



“Re-Writing The Future One Student At A Time”

Dr. Marco Clark, Ed.D., Chief Executive Officer

Michael A. Wilson, M.Ed, Director of Schools

475 School Street SW
Washington, DC 20024

**PARENT AND STUDENT HANDBOOK
2020-2021**

Home of the Spartans

The mission of Richard Wright Public Charter School for Journalism and Media Arts is to transform students in grades 8-12 into well-versed media contributors by providing a student-centered environment that connects them to the classics and modern languages and a curriculum focused on strong writing skills and vocabulary.

Richard Wright Public Charter School does not discriminate against anyone because of race, color, religion, gender, age, national origin, sexual orientation, disability or any other characteristic protected by law in admission or access to, or treatment or employment in, and its programs and activities.

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Mission Statement

The mission of Richard Wright Public Charter School for Journalism and Media Arts is to transform students in grades 8-12 into well-versed media contributors by providing a student-centered environment that connects them to the classics and modern languages and a curriculum focused on strong writing skills and vocabulary.

Philosophy

The Richard Wright Public Charter School will connect our students with the culture of the classics and modern languages while enhancing their education through an exploration of journalism and media arts. We believe in the following core values which will be instilled by the administration and staff and demonstrated by students on a daily basis:

- Self-discipline
- Academic rigor
- Moral conviction
- Self-respect
- Positive energy

Academics

Richard Wright Public Charter School has adopted the Boston Latin School framework for grades 8-12 in the classical tradition and aligned the curriculum to National Common Core Standards and DCPS Learning Standards where applicable. The Boston Latin Model has proven to be successful for well over 300 years. RWPCS will review its curriculum annually to ensure adherence to state and federal academic goals, and to incorporate best practices from education research.

***DAY OF OPERATIONS AND CLASSES**

RWPCS weekly business operations will be Monday through Friday, 8:00 a.m. to 4:30 p.m. The school year will align with DC Public Schools (DCPS) for holidays. We will follow a two-semester school year divided into quarters. The total academic year will include at least 180 days of instruction.

*The school day for students will be 9:00am-3:30pm during blended learning during COVID19 and then, 8:30am-4:15pm post the pandemic.

Students may arrive no earlier than 8:15am. Arrival to school after 9:15am will be deemed “Tardy for School” and students will require a parent and/or note for entry to oncampus school. Students arriving after 9:15am will be required to attend online classes the remainder of the school day. After breakfast, the student body teachers and staff will gather online once a week for “Family Matters”, a 10- minute period about classroom and school goals, and expectations of character and behavior. Student and staff “shout-outs” will occur at this time as well.

Roxie, Mississippi was the birthplace of Richard Wright. Students will use the “Roxie” period to reflect on the day’s goals and expectations. All students will attend mandatory academic camps for all core subjects. Struggling students grades 8-12, as well as students grades 8 and 10, will attend the mandatory “Saturday Academy” for supplemental instruction and review. This program is subject to implementation based upon the governance and guidelines from the CEO post COVID19.

RWPCS's Journalism and Media Arts classes are built in their schedules daily. These classes will teach students skills that will offer opportunities to explore interests in areas outside of the classroom in the field of Journalism and Media Arts.

Days may be scheduled “A” and “B” to designate alternating scheduled class days for students to receive instruction. Classes will be semester or year-long courses.

MONDAY THROUGH THURSDAY-CLASS SCHEDULE

PERIOD	Period 1 9:00-9:50 AM	Period 2 9:55-10:45 AM	Period 3 10:50-11:40 AM	Period 4 11:45-12:15 PM 8th grade Lunch	Period 5 12:20-1:10 PM	Period 6 1:15-2:05 PM	Period 7 2:10-3:00 PM
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FRIDAY'S CLASS SCHEDULE

8 & 9th Grades (online)

PERIOD	Period 1 9:00-9:50 AM	Period 2 9:55-10:45 AM	Period 3 10:50-11:40 AM	Period 4 11:45-12:15 PM 8th grade Lunch	Period 5 12:20-1:10 PM	Period 6 1:15-2:05 PM	Period 7 2:10-3:00 PM
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10 & 12th Grades (on campus)

PERIOD	Period 1 9:00-9:23	Period 2 9:30-9:53	Period 3 10:00-10:23	Period 5 10:30-10:53	Period 6 11:00-11:23	Period 7 11:30-11:53	LUNCH 11:55-12:00
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11th Grade (on campus)

Period 1 9:00-9:23	Period 2 9:30-9:53	Period 3 10:00-10:23	Period 5 10:30-10:53	Period 6 11:00-11:23	Period 7 11:30-11:53	LUNCH 11:55-12:00	Period 1 9:00-9:23
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**RWPCS Graduation Requirements
(26.5 Credits Needed for Graduation)**

English (4 credits)

English I (1 credit) ____

English II (1 credit) ____

English III (1 credit) ____

English IV (1 credit) ____

Math (4 credits)

Algebra I (1 credit) ____

Geometry (1 credit) ____

Algebra II (1 credit) ____

Pre-Calculus (1 credit) ____

Science (4 credits)

Earth Science (1 credit)

Biology (1 credit)

Chemistry (1 credit)

Physics (1 credit)

History/ Social Studies (4 credits)

US History (1 credit) ____

American Government (1 credit) ____

World History (1 credit) ____

DC History (0.5 credit) ____

African American

History (0.5 Credit) ____

Foreign Language (2 credits)

