with the child;

(viii) who is born addicted or dependent on a controlled substance or has a significant presence of a controlled substance in his or her system at birth;

(ix) in whose body there is a controlled substance as a direct and foreseeable consequence of the acts or omissions of the child's parent, guardian, or custodian; or

(x) who is regularly exposed to illegal drug-related activity in the home.

What is Sexual Abuse of a Child?

The DC Family Code defines “sexual abuse” as any sexual conduct harmful to a child’s mental, emotional, or physical welfare as well as, in certain circumstances, failure to make a reasonable effort to prevent sexual conduct harmful to a child.

What is Other Maltreatment of a Child?

Under the law, “other maltreatment” of a child includes “abuse” or “neglect,” as defined by the DC Child and Family Services Agency.

Reports may be made by contacting one of the following:

Abuse Hotline: (202) 671 7233 or in non-emergency situations the DC Metropolitan Police Department: (202) 727-9099.

Call 911 for emergency situations.

Harmony has established the following Plan for Addressing Sexual Abuse of Children (the “Plan”). The Plan may be accessed through the School’s website, and is available in the Principal’s office and administrative office.

Methods for Increasing Awareness Regarding Sexual Abuse or Other Maltreatment of Children

For Teachers

The School annually trains teachers in all content areas addressed in the Plan. Training will include contents of board policy and is provided by campus staff, administrative staff, or outside agencies as determined by the campus administration.

For Students

School counselors or staff will address issues to increase awareness regarding sexual abuse and other maltreatment of children and anti-victimization programs with age appropriate conversation and materials no less than once per semester. These discussions will occur in classroom group settings for students in grades K–5.

For Parents

Parents must be aware of warning signs indicating that their child may have been or is being sexually abused or otherwise maltreated. A child who has experienced sexual abuse or other maltreatment should be encouraged to seek out a trusted adult. Be aware, as a parent or other trusted adult, that evidence of sexual abuse or other maltreatment may be more indirect than disclosures or signs of physical abuse. It is important to remain calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing in coming to you.

The fact that the abuser is a parent or other family member does not remove your obligation to protect the child. Parents who permit their child to remain in a situation where he or she may be injured or abused may also be subject to prosecution for child abuse. And, if you are frightened for your own safety or that of your child, you should call 911 or 1-800-252-5400.

Also remember that parents are legally responsible for the care of their children and must provide their children with safe and adequate food, clothing, shelter, protection, medical care and supervision, or arrange for someone else to provide these things. Failure to do so may be considered neglect.

The Campus Principal or designee will provide information regarding counseling options available in your area for you and your child if your child is a victim of sexual abuse or other maltreatment. DFPS also provides early abuse intervention through counseling programs. Services available in your county can be accessed at the following web address:

The following websites are also helpful:

<http://cfsa.dc.gov/service/report-child-abuse-and-neglect>

Sexual Abuse Prevention Programs:

<http://www.childwelfare.gov/preventing/programs/types/sexualabuse.cfm>

Promoting Healthy Families in Your Neighborhood:

http://www.childwelfare.gov/pubs/res_packet_2008/

Signs of Child Abuse:

http://www.keepkidshealthy.com/welcome/commonproblems/child_abuse.html

Likely Warning Signs of Sexual Abuse or Other Maltreatment

Psychological and behavioral signs of possible sexual abuse and other maltreatment may include:

- Nightmares, sleep problems, extreme fears without an obvious explanation.
- Sudden or unexplained personality changes; becoming withdrawn, angry, moody, clingy, “checking out” or showing significant changes in eating habits.
- Depression or irritability.
- An older child behaving like a young child, for example, bedwetting or thumb sucking.
- Developing fear of certain places or resisting being alone with an adult or young person for unknown reasons.
- Resistance to routine bathing, toileting, or removing clothes, even in appropriate situations.
- Play, writing, drawings, or dreams of sexual or frightening images.
- Refusal to talk about a secret he or she has with an adult or older child.
- Leaving clues that seem likely to provoke a discussion about sexual issues.
- Using new or adult words for body parts.
- Engaging in adult-like sexual activities with toys, objects or other children.
- Developing special relationships with older friends that may include unexplained money, gifts, or privileges.
- Intentionally harming him or herself, for example, drug/alcohol use, cutting, burning, running away, and sexual promiscuity.
- Thinking of self or body as repulsive, dirty, or bad.
- Becoming increasingly secretive about Internet or telephone use.

Physical symptoms of possible sexual abuse or other maltreatment include:

- Stomachaches or illness, often with no identifiable reason.
- Difficulty in walking or sitting.
- Stained or bloody underwear.
- Genital or rectal pain, itching, swelling, redness, or discharge.
- Bruises or other injuries in the genital or rectal area.
- Unexplained soreness, pain or bruises around the mouth, sexually transmitted disease, or pregnancy.

Any one sign does not necessarily mean that a child has been sexually abused or maltreated, but the presence of several signs is the time you should begin asking questions and seeking help. Signs often first emerge at other times of stress, such as during a divorce, death of a family member or pet, problems at school or with friends, or other traumatic or anxiety-inducing events.

Actions That a Child Who is a Victim of Sexual Abuse or Other Maltreatment Should Take

During student awareness sessions concerning sexual abuse and other maltreatment issues, students will be encouraged to tell a trusted adult in a private and confidential conversation if they have been a victim of sexual abuse or have been in situations that make them feel uncomfortable in any way. School employees are trained to take appropriate actions to help the child obtain assistance and to follow proper reporting procedures. Older students will also be provided with local crisis hotline numbers to obtain assistance.

Student Code of Conduct

To function properly, education must provide an equal learning opportunity for all students by recognizing, valuing, and addressing the individual needs of every student. In addition to the regular curriculum, principles and practices of good citizenship must also be taught and modeled by school staff. This includes an appreciation for the rights of others. Harmony DC Public Charter School is committed to helping every student fulfill his or her intellectual, social, physical, and emotional potential. To foster an orderly and distraction-free environment, Harmony DC Public Charter School has established this Student Code of Conduct (“the Code”). The Code outlines prohibited behaviors and consequences for such behavior. Harmony DC Public Charter School has the responsibility and authority to enforce the Code, question students, counsel them, and assign discipline sanctions when appropriate.

The Code does not define all types and aspects of student behavior. The Harmony DC Board of Directors may establish written policies, rules, and regulations of general application governing student conduct in all schools. In addition, the Principal, within his or her own school, may establish certain rules and regulations not inconsistent with those established by the Board.

Any conduct that causes or creates a reasonable likelihood that it will cause a substantial disruption in or material interference with any school function, activity, or purpose, or that interferes or creates a reasonable likelihood that it will interfere with the health, safety, or well-being or the rights of other students is prohibited.

A teacher may send a student to the Principal’s office to maintain effective discipline in the classroom. In addition, a teacher may remove a student from class:

- Who has been documented by the teacher to repeatedly interfere with the teacher’s ability to communicate effectively with the students in the class or with the ability of the student’s classmates to learn; or
- Whose behavior the teacher determines is so unruly, disruptive, or abusive that it seriously interferes with the teacher’s ability to communicate effectively with the students in the class or with the ability of the student’s classmates to learn.

The Board of Directors has authorized detention, loss of privileges, in-school and out-of-school suspension, and expulsion as methods of disciplining students. The Board of Directors has also given authority to the Principal to use any of these disciplinary actions which, in his or her judgment, is appropriate for the violation.

When students participate in student activities, they will also be expected to follow the guidelines and constitutions that further specify the organization’s expectations, student behavior and consequences.

Disruptive Activity

In order to protect student safety and sustain an educational program free from disruption, the law permits the school to take action against any person who:

- Interferes with the movement of people in an exit, entrance, or hallway of a school building without authorization from the Principal;
- Interferes with an authorized activity by seizing control of all or part of a building;
- Uses force, violence, or threats in an attempt to prevent participation in an authorized assembly;
- Uses force, violence, or threats to cause disruption during an assembly;
- Interferes with the movement of people at an exit or an entrance to school property;
- Uses force, violence, or threats in an attempt to prevent people from entering or leaving school property without authorization from the Principal;
- Disrupts the conduct of classes or other school activities while on school property or on public property that is within 500 feet of school property; or

- Interferes with the transportation of students in school vehicles.

“Disruption” includes making loud noises; enticing, attempting to entice, preventing, or attempting to prevent a student from attending a required class or school activity; entering a classroom without the consent of either the Principal or the teacher; and, through acts of misconduct or the use of loud or profane language, disrupting class activities.

Jurisdiction

The school may discipline a student:

For any violation of the Code committed while a student is:

- On school property;
- In transit to or from school;
- Attending any school-related or school-sponsored activity
- On the school property of another DC school district;
- Attending another district’s school-sponsored or school-related activity;
- When a school employee or volunteer is a victim of retaliation no matter when or where it takes place; or
- When a felony is committed.

Note

In addition to disciplinary consequences, misdemeanor and felony offenses committed on campus will be reported to an appropriate law enforcement agency.

Standards for Student Conduct

Classroom Rules

Students shall:

- Be in assigned seat and ready to work before the tardy bell rings.
- Bring pencils, pens, paper, books and all assigned materials to class.
- Not disrupt classroom activities.
- Follow instructions and directives immediately.
- Not chew gum or bring food or drink in the building, except in designated food service areas.
- Raise hand and be recognized before speaking. Stand to speak once recognized (excluding normal class discussions).
- Not leave class without permission. Any student leaving class must have a hall pass.

School-Wide Rules

Students shall:

- Demonstrate courtesy at all times.
- Behave in a responsible manner, always exercising self-discipline and control.
- Attend all classes, regularly and on time.
- Be prepared for each class.
- Meet school standards for grooming and dress.

- Obey all campus and classroom rules.
- Respect the rights of others, including property and facilities of the school.
- Cooperate with and assist school personnel, including volunteers, in maintaining safety, order and discipline.
- Adhere to all requirements of the currently-adopted Code.

STEM Values:

- Show Respect
- Take Responsibility
- Everyone is Valued
- Make Good Choices

Responsibilities of Guardians

Parents are expected to:

- Model appropriate behavior for students by showing respect for themselves, students, teachers, other parents, and school staff;
- Ensure their student’s compliance with school attendance requirements and promptly report and explain absences and tardies to the school;
- Assist their student in being properly attired;
- Take an active interest in the overall school program;
- Communicate regularly with the school concerning their student’s conduct and progress;
- Discuss report cards and work assignments with their student;
- Bring to the attention of school authorities any problem or condition which affects their student;
- Maintain up-to-date home, work, and emergency telephone numbers at the school;
- Cooperate with school administrators and teachers in their efforts to achieve and maintain a quality school system; and
- Respond promptly when notified by campus to pick up student due to medical or disciplinary problems.
- Respond promptly when notified of student disciplinary matters.

Positive Behavior Interventions & Supports (PBIS) System

Harmony DC Public Charter School has implemented a Positive Behavior Interventions & Supports (PBIS) system through Kickboard in which students are given paychecks for positive behavior. Students will have the ability to redeem rewards, field trips, and special events at school with their paychecks. All teachers and staff will use this system. Parents will also be notified when conduct results in consequences under the Kickboard system.

PBIS is a way for schools to encourage good behavior. With PBIS, students learn about behavior, just as they learn about other subjects like math or science. The key to PBIS is prevention, not punishment.

The Principles of PBIS at Harmony DC

- Every child can learn proper behavior
- Stepping in early can prevent more serious behavior problems

- Each child is different and Harmony DC will provide many kinds of behavior support
- PBIS is research based
- Following a student’s behavioral progress is important

PBIS is a framework for teachers, administrators and parents and used with all students in the school. Research shows that PBIS leads to better student behavior, less bullying, and an increase in academic performance.

Discipline Offenses & Consequences

Corporal punishment is never an acceptable disciplinary measure.

Tier I Offenses

The following behaviors are prohibited at all School and School-related activities:

- Accessing restricted areas.
- Any violations of “Standards for Student Conduct” listed in the Code of Conduct in this Handbook.
- Causing damage to School property in an amount less than \$50.
- Computer system violations, including violations of the School’s Acceptable Use policy (see Student Acceptable Use Policy).
- Dress and grooming code violations (see Dress and Grooming policy).
- Engaging in offensive conduct of a sexual nature, whether verbal or physical, directed toward another student or any other person.
- Failing to comply with directives of School personnel.
- Failing to comply with the School’s guidelines for student conduct in the cafeteria
- Failing to comply with the School’s guidelines for student conduct in public areas
- Inappropriate physical contact not defined as a Level II or Level III offense.
- Missing class or tutorial sessions without excuse.
- Offensive language, orally or in writing.
- Parking infractions or violations of campus vehicle operation regulations.
- Possessing a laser pointer on School property or at School-sponsored events.
- Possessing and/or selling “look-alike” drugs.
- Possessing, distributing, exhibiting, and/or transmitting obscene materials, including pornography.
- Possession of any electronic and/or telecommunication devices without permission during school hours (see Cell Phones and Other Electronic Devices policy).
- Posting published materials or holding demonstrations or meetings on School property without School approval (see Distribution of Published Materials policy).
- Profanity and/or obscene gestures toward other students.
- Scuffling.
- Single acts of disruptive behavior, including non-compliance and insubordination.
- Throwing objects not considered an illegal weapon that can cause bodily injury or property damage.
- Unruly, disruptive, or abusive behavior that interferes with the teacher’s ability to effectively communicate with students.

- Possession of a cellular phone/paging device during the school day.
- Use of a skateboard, scooter, and/or roller blades while on School property.
- Verbal or written abuse, i.e., name-calling, racial or ethnic slurs, or derogatory statements that may disrupt the school environment.

Tier II Offenses

The following behaviors are prohibited at all School and School-related activities:

- Abusing prescription drugs, giving a prescription drug to another student, or possessing or being under the influence of another person's prescription drug on School property or at a School-related event (except the possession of asthma or anaphylaxis medications, as allowed by Administration (See Medication use policy).
- Academic dishonesty (See Academic Dishonesty policy)
- Assault of another student.
- Being a member of, pledging to become a member of, joining, or soliciting another person to join, or pledge to become a member of a public school fraternity, sorority, or gang, meaning an organization composed wholly or in part of students that seeks to perpetuate itself by taking in additional members from the students enrolled in school on the basis of the decision of its membership rather than on the free choice of a student who is qualified to fill the special aims of the organization.
- Bullying and/or cyber-bullying as defined by the Student Handbook and/or Board policy (see
- Amended "Freedom from Bullying and Cyber-bullying" portion of the Handbook), as well as conduct including verbal or physical harassment or threat thereof, taunting, hazing, intimidating or any other action whereby one or more individuals deliberately single out another student for cruel, mean and/or humiliating treatment.
- Causing damage to School property in an amount equal to or greater than \$50.
- Crafting a "hit list," meaning a list of people targeted to be harmed using a firearm, knife, or other object to be used with intent to cause bodily harm.
- Dating Violence or Retaliation (see Amended "Freedom from Discrimination, Harassment, and Retaliation" portion of the Handbook).
- Disrespect to teacher such as rolling eyes, sucking teeth, etc.
- Engaging in any misbehavior that gives School officials reasonable cause to believe that such conduct will substantially disrupt the school program or incite violence.
- Engaging in conduct similar to prohibited discrimination or harassment, even if that conduct does not rise to the level of harassment prohibited by law or School policy (see Amended "Freedom from Discrimination, Harassment, and Retaliation" portion of the Handbook).
- Failure to comply with School guidelines regarding In-School Suspension and/or missing more than one scheduled In-School Suspension assignment without a confirmed excuse (see In School Suspension policy).
- Failure to comply with School rules regarding student transportation (see Transportation policy)
- False accusation of the commission of a misdemeanor or felony.
- Falsification and/or forgery of School records.
- Fighting or arranging a fight. Students involved in fighting will, at a minimum, be suspended for the remainder of the day.

- Flagrant violations of the Harmony Acceptable Use Policy or other actions that corrupt the educational value of the School's computers or Internet service (see Student Acceptable Use Policy)
- Gambling or playing cards, including but not limited to card playing, dice shooting and/or sports pools and involves the transfer of money or other personal belongings or assistance from one person to another. Bringing, trading, or playing with any cards are prohibited. Playing cards will be confiscated.
- Harassment, meaning threatening to cause harm or bodily injury to another student, engaging in sexually intimidating conduct, causing physical damage to the property of another student, subjecting another student to physical confinement or restraint, or maliciously taking any action that substantially harms another student's physical or emotional health or safety.
- Hazing, meaning an intentional, knowing, or reckless act, occurring on or off School property, by one person alone or acting with others, directed against a student, that endangers the mental or physical health or safety of a student for the purpose of pledging, being initiated into, affiliating with, holding office in, or maintaining membership in an organization.
- Indecent exposure or inappropriate public displays of affection, including kissing, hugging, physical conduct, etc.
- Intentionally providing incorrect information to School officials.
- Knife possession.
- Leaving a School campus, classroom, or event without written permission from an administrator.
- Misdemeanor vandalism and/or criminal mischief.
- Possessing a razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person.
- Possessing a stun gun, mace, or pepper spray.
- Possessing ammunition.
- Possessing, exhibiting, or threatening with a look-alike weapon, including without limitation, BB guns, CO2 guns, air pistols or rifles, pellet guns, or any other device designed to appear to be a firearm or other weapon.
- Possession of stolen property.
- Possession or use of alcohol on School property or at School-related events.
- Possession or use of fireworks or other explosive devices.
- Possession or use of tobacco or related products on School property or at School-related events.
- Profanity/obscene gestures toward personnel.
- Refusal to follow directions from a School employee or administrator.
- Repetitive Tier I Offenses – i.e., two or more Tier I offenses within a quarter.
- Secret society activity.
- Sending or posting abusive, obscene, sexually oriented, threatening, harassing, defamatory or illegal electronic messages, sexting.
- Stealing and/or theft.
- Suspicious drug/alcohol involvement.
- Threats against School personnel and/or other students. Using the Internet or other electronic communications to threaten students or employees, or cause disruption to the school program.
- Violating the School's examination procedures (see Examination Procedures policy).