Spanish I (1 credit) ____

Spanish II (1 credit) ____

Spanish III (1 credit) ____

Spanish IV (1 credit) ____

Latin I (1 credit) ____

Latin II (1 credit) ____

Latin III (1 credit) ____

Latin IV (1 credit) ____

Other Credits

Media Arts Electives (3 credits)

Visual Arts I (0.5 credit) ____

Visual Arts II (0.5 credit) ____

Media Arts I (0.5 credit) ____

Media Arts II (0.5 credit) ____

Newspaper (0.5 credit) ____

Foundations Hip Hop (.5 credit) ____

Radio Production (0.5 credit) ____

Broadcast Journalism (0.5 credit) ____

Yearbook (0.5 credit) ____

Film (1 credit) ____

Photography (1 credit) ____

Graphic Design (1 credit) ____

Dance (1 credit) ____

School Specific Courses (3 credits)

Journalism I (1 credit) ____

Journalism II (1 credit) ____

Journalism III (1 credit) ____

SAT Prep (1 credit) ____

Enrichment (1 credit) ____

Senior Journalism Project

(1 Credit) ____

Music (.5 credits) ____

Health/ PE (1.5 Credits) ____

100 Community Service Hours ____

Grading Scale

%	Grade	Pts
100 - 97	A+	4.00
96 - 93	A	3.80
92 - 90	A-	3.70
89 - 87	B+	3.30
86 - 83	B	3.00
82 - 80	B-	2.70
79 - 77	C+	2.33
76 - 73	C	2.00
72 - 70	C-	1.70
69 - 67	D+	1.33
66 - 65	D	1.00
64 - 0	F	0.00

Weights for Grades for each Class

Classwork/R.E.A.C.H./Class Participation-	20%
Long Assessments (unit test, final exams, midterm)	25%
Projects	30%
Homework	15%
Short Assessments (quizzes/10 Day assessment)	10%

Honors Grading Scale

%	Grade	Pts
100 - 93	A	5.00
92 - 90	A-	4.66
89 - 87	B+	4.33
86 - 83	B	4.00
82 - 80	B-	3.66
79 - 77	C+	3.33
76 - 73	C	3.00
72 - 70	C-	2.66
69 - 67	D+	2.30
66 - 65	D	2.00
64 - 0	F	0.00

AP Grading Scale

%	Grade	Pts
100 - 93	A	5.50
90 - 92.	A-	5.30
89 - 87	B+	5.00
86 - 83	B	4.70
82 - 80	B-	4.30
79 - 77	C+	4.00
76 - 73	C	3.70
72 - 70	C-	3.30
69 - 67	D+	3.00
66 - 65	D	2.70
64 - 0	F+	0.00

Attendance Policy

Daily attendance is critical to the academic success of students attending the RWPCS. The school's course work is rigorous, and missing school would make it difficult for a student to successfully complete his/her work. Attendance is extremely important to a child's academic success; children cannot learn if they are not in school. The Law requires that all children ages 6-18 attend school regularly and punctually. In addition, the law requires regular attendance. The DC Compulsory Attendance Act states that all children must attend school regularly from the age of five to eighteen and that the parent/guardians can be held legally liable if their child does not attend.

All parents/guardians should become familiar with the law. The School Attendance Clarifications Act of 2015 is followed by RWPCS as well. Part of the Act requires that guardians provide valid excuses for absence within five days.

Richard Wright Public Charter School faculty and staff believe that there is a direct correlation between good attendance and high achievement. Studies show that students with good attendance achieve higher grades, enjoy school more and gain the necessary credits and skills for graduation.

Here at Richard Wright we see this as the responsibility of each parent/guardian, teacher, administrator, and staff members to promote and stress the value of good attendance. It is also the responsibility of the staff to carry out all attendance policies in a fair, firm, and consistent manner.

Absences

Students are asked to make the commitment to attend school daily. Parents/guardians are asked to comply by ensuring that their child does attend school. The RWPCS staff, particularly the Parent Liaison, is available to assist both students and parents/guardians in making sure that attendance policies are enforced. All parents will be notified when their child is not present in school. All contact numbers need to be updated by parents with the attendance monitor. Truant Students picked up during school hours by Law Enforcement Officers, will be brought to RWPCS and parents will be contacted immediately.

Students themselves -- and not their teachers -- are responsible for collecting any makeup work when absent.

**IF A STUDENT DOES NOT REPORT TO SCHOOL, A SCHOOL OFFICIAL
WILL CONTACT THE PARENT/GUARDIAN.**

Reporting an Absence

We ask that parents/guardians call or text the Attendance Line at (202) 746-6187 each and every morning that their child/children are going to be absent from school. This is to help ensure that we verify each student's safe arrival to school, and that we accurately record each student's daily attendance. Please be ready to provide the following information.

- Name of caller and relationship to student
- Student's name
- Reason for absence
- Caller's phone number

Returning to School After an Absence

Students are to report to the Attendance Office with verification of absence, which must include student's full name, date and reason for absence. Students will be given the opportunity to make up work missed from the first day of any excused absence within a two-day period.

Tardiness Policy

The RWPCS opens at 7:30am. Breakfast is served from 7:45am-8:15am. All students should be in the building ready for Community family matters by 8:05a.m. and ready to begin their day of learning. Any student arriving at school at 8:15am will be considered tardy. Students will report to Tardy Hall for the first 1st period. Students who arrive after 8:15am without a valid