Tier III Offenses

The following behaviors are prohibited at all School and School-related Activities:

- Aggravated assault.
- Aggravated kidnapping.
- Aggravated robbery.
- Aggravated sexual assault
- Any discretionary or mandatory expulsion violation under DCMR Chapter 25 Tier 5, no matter when or where the offense takes place
- Arson.
- Assault.
- Attempts to copy and/or modify another student's work files stored on a computer.
- Burglary of a motor vehicle on campus.
- Commission of a felony offense
- Conduct punishable as a felony.
- Death threats.
- Deliberate destruction or tampering with School computer data or networks.
- False alarm or report.
- Felony criminal mischief against school property, another student, or school staff.
- Inappropriate sexual conduct.
- Indecency with a child.
- Issuing a false fire alarm.
- Persistent Level I offenses – i.e., four Level I offenses within a semester.
- Persistent Level II offenses – i.e., two or more Level II offenses within a semester.
- Possessing, selling, distributing, or being under the influence of inhalants.
- Possessing, selling, distributing, or being under the influence of a simulated controlled substance.
- Public lewdness.
- Required registration as a sex offender.
- Retaliation against any school employee or volunteer at any time or place.
- Setting or attempting to set fire on school property (not arson).
- Sexual assault.
- Targeting another individual for bodily harm.
- Use of the School's Internet access to engage in conduct that constitutes felony criminal mischief and/or deliberate attempts to bypass installed computer security software.
- Use, exhibition, or possession of a firearm, knife, club, or prohibited weapon.
- Use, sale, possession, distribution, or being under the influence of marijuana, controlled substances or illicit drugs, or alcoholic beverages on School premises or during any School activity, regardless of location.

Consequence Flow for Tiered Offenses

The following Kickboard deductions will take place after proper interventions have taken place in the classroom in regards to classroom management and communication of rules and expectations.

1st infraction: Kickboard deduction given only after two verbal warnings

2nd infraction: Refocus lunch (Another Kickboard deduction based on level of offense)

3rd infraction: Phone call home & THINK Time & Kickboard deduction

4th infraction: Teacher 1 on 1 (Tier I only) Team THINK Time out (admin included for Tiers 2 and 3)

5th infraction: In School Suspension (Tier II only)

6th infraction: Major referral (Tier III only)

- Any applicable Tier I or Tier II Disciplinary Consequence
- Out of school suspension for five–ten days.
- Expulsion (upon Discipline Committee recommendation).

All consequences will be data-driven. Use of Kickboard is a requirement if consequences are to be enforced. Teachers will also be required to take the necessary steps in the PBIS flowchart before enforcing consequences. This includes proper classroom interventions detailed in the PBIS plan for Tier 1 behaviors.

Other Disciplinary Consequences (not in order of progressive disciplinary measures)

- Refocus Lunch
- Loss of recess/privileges
- In School Suspension.
- Assignment of school duties such as scrubbing desks or picking up litter.
- Behavioral contracts or individually developed behavior management plans.
- Confiscation of cell phone; The school is not liable for lost or stolen cell phone. All confiscated phones must be turned in to the Campus Principal’s office immediately, if possible, or as soon as practicable the day the phone is confiscated.
- Community service.
- Cooling-off time or “time-out.”
- Counseling by teachers, counselors, or administrative personnel.
- Kickboard deductions.
- Confiscation of electronic devices used during the instructional day.
- Grade reductions for academic dishonesty.
- Loss of computer privileges/Internet access.
- Parent/guardian observations in student’s classes.
- Parent/guardian conference with teacher or Principal.
- Peer mediation.
- Placement in another appropriate classroom.
- Restitution/restoration, if applicable.

- School-assessed and school-administered probation.
- Seating changes within the classroom.
- Temporary confiscation of items that disrupt the educational process.
- Verbal correction.
- Voluntary peer mediation/family management classes/community service.
- Withdrawal of privileges, such as participation in extracurricular activities and eligibility for seeking and holding honorary offices, and/or membership in school-sponsored clubs or organizations.

Procedures for Use of Restraint and THINK Time

School employees, volunteers or independent contractors are authorized to use restraint in the event of an emergency and subject to the following limitations:

- Only reasonable force, necessary to address the emergency, may be used.
- The restraint must be discontinued at the point at which the emergency no longer exists.
- The restraint must be implemented in such a way as to protect the health and safety of the student and others.
- The student may not be deprived of basic human necessities.
- At no time, however, may a student be placed in seclusion.
- A student with a disability may not be confined in a locked box, locked closet or other specially designated locked space as either a discipline management practice or a behavior management technique.

In School & Out of School Suspension

The following rules and regulations apply to all students assigned to in school suspension:

- Students must report to the detention room at 8:30 a.m. Students arriving after 8:35 a.m. will be counted as absent. In school suspension will be run from 8:30 a.m. until dismissal time.
- Students will bring materials to work on, including an in school suspension assignment with their teachers' names, subjects, and assignments. Students are responsible for obtaining assignments from each teacher.
- Students must sign in when reporting to the ISS room, and sign out when the suspension period is over.
- Students may not leave the detention room without permission from an Assistant Principal. Without assistant principal permission, a student cannot go out of ISS room.
- Students are to keep the ISS room clean.
- No talking.
- Students must be seated at all times.
- No physical contact of any kind between students is allowed.
- All materials must be brought to the room when reporting, students will not be permitted to leave.
- Students will not be permitted to go to lunch. They will have their lunch in ISS room. Students may not bring food or drink into the ISS room other than lunch time.
- No disruptive behavior will be allowed.
- Unexcused absences from suspension will be referred to the Assistant Principal.
- No visits by parents, relatives or other students are allowed.
- Sleeping is prohibited.

- Transportation to the in-school suspension site is the responsibility of the student and his or her parent(s). Transportation arrangements must be made prior to arrival at the site. Telephones are not available for student use.
- Students must abide by the provisions of this Handbook and the Student Code of Conduct during their suspension period.
- A student who misses a scheduled in school suspension will complete the in school suspension upon return to school. If a student misses more than one scheduled in school suspension without a confirmed excuse, he or she may be subject to an out of school suspension.

Failure to follow these guidelines will be reported to the Assistant Principal for further action, which may include up to three days of out of school suspension or any other Tier I offense.

Out of School Suspension

- Notice of suspension and the reasons for the suspension will be given to the student and/or parent by an administrator.
- The student shall receive credit for work missed during the period of suspension.
- A student must make up work missed during the period of suspension within the same number of school days the student was absent on suspension.

The Assistant Principal will form a Discipline Committee to review decisions regarding student discipline at the request of the Principal. The Discipline Committee may review all offenses under the Code of Conduct. The Principal will review the Discipline Committee's recommendation and issue an appropriate consequence. For all decisions not involving out of school suspension lasting five or more days or expulsion, the Principal's decision is final. Special rules apply when the Discipline Committee recommends out of school suspension lasting five or more days or expulsion.

Process for Suspensions Lasting Under Five Days

In addition to the above list of Code of Conduct violations, the Principal has the authority to suspend a student for a period of up to five school days for any of the following additional reasons:

- The need to further investigate an incident,
- A recommendation to expel the student, or
- An emergency constituting endangerment to health or safety.

Prerequisites to Suspension

Prior to suspending a student, the Principal or designee must attempt to hold an informal conference with the student to:

- Notify the student of the accusations against him/her,
- Allow the student to relate his or her version of the incident, and
- Determine whether the student's conduct warrants suspension.

Parent/Guardian Notification

If the Principal or designee determines the student's conduct warrants suspension during the school day, the Principal or designee will make reasonable effort to notify the student's parent(s) that the student has been suspended before the student is sent home. The Principal or designee will notify a suspended student's parent(s) of the period of suspension, the grounds for the suspension, and the time and place for an opportunity to confer with the Principal.

Credit During Suspension

A student shall receive credit for work missed during the period of suspension if the student makes up work missed during the period of suspension within the same number of school days the student was absent on suspension.

Conferences, Hearings and Appeals

All students are entitled to due process including conferences, hearings, and/or appeals of disciplinary matters as provided by state and federal law and school policy.

Process for Out-of-School Suspensions Over Five Days and Expulsion Notice

When the Discipline Committee and/or the Principal determine that a student's conduct warrants suspension for more than five days or expulsion, but prior to taking any expulsion action, the Principal or designee will provide the student's parent(s) with written notice of:

- The reasons for the proposed disciplinary action; and
- The date and location for a hearing before the Principal, within five school days from the date of the disciplinary action.

The notice shall further state that, at the hearing, the student:

- May be present;
- Shall have an opportunity to present evidence;
- Shall be apprised and informed of the school's evidence;
- May be accompanied by his or her parent(s); and
- May be represented by an attorney.

Hearing Before Principal

The school shall make a good faith effort to inform the student and the student's parent(s) of the time and place for the hearing, and the school shall hold the hearing regardless of whether the student, the student's parent(s) or another adult representing the student attends. The Principal may audio record the hearing.

Immediately following the hearing, the Principal will notify the student and the student's parent(s) in writing of his or her decision. The decision shall specify:

- The length of the suspension or expulsion, if any;
- When the expulsion is not permanent, the procedures for re-admittance at the end of the expulsion period; and the right to appeal the Principal's decision to the Board of Directors

The notice shall also state that failure to timely request such a hearing constitutes a waiver of further rights in the matter.

Appeal to the Board of Directors

The student or his or her parent(s) may appeal the expulsion decision to the Board of Directors by notifying the Principal in writing within seven calendar days of the date of receipt of the Principal's decision. The Board of Directors will review the audio or transcribed record from the hearing before the Principal and notify the student and his or her parent(s), caretaker, or guardian of the appeal decision, in writing, within ten calendar days of the date of the appeal.

The decision of the Board is final and may not be appealed.

Discipline consequences will not be deferred pending the outcome of an appeal of an expulsion to the Board.

No Credit Earned

Except when required by law, students will not earn academic credit during a period of expulsion.

Emergency Placement and Expulsion

If the Principal or designee reasonably believes a student's behavior is so unruly, disruptive, or abusive that it seriously interferes with a teacher's ability to communicate effectively with students in a class, with the ability of a student's classmates to learn, or with the operation of the school or a school-sponsored activity, the Principal or designee may order immediate removal of the student. Immediate suspension may be imposed by the Principal or designee if they reasonably believe such action is necessary to protect persons or property from eminent harm. At the time of such an emergency removal, the student will be given verbal notice of the reason for the action and appropriate hearings will be scheduled within a reasonable time after the emergency removal.

Placement of Students with Disabilities

All disciplinary actions regarding students with disabilities shall be conducted in accordance with the most current federal and state laws. If it is determined that placement is needed, then the guidelines will be followed as outlined in the Individuals with Disabilities Education Act (IDEA). More information may be found here: <http://osse.dc.gov/publication/policies-and-procedures-placement-review>.

Special Education Students

Except as set forth below, the placement of a student with a disability who receives special education services may be made only by a duly constituted IEP committee. Any disciplinary action regarding the student shall be determined in accordance with federal law and regulations.

Removal for Ten Days or Less

A student with a disability who violates the Student Code of Conduct may be moved from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than ten consecutive school days, to the extent those alternatives are applied to children without disabilities.

Services during Removal

Harming DC is required to provide services during the period of removal if the School provides services to a child without disabilities who is similarly removed.

Subsequent Removals of Ten Days or Less

School personnel may remove the student for additional removals of not more than ten consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change in placement.

Services during Removal

After a student has been removed from his or her current placement for ten school days in the same school year, during any subsequent removal of ten consecutive school days or less, school personnel, in consultation with at least one of the student's teachers, shall determine the extent to which services are needed so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP.

Notice of Procedural Safeguards

Not later than the date on which the decision to take the disciplinary action is made, the School shall notify the student's parents of the decision and of all procedural safeguards.

Changes in Placement

Any disciplinary action that would constitute a change in placement may be taken only after the student's IEP committee conducts a manifestation determination review.

For purposes of disciplinary removal of a student with a disability, a change in placement occurs if a student is:

1. Removed from the student's current educational placement for more than ten consecutive school days; or
2. Subjected to a series of removals that constitute a pattern because:
 - a. The series of removals total more than ten school days in a school year;
 - b. The student's behavior is substantially similar to the student's behavior in the previous incidents that resulted in the series of removals; and
 - c. Additional factors exist, such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.

The School determines, on a case-by-case basis, whether a pattern of removals constitutes a change in placement.

The School's determination is subject to review through due process and judicial proceedings.

School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student who violates the Student Code of Conduct.

Manifestation Determination

Within ten school days of any decision to change the placement of a student because of a violation of the Student Code of Conduct, the School, parents, and relevant members of the IEP committee (as determined by the parent and the School) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents to determine whether the conduct in question was:

1. Caused by, or had a direct and substantial relationship to, the student's disability; or
2. The direct result of the School's failure to implement the IEP.

If the School, the parent, and relevant members of the IEP committee determine that either of the above is applicable, the conduct shall be determined to be a manifestation of the student's disability.

Not a Manifestation

If the determination is that the student's behavior was not a manifestation of the student's disability, school personnel may apply the relevant disciplinary procedures to the student in the same manner and for the same duration as for students without disabilities. The IEP committee shall determine the interim alternative educational setting.

Services during Removal

The student must:

1. Continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the student's IEP.
2. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

These services may be provided in an interim alternative educational setting.

Manifestation

If the School, the parents, and relevant members of the IEP committee determine that the conduct was a manifestation of the student's disability, the IEP committee shall:

1. Conduct a functional behavioral assessment (FBA), unless the School had conducted an FBA before the behavior that resulted in the change in placement occurred, and implement a behavioral intervention plan (BIP) for the student; or
2. If a BIP has already been developed, review the BIP and modify it, as necessary, to address the behavior.

Except as provided at SPECIAL CIRCUMSTANCES, below, the IEP committee shall return the student to the

placement from which the student was removed, unless the parent and the School agree to a change in placement as part of the modification of the BIP.

Special Circumstances

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

1. Carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of DC Public Charter School Board or the School; or
2. Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of DC Public Charter School Board or the School;
3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of DC Public Charter School Board or the School.

The IEP committee shall determine the interim alternative education setting.

Services During Removal

The student must:

1. Continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the student's IEP.
2. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

These services may be provided in an interim alternative educational setting.

Appeals

A parent who disagrees with a placement decision or the manifestation determination may request a hearing. Additionally, the School may request a hearing if it believes that maintaining a current placement of a student is substantially likely to result in injury to the student or others.

Placement during Appeals

When an appeal has been requested by a parent or the School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the student's assignment to the alternative setting, whichever occurs first, unless the parent and School agree otherwise.

Reporting Crimes

Federal law does not prohibit the School from reporting a crime committed by a student with a disability to appropriate authorities. If the School reports a crime, the School shall ensure that copies of the special education and

disciplinary records of the student are transmitted for consideration by the appropriate authorities to whom the School reported the crime. The School may transmit records only to the extent permitted by the Family Educational Rights and Privacy Act (FERPA).

Students Not Yet Identified

A student who has not been determined to be eligible for special education and related services and who has engaged in behavior that violated the Student Code of Conduct may assert any of the protections provided for in the IDEA if the School had knowledge that the student had a disability before the behavior that precipitated that disciplinary action occurred.

School Knowledge

The School shall be deemed to have knowledge that a student has a disability if, before the behavior that precipitated the disciplinary action occurred:

1. The parent of the student expressed concern in writing to supervisory or administrative personnel of the School, or to the teacher of the student, that the student was in need of special education and related services;
2. The parent requested an evaluation of the student for special education and related services; or
3. The student's teacher, or other School personnel, expressed specific concerns about a pattern of behavior demonstrated by the student directly to the special education director or to other supervisory personnel of the School.

Exception

The School shall not be deemed to have knowledge that the student had a disability if:

1. The parent has not allowed an evaluation of the student;
2. The parent has refused services; or
3. The student has been evaluated and it was determined that the student did not have a disability.

If the School does not have knowledge, before taking disciplinary measures, that a student has a disability, the student may be subjected to the same disciplinary measures applied to students without disabilities who engaged in comparable behaviors.

However, if a request is made for an evaluation during the time period in which the student is subjected to disciplinary measures, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.

Behavior Management Techniques

It is the School's policy to treat all students with dignity and respect, including students with disabilities who receive special education services. Any behavior management technique and/or discipline management practice must be implemented in such a way as to protect the health and safety of the student and others. No discipline management

practice may be calculated to inflict injury, cause harm, demean, or deprive the student of basic human necessities.

Exceptions

Regarding use of confinement, seclusion, restraint, and time-out) does not apply to:

1. A peace officer, while performing law enforcement duties;
2. An educational services provider with whom a student is placed by a judicial authority, unless the services are provided in an educational program of the School.

Further, SRA §38-1802.02(11) and §38-1802.04(c)(4) does not prevent a student's locked, unattended confinement in an emergency situation while awaiting the arrival of law enforcement personnel if:

1. The student possesses a weapon; and
2. The confinement is necessary to prevent the student from causing bodily harm to the student or another person.

For these purposes, "weapon" includes any weapon described under SRA §38-1802.02(11) and §38-1802.04(c)(4).

Confinement

A student with a disability, who receives special education services may not be confined in a locked box, locked closet or other specially designed locked space as either a discipline management practice or a behavior management technique.

Seclusion

A School employee or volunteer or an independent contractor of the School may not place a student in seclusion. "Seclusion" means a behavior management technique in which a student is confined in a locked box, locked closet, or locked room that:

1. Is designed solely to seclude a person; and
2. Contains less than 50 square feet of space.

Restraint

A School employee, volunteer or independent contractor may use restraint only in an emergency and with the following limitations:

1. Restraint shall be limited to the use of such reasonable force as is necessary to address the emergency.
2. Restraint shall be discontinued at the point at which the emergency no longer exists.
3. Restraint shall be implemented in such a way as to protect the health and safety of the student and others.
4. Restraint shall not deprive the student of basic human necessities.

"Restraint" means the use of physical force or a mechanical device to significantly restrict the free movement of all or a portion of a student's body.

"Emergency" means a situation in which a student's behavior poses a threat of:

1. Imminent, serious physical harm to the student or others; or

2. Imminent, serious property destruction.

Training

Training for School employees, volunteers, or independent contractors regarding the use of restraint shall be provided according to the requirements.

Documentation

In a case in which restraint is used, school employees, volunteers, or independent contractors shall implement the documentation requirements.

Time-Out

A School employee, volunteer, or independent contractor may use time-out with the following limitations.

1. Physical force or threat of physical force shall not be used to place a student in time-out.
2. Time-out may only be used in conjunction with an array of positive behavior intervention strategies and techniques and must be included in the student's IEP and/or BIP if it is utilized on a recurrent basis to increase or decrease targeted behavior.
3. Use of time-out shall not be implemented in a fashion that precludes the ability of the student to be involved in and progress in the general curriculum and advance appropriately toward attaining the annual goals specified in the student's IEP.

“Time-out” means a behavior management technique in which, to provide a student with an opportunity to regain self-control, the student is separated from other students for a limited period in a setting:

1. That is not locked; and
2. From which the exit is not physically blocked by furniture, a closed door held shut from the outside, or another inanimate object.

Training

Training for School employees, volunteers, or independent contractors regarding the use of time-out shall be provided according to the requirements.

Documentation

Necessary documentation or data collection regarding the use of time-out, if any, must be addressed in the IEP or BIP. The ARD committee must use any collected data to judge the effectiveness of the intervention and provide a basis for making determinations regarding its continued use.

Gun-Free Schools Act

In accordance with the Gun-Free Schools Act, the school shall expel, from the student's regular program for a

period of one year, any student who is determined to have brought a firearm, as defined by federal law, to school. The Principal may modify the term of expulsion for a student or assess another comparable penalty that results in the student's expulsion from the regular school program on a case-by-case basis.

For the purposes of this law, "firearm" means:

Any weapon – including a starter gun – which will, or is designed to, or which may readily be converted to expel a projectile by the action of an explosive from the frame or receiver of any such weapon;

Any firearm muffler or firearm silencer;

Any destructive device

- "Destructive device" means any explosive, incendiary or poison gas bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than 1/4 ounce, mine, or device similar to any of the preceding described devices. It also means any type of weapon – other than a shotgun shell or a shotgun that is generally recognized as particularly suitable for sporting purposes – by whatever name known 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 1/2 inch in diameter; and any combination of parts either designed or intended for use in converting any device into a destructive device as described, and from which a destructive device may be readily assembled.

Videotaping of Students

For safety purposes, video/audio equipment may be used to monitor student behavior in classrooms and hallways, on buses and in common areas on campus. Students will not be told when the equipment is being used. The Principal may review the tapes routinely to document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

Bullying Policy – Freedom from Bullying & Cyber-bullying

Harmony DC defines bullying as 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 an agency, educational institution, or grantee.

Additionally, Harmony DC is committed to making every school a safe and welcome space for your child. Families are critical players in these efforts.

One of the most proactive measures families can take to shield their children from bullying is to talk to them early and openly about what it means to bully or to be bullied. Doing so not only ensures that you and your child maintain open lines of communication, but also reinforces the importance of speaking up about problems at school.

If you suspect your child may be bullied at school, don’t be afraid to ask them about it. Make sure to tell your child that you are there to help and you believe what he or she has to say.

If you think your child is bullied or is bullying others, it is important to discuss the behavior and make it clear that bullying is taken very seriously. At the same time, you may want to work with your child to understand some of the reasons behind the bullying.

If you witness cyberbullying (use of the Internet and related technologies to bully) that includes threats of violence, child pornography or sexually explicit materials, stalking, or hate crimes you should consider reporting the incident to law enforcement. Cyberbullying also can create classroom disruptions and lead to in-person bullying. School should be a safe, welcoming environment for your child. If you feel that your child is unsafe or is being bullied at school, contact your child’s teacher and the principal. Harmony DC’s Bullying Prevention Policy is enforced:

- On school property
- This includes electronic communication on school property and electronic communication with school property
- At school sponsored functions, events, or activities
- On school transportation and on transportation sponsored by the school
- Through electronic communications to the extent that it interferes with the youth’s ability to participate in or benefit from the services, activities, or privileges provided by the school

Reporting Procedures

Any student who believes that he or she has experienced bullying or cyber-bullying or believes that another student has experienced bullying should immediately report the alleged acts to the Principal, a teacher, counselor, or other school employee. A report may be made anonymously, orally or in writing, but note no formal response will be taken solely on the basis of an anonymous report

Investigation of Report

The Assistant Principal or the Principal investigate the concern and determine whether the allegations in the report, if substantiated, would constitute prohibited harassment, and if so proceed under that policy instead. See Amended “Freedom from Discrimination, Harassment, and Retaliation” portion of this Handbook. The administrator shall conduct a timely investigation based on reports of policy violations and complaints of bullying or retaliation. Additional investigation may be conducted based on the allegations in the report, and shall take prompt interim

action calculated to prevent bullying during the course of an investigation, when appropriate.

The investigator shall prepare a written report of the investigation, including a determination of whether bullying occurred, and send a copy to the Principal and Board of Trustees. If the results of an investigation indicated that bullying occurred, the school shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the conduct in accordance with the Student Code of Conduct. The School may take action based on the results of an investigation, even if the School concludes that the conduct did not rise to the level of bullying as defined above.

Confidentiality

To the greatest extent possible, the School shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation. Resolutions will be shared on a “need to know” basis. Due to privacy laws, complainants may not receive detailed information on the intervention that took place.

Appeal

A student, parent/guardian, child advocate, or anyone who is dissatisfied with the outcome of the investigation may appeal through the school’s grievance process.

Level One:

- Appeal must be made in writing within 10 working days of an initial investigation to the Principal unless the higher-level authority sets forth those circumstances in writing, and the additional time is not to exceed 15 days
- Reason for appeal must be clearly stated and additional evidence or documentation is required at this time

The Principal will conclude a second investigation if necessary within 20 working days of receiving the written appeal. If additional time is needed to complete a thorough investigation, the Principal will notify the student, parent/guardian, or child advocate and provide a realistic resolution timeline. Level Two:

- If the student, parent/guardian, or child advocate is not satisfied with the outcome of their Level One grievance, they may file a final written appeal within 10 working days to Harmony’s Board of Trustees at board@harmonydc.org. The Board member will collect relevant information from all parties and review the record of previous actions.
- If in the judgement of the Board member, the appeal and record of previous actions have resolved the grievance or do not warrant further action, they will notify the student, parent/guardian, child advocate and the respondent within 10 working days of receiving the written appeal. If the Board member’s determination is that the grievance does not warrant further action, the decision is final.
- If the Board member believes the grievance warrants further action, he or she will make a final decision or convene a grievance panel to conduct a hearing.
- Hearings will be conducted in a timely fashion, not to exceed 30 working days after the written appeal was submitted.

**The party not satisfied with the outcome shall be informed of his/her right to seek further redress under the Human Rights Act.

See “Parent and Student Complaints and Concerns” section of Handbook for additional appeal processes.

Retaliation

Harmony DC Public Charter School prohibits retaliation against a student alleged to have experienced bullying, discrimination or harassment, including dating violence, or another student who, in good faith, makes a report, serves as a witness, or otherwise participates in an investigation. Also, retaliation is prohibited against the (1) victim of bullying, (2) a witness of the bullying, (3) a person who reports bullying, or (4) anyone else with reliable information that a person has been subject to bullying.

Bullying Consequences

Harmony DC 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, Harmony DC shall ensure that 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 youth involved, and the age and developmental status of the youth involved. Responses to incidents of bullying may include, but are not limited to:

- Reprimand, peer mediation, counseling by administrator, or conference with parent and principal
- Withdrawal of Harmony DC privileges. E.g. Extracurricular activities, clubs, sports, field trips, etc.
- Ban or suspension from using Harmony DC facilities
- In school suspension for up to five days
- Out of school suspension up to five days
- Expulsion upon Discipline Committee Review hearing

Sanctions will be applied within one day of the determination that an incident of bullying has occurred, unless an appeal of the incident by the accused 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, Harmony DC will always refer victims and bullies involved in an incident to the appropriate services in addition to imposing sanctions on bullies.

Harmony DC does not endorse the use of punitive strategies associated with “zero-tolerance” policies when applying sanctions to an incident of bullying.

Student Cell Phones & Other Electronic Devices

Possession and use of cell phones, computers, and other devices capable of electronic communications at school is a privilege and not a right. Possession and use of such devices at school or school-related events or activities shall be subject to school approval and regulations.

All cellular phones must be turned off and kept in the cubby during the school day and while in the school building. The school will not be responsible for damage to, loss or theft of any cellular phone or electronic device a student brings to school. Devices that are found on students will be confiscated. If a school staff member observes a student using any cell phone or other telecommunication device during the school day the school staff member shall confiscate the device and turn it in to an administrator. Any such device may be powered on and searched by school officials if there is a reasonable cause to believe that the device has been used in the transmission or reception of communications prohibited by law, policy, or regulation. The school administration will return confiscated items to the parent. The school will not be responsible for damage to or loss or theft of confiscated items.

School administrators shall have the discretion to determine the appropriate use of phones for students participating in extracurricular activities or attending school-sponsored or school-related activities on or off school property.

The use of camera phones for recording is strictly forbidden on the school premises at any time.

The school further prohibits students from possessing other electronic devices – including but not limited to radios, tape or CD players, iPods, iPads, electronic games and other similar devices – on school property during the school day. These devices disrupt classes and distract others from learning. If a school staff member observes a student using any electronic device during the school day or on a school bus to or from the school or a school related activity, the school staff member will confiscate the device and turn it in to the front office. The school administration will return confiscated items to the parent. The school will not be responsible for damage to or loss or theft of confiscated items.

Any student refusing to give a cell phone or other electronic device to school staff shall be subject to disciplinary penalties in accordance with the Student Code of Conduct.

Phone Messages

During school hours, parents should not try to reach a student's cell phone. Parents should call the main office in emergency situations. The school will then notify the student of any emergency.

Banned Items & Searches

In the interest of promoting student safety and attempting to ensure that the school is safe and drug free, school officials may from time to time conduct searches. Such searches are conducted without a warrant and as permitted by law.

Administrators, teachers and other professional personnel may question a student regarding the student's own conduct or the conduct of other students. In the context of school discipline, students have no claim to the right not to incriminate themselves.

Students shall be free from unreasonable searches and seizures by school officials. School officials may search a student's outer clothing, pockets, or property by establishing reasonable cause or securing the student's voluntary consent. Express or implied coercion – such as threatening to contact parents or police – invalidates apparent consent.

A search is reasonable if (1) the school official has reasonable grounds for suspecting that the search will uncover evidence of a rule violation or a criminal violation and (2) the scope of the search is reasonable related to the circumstances justifying the search; i.e., the measures adopted are reasonably related to the objectives of the search and are not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

Desk & Cubby Searches

Students should have no expectation of privacy in the contents of their cubbies, desks or other school property. Cubbies and desks assigned to students remain at all times under the control and jurisdiction of the school. The school will make periodic inspections of lockers and desks at any time, with or without notice or student consent. School officials will remove any item that violates school policy or that may potentially be dangerous.

Students have full responsibility for the security of their cubbies and desks, and shall be held responsible for any prohibited items found during a search. The student's parent shall be notified if any prohibited articles or materials are found in a student's locker or desk, or on the student's person, as a result of a search conducted in accordance with this policy.

Trained Dogs

The school may use or contract for specially trained nonaggressive dogs to sniff out and alert school officials to the current presence of concealed prohibited or illegal items, including drugs and alcohol. Such visits to the school may be unannounced. The dogs shall be used to sniff vacant classrooms, vacant common areas, the areas around student lockers, and the areas around vehicles parked on school property. The dogs shall not be asked to alert on students. If a dog alerts to a locker, a vehicle, or an item in a classroom, it may be searched by school officials. Searches of vehicles shall be conducted as described above.

Visitors & Volunteers

Visitors for educational purposes are welcome at the school. Visitors must sign in with the front office and present a valid photo ID upon arrival. Parents must also check in at the front office. Guests should not be brought to school without prior approval.

Visitors will not be allowed during the last two weeks of the semester or during the week prior to any school holiday. Parents or other visitors may not walk in the cafeteria, hallways or to classrooms unless a visitor's form has been completed at least 24 hours in advance of the school to provide notice of the visit. This form must also be completed when a parent requests to observe a class.

The Principal may take the following actions whenever there is a school visitor:

- Require the visitor to display his or her driver's license or another form of identification issued by a governmental entity containing the person's photograph.
- Establish an electronic database for the purpose of storing information concerning visitors. Information stored in the electronic database may be used only for the purpose of school security, and may not be sold or otherwise disseminated to a third party for any purpose.
- Verify whether the visitor is a sex offender registered with the computerized central database maintained by the Department of Public Safety or any other database accessible by the school.

Any visitor identified as a sex offender shall be escorted by school personnel at all times during a school visit and shall have access only to common areas of the campus.

Disruptive Activity

In order to protect student safety and sustain an educational program free from disruption, the law permits the school to take action against any person who:

- Interferes with the movement of people in an exit, entrance, or hallway of a school building without authorization from the Principal;
- Interferes with an authorized activity by seizing control of all or part of a building;
- Uses force, violence, or threats in an attempt to prevent participation in an authorized assembly;
- Uses force, violence, or threats to cause disruption during an assembly;
- Interferes with the movement of people at an exit or an entrance to school property;
- Uses force, violence, or threats in an attempt to prevent people from entering or leaving school property without authorization from the Principal;
- Disrupts the conduct of classes or other school activities while on school property or on public property that is within 500 feet of school property; or

- Interferes with the transportation of students in school vehicles.

“Disruption” includes making loud noises; enticing, attempting to entice, preventing, or attempting to prevent a student from attending a required class or school activity; entering a classroom without the consent of either the Principal or the teacher; and, through acts of misconduct or the use of loud or profane language, disrupting class activities.

Demonstrations & Meetings on School Premises (Non-School Sponsored)

Any student who wishes to promote, organize or participate in a non-school sponsored demonstration or meeting on school premises must obtain prior written approval from the Principal at least three days prior to the requested activity. This three-day period does not include the day of the request or the day of the activity. The school may prohibit demonstrations or meetings that materially and substantially interfere with school activities or the rights of other students or teachers; are vulgar or profane; might reasonably be perceived to advocate drug or alcohol use, irresponsible sex, or conduct otherwise inconsistent with the shared values of a civilized order; inappropriate for the maturity level of the audience; associates the school with a non-neutral position on matters of political controversy; and/or the school demonstrates reasonable cause to believe that the expression would create material and substantial interference with its educational program.

Distribution of Published Materials

Publications prepared by and for the school may be posted or distributed with prior approval by the Principal and teacher. Such items may include school posters, brochures, murals, etc.

Non-School Materials

Students must obtain prior approval of the Principal before distributing, posting, selling, or circulating written materials, handbills, photographs, pictures, petitions, films, tapes, posters, or other visual or auditory materials on campus.

Non-school literature shall not be distributed by students on school property if:

- The materials are obscene, vulgar, or otherwise inappropriate for the age and maturity of the audience.
- The materials endorse actions endangering the health or safety of students.
- The materials promote illegal use of drugs, alcohol, or other controlled substances.
- The distribution of such materials would violate the intellectual property rights, privacy rights, or other rights of another person.
- The materials contain defamatory statements about public figures or others.
- The materials advocate imminent lawless or disruptive action and are likely to incite or produce such action.
- The materials are hate literature or similar publications that scurrilously attack ethnic, religious, or racial groups or contain content aimed at creating hostility and violence, and the materials would materially and substantially interfere with school activities or the rights of others.
- There is reasonable cause to believe that distribution of the non-school literature would result in material and substantial interference with school activities or the rights of others.

Any student who posts material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without approval will be removed.

Fundraising

No person may solicit contributions or collect funds for any purpose from students or school personnel on school property, at school-sponsored events, or on school transportation unless he or she has the written permission of the Principal.

Sales

Advertising may be permitted for approved school-related activities. This may include school newspapers, yearbooks, and other fundraising projects. Advertising material that promotes the use of alcohol and/or tobacco is strictly prohibited. No person may display, solicit, or sell any item or service to students or school personnel while on school property, at school-sponsored events, or on school transportation without the written permission of the Principal.

Bulletin Boards

Students must obtain permission from teachers to post materials on classroom bulletin boards and from the Principal to post materials on hallway bulletin boards. Materials should not be taped to glass surfaces, and students should not damage any surface by using tacks or pins to post materials.

Deliveries

Flowers, balloons, food items etc. should not be delivered to the school for students. These will not be delivered to the classroom. Students may not receive any form of delivery (balloons, food, flowers etc.) except by any parent/guardian in person and as necessary for the school day. Food items, including but not limited to, fast food, pizza, cakes, etc. will not be accepted for delivery to the students. However, parents are welcome to join students for a cafeteria lunch in our school cafeteria.

Parents who want to organize activities in school such as birthday parties, pizza parties etc., must receive prior approval from the Principal or his/her designee. All food items must be store-bought; homemade items will not be allowed.

School Activities

The school offers a wide range of activities to enrich student learning during and after school. Students participating in such activities are subject to the provisions of this Handbook and the Student Code of Conduct whenever the students are under the direct supervision of a school employee.

Field Trips

Field trips offer exciting ways to learn. Students will have the opportunity to go on field trips at various times during the school year. The following rules apply to all field trips:

- Students must return a Field Trip Permission Slip signed by his or her parent(s) by the specified date.
- Phone calls will not be accepted as permission.

- Students must wear their school uniforms, unless otherwise specified.
- Students will abide by the Student Code of Conduct while on the field trip.
- Students will be responsible to make up any missed assignments.
- The group will leave within five minutes of the scheduled departure time.
- After a group returns from a field trip, the school is not responsible for students who are not picked up at the designated time.

After-School Activities

There is no better way for students to enrich their education than by taking part in clubs and after-school activities, or working with a teacher. Students who stay for after-school activities are expected to follow these rules:

- Students must be with a teacher or other staff member at all times.
- Students must arrange for their own transportation; the student's ride should arrive promptly at the end of the activity.
- Students must abide by the Student Code of Conduct while participating in the activity.
- Students may not stay after school to wait for another student unless approved by an administrator.

Science Fair

The school organizes a school-wide science fair every year. Due to the school's high expectations in math, science and technology, each student is required to complete an individual or group research project in one of these areas.

The science fair handbook will be provided to each student by the science fair committee. Students are required to follow the guidelines cited in the science fair handbook.

Arts & Activity Groups

Students participating in arts and activity groups will be evaluated on both practice and performance. Students and parents should be aware of possible conflicts with other activities, within and out of the school system. Students participating in performing arts and activity groups are subject to the following guidelines:

- Participating students must adhere to all organizational rules and policies.
- Students are expected to attend rehearsals and performances. Participation will be a determining factor of the student's grade.
- A student may have his or her semester grade lowered one letter grade for any unexcused absences from scheduled rehearsals or performances. Additionally, the student may lose his or her position in the group and become an alternate performer.
- The following conditions constitute reason for an excused absence for a required rehearsal or performance:
- Scheduled family trip or vacation provided the student provides five days' written notice obtains prior approval from the director.
- Family emergencies.
- Illness. The student should notify the activity director of the illness as soon as possible.
- Conflicting school activities that have been cleared with the activity director and the Principal.
- The Principal may review a request to miss a required rehearsal or performance if the director denies the request. The Principal will meet with the concerned student and the director. The decision of the Principal is final.

School Facilities

Damage to School Property

Students shall not vandalize or otherwise damage or deface any property belonging to or used by the school, including furniture and other equipment, textbooks, and library books. To ensure that school facilities can serve those for whom they are intended – both this year and in coming years – littering, defacing, or damaging school property is not tolerated. In addition to disciplinary sanctions under the Student Code of Conduct, parents or guardians of students who are guilty of damaging school property shall be liable for damages in accordance with state law.

Use by Students Before and After School

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place. Unless the teacher or sponsor overseeing the activity gives permission, a student will not be permitted to go to another area of the building or campus. After dismissal of school in the afternoon, and unless involved in an activity under the supervision of a teacher, students must leave campus immediately.

Transportation

Students who participate in school-sponsored trips may be required to ride a school vehicle to and from the event. The Principal, however, may make an exception if the parent personally requests that the student be permitted to ride with the parent, or if the parent presents a written request that the student be permitted to ride with an adult designated by the parent, so long as the written request is presented before the scheduled trip.

Riding a school vehicle is a privilege. School vehicle drivers have the authority to maintain discipline and require seating charts. Students are expected to assist school staff in ensuring that school vehicles remain in good condition. When riding a school vehicle, students are held to behavioral standards established in this Handbook and the Student Code of Conduct. Students must:

- Follow the driver's directions at all times.
- Enter and leave the vehicle in an orderly manner.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, legs, or any object out of any window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco on school buses.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten seat belts, if available.
- Wait for the driver's signal in order to leave or cross in front of the vehicle.

Only designated students are allowed to ride in school vehicles. Students may neither ride the vehicle to a different location nor have friends ride the vehicle to participate in after-school activities. Misconduct will be punished in

accordance with the Student Code of Conduct, and the student's bus-riding privileges may be suspended.

If a special needs student is receiving bus transportation as a result of an Individual Education plan ("IEP"), the Admissions Review and Dismissal ("ARD") Committee will have discretion in determining appropriate disciplinary consequences for improper behavior in a school vehicle.

Complaints & Grievances

Student, parent/guardian, child advocate, or community members who have concerns should notify Harmony DC in writing on a form provided by the school within three (3) working days of the incident. Documentation that supports the grievance shall be attached to the complaint form or presented at the Level One conference. Please note: after the Level One conference, no new documents may be submitted unless their existence was unknown to the complainant before the Level One conference. A complaint that is incomplete may be dismissed.

Level One

The student, parent/guardian, child advocate, or community member shall request in writing a conference with the Assistant Principal within three days from the time the event(s) causing the complaint were or should have been known. Following a conference, the appropriate Assistant Principal shall have seven working days to respond.

Level Two

If the student, parent/guardian, child advocate, or community member are not satisfied with the Level One decision, or if no decision is provided, they may request in writing a conference with the Principal or designee. The request must be filed within seven working days of the Level One decision or the response deadline if no decision is made. The Principal or designee shall hold the conference within seven working days of the request.

The parent/guardian, child advocate, or community member shall submit a signed statement of the complaint, any evidence/documentation supporting the complaint, and the date and results of the conference with the Assistant Principal. The Principal or designee shall have seven days following the conference to respond.

Level Three

If the parent/guardian, child advocate, or community member is not satisfied with the Level Two decision, or if no decision is provided, they may request in writing a conference with the Board of Trustees designee. The request must be filed within seven business days of the Level Two decision or the response deadline if no decision is made. The Board designee shall hold the conference within seven days of the request.

The parent/guardian, child advocate, or community member shall submit the documentation submitted to Principal, and the date and results of the conference with the Principal. The Board member shall have seven days following the conference to respond.

The Board may not delegate its authority to issue a decision, and any decision by the Board of Directors is final and may not be appealed.

If the complaint involves concerns or charges regarding an employee, it shall be heard by the Board member in closed meeting unless the employee to whom the complaint pertains requests that it be heard in public.

Freedom from Discrimination, Harassment, and Retaliation

Statement of Nondiscrimination

Harmony DC Public Charter School believes that all students learn best in an environment free from harassment and that student welfare is best served when students can work free from discrimination. Students are expected to treat other students and School employees with courtesy and respect, to avoid behaviors known to be offensive, and to stop those behaviors when asked or told to stop. School employees are also expected to treat students with courtesy and respect.

The Board of Directors has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behavior. In accordance with these policies and procedures, Harmony DC Public Charter School prohibits discrimination, including harassment against any student on the basis of race, color, religion, gender, national origin, disability, or any other basis prohibited by law. Harmony DC Public Charter School also prohibits dating violence, as defined in this Handbook. Retaliation against anyone involved in the complaint process is also a violation of school policy.

Discrimination

For purposes of this Handbook, discrimination against a student is defined as conduct directed at a student on the basis of actual or perceived race, color, religion, gender, national origin, disability, sex (gender or sexual harassment), age, personal appearance, sexual orientation, disability, family status, gender identity or expression, place of residence, or any other basis prohibited by law that adversely affects the student.

Prohibited Harassment

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, gender, national origin, disability, or any other basis prohibited by law that is so severe, persistent, or pervasive that the conduct:

- Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
- Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
- Otherwise adversely affects the student's educational opportunities.

Prohibited harassment includes dating violence as defined by this Handbook.

Examples of prohibited harassment may include:

- Offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation;
- Threatening or intimidating conduct;
- Offensive jokes;
- Name calling, slurs, or rumors;
- Physical aggression or assault;

- Display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes;
- Other kinds of aggressive conduct such as theft or damage to property.

Sexual Harassment

In compliance with the requirements of Title IX, Harmony DC Public Charter School does not discriminate on the basis of sex in its educational programs or activities.

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

- Affects the student’s ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
- Has the purpose or effect of substantially or unreasonably interfering with the student’s academic performance; or
- Otherwise adversely affects the student’s educational opportunities.

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

Harmony DC Public Charter School does not tolerate sexual harassment of a student by employees or other students. Romantic or inappropriate social relationships between students and School employees are prohibited. Sexual relationships between students and School employees are always prohibited. Sexual harassment of a student by a School employee includes sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

- A School employee causes the student to believe that the student must submit to the conduct in order to participate in a School program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
- The conduct is so severe, persistent, or pervasive that it affects the student’s ability to participate in or benefit from an educational program or activity or;
- Otherwise adversely affects the student’s educational opportunities or;
- Creates an intimidating, threatening, hostile, or abusive educational environment

Reporting Procedures

Any student who believes that he or she has experienced prohibited discrimination or harassment or believes that another student has experienced prohibited discrimination or harassment should immediately report the alleged acts to a teacher, counselor, the Campus Principal, or other school employee.

The Principal or his/her designee shall serve as coordinator for purposes of school compliance with all other antidiscrimination laws.

A student shall not be required to report prohibited discrimination or harassment to the person alleged to have committed the conduct.

After receiving a complaint of prohibited discrimination or harassment, the school may, but need not, require the student (and/or their advocate) to prepare a written report. Oral complaints will be reduced to written form. Upon

receipt of a complaint, the appropriate School official shall promptly authorize and undertake an investigation. When appropriate, the School may take interim action to avoid additional opportunities for discrimination or harassment. The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and any others with knowledge of the circumstances surrounding the allegations. If the results of the investigation establish that prohibited discrimination or harassment occurred, the School shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the discrimination or harassment and prevent its recurrence. The School may take disciplinary action based on the results of an investigation, even if the School concludes that the conduct did not rise to the level of harassment prohibited by law or policy.

Confidentiality

To the greatest extent possible, Harmony DC Public Charter School will respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

Appeal

A student or parent who is dissatisfied with the outcome of the investigation may appeal through the Harmony grievance procedure (see “Parent and Student Complaints and Concerns” in this Handbook). A student shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.

Annual Notice of Parent and Student Rights (Annual FERPA Confidentiality Notice)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (eligible students) certain rights with respect to the student’s educational records. These rights include the following:

The Right to Inspect and Review

Parents and/or eligible students have the right to inspect and review the student’s educational records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the Principal a written request that identifies the record(s) they wish to inspect. The school will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the student’s educational records, the school shall provide the parent or eligible student with a copy of the records requested or make other arrangements for the parent or eligible student to inspect and review the requested records.

The school shall not destroy any educational records if there is an outstanding request to inspect and review the records under this section. The school may charge a reasonable fee for a copy of an education record that is made for the parent or eligible student, unless the imposition of a fee effectively prevents a parent or eligible student from exercising the right to inspect and review the student’s education records. The school will not charge a fee to search for or to retrieve the educational records of a student.

If the educational records of a student contain information on more than one student, the parent or eligible student may inspect and review or be informed of only the specific information about that student.

The Right to Seek Amendment of the Student's Educational Records

Parents and/or eligible students may ask the school to amend a record that they believe is inaccurate, misleading, or otherwise in violation of the privacy rights of the student. Such a request must be made to the Principal in writing, clearly identify the part of the record the parent or eligible student wants changed, and specify why it is inaccurate or misleading. The school will decide whether to amend the record as requested within a reasonable time after the school receives the request. If the school decides not to amend the record as requested by the parent or eligible student, it will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment.

If, as a result of the hearing, the school decides that the information is inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it shall amend the record accordingly and inform the parent or eligible student of the amendment in writing.

If, as a result of the hearing, the school decides that the information in the educational record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school, or both. If the school places an amended statement in the educational records of a student, it is obligated to maintain the amended statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

The Right to Consent Prior to Disclosure

Parents and/or eligible students have the right to consent to disclosures of personally identifiable information contained in the student's educational 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. A "school official" is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Directors; a person or company with whom the school has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving 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 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 open-enrollment charter school, school district, or private school 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.

The Right to File a Complaint

Parents and/or eligible students have 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. These complaints should be addressed as follows:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4605

Access to Medical Records

Parents are entitled to access their students' medical records.

Notice for Directory Information

Under FERPA, the school must, with certain exceptions, obtain written consent prior to the disclosure of personally identifiable information from a student's education records. However, the school may disclose appropriately designated "directory information" without written consent, unless a parent or eligible student has advised the school, in writing, to the contrary. The primary purpose of directory information is to allow the school to include this type of information from a student's education records in certain school publications.

The school has designated the following categories of information as directory information:

- Student's name.
- Parent/Guardian name.
- Address.
- Current campus of attendance

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be released to outside organizations without prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks and/or businesses or members of the public seeking information about a student under the Public Information Act. In addition, two federal laws require the school to provide military recruiters, upon request, with student names, addresses and telephone listings, unless a parent or eligible student has advised the school that they do not want the student's information disclosed without prior written consent.

Any parent or eligible student who does not want the school to disclose directory information from the student's education records without prior written consent must notify the school in writing by completing and returning the "Use of Student Photos and Directory Information Opt Out Form" no later than the end of the first week of instruction after the student is enrolled.

Asbestos Management Information

All school facilities have been inspected for asbestos by a licensed Asbestos Hazard Emergency Response Act ("AHERA") inspector. An Asbestos Management Plan has been created for the school in accordance with federal regulations. Parents may view the Asbestos Management Plan by contacting the Principal.

Use of Student Photos and Directory Information Opt Out Form

You have the right to choose whether your student’s information is released or not. Please check a box in the appropriate column below and return this form to your student’s school no later than the end of the first week of instruction after the student is enrolled. **Parents, guardians, or eligible students who do not check a box, or who do not return this form, give their implied consent for release of directory information, consent to student photographs, and consent to release directory information to the military (grades 9–12 only).** If you do not wish to allow disclosure of this information, please return this form directly to the school either in person or by U.S. mail. If you have more than one student enrolled, you must complete a separate form for each student.

<p>ALL STUDENTS</p> <p>PLEASE MARK EACH APPLICABLE SPACE:</p> <p>A. _____ I do NOT consent to the release of directory information about the student named below outside the Harmony Public Schools system to sources such as an institution of higher education or newspapers and other media, except as authorized by law.</p> <p>B. _____ I do NOT consent to the release of photographs or directory information within the Harmony Public Schools system such as yearbooks, rosters for sports information, programs or articles</p>	
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 PRINT Student’s Full Legal Name

 Students Date of Birth (month/day/year)

 PRINT Parent/Guardian/Full Legal Name

 Parent/Guardian Signature

 Date (month/day/year)

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Harmony DC Public Charter Schools' Student/Parent Handbook 2018-2019

Acknowledgment and Approval of Student/Parent Handbook

My signature below acknowledges that the School has made the Harmony DC Public Charter Schools' Student/Parent Handbook available to me; that I have been given notice of the rules, responsibilities and consequences outlined in the Student Code of Conduct; that I have been informed that when I or my child is enrolled at the school, all information herein is applicable to me, my child, and all school staff; and that I have expressed intent to review this Handbook and the Student Code of Conduct contained within and to abide thereby.

By signing below I also agree with the contents of above-mentioned "Acceptable Use Agreement Acknowledgement Form" and "Electronic Communication Device Commitment Form (Regulation of Electronic Communication Devices)"

Student Name: (Please Print) _____

Last

First

MI

Grade: _____ Student Signature _____ Date: _____

Parent/Guardian Name: (Please Print) _____

Parent/Guardian Signature: _____ Date _____

Permission for Videotaping and Audiotaping Instruction for Educational Purposes

Harmony staff may choose to record video or audio of instruction for educational purposes. For example, teachers may wish to record demonstration lessons for the benefit of other teachers to view to help the education of all students. These recordings may be published or distributed.

Parents / guardians have the right to decline to allow their student to participate in such recordings. However, we request all accept this policy for the educational benefit of all.

Each of you, by your signature below, agrees to the following:

The student below may appear in video or audio recordings of instruction or student work authorized by teachers or administrators, which may be published or distributed.

Printed Student Name _____ Student Signature _____ Date _____

Parent/Guardian Name (printed) _____ Parent/Guardian Signature _____ Date _____

Please remove this page after it is signed, and return it to the Front Office.

Thank you for allowing our staff the opportunity to partner with you in the education of your child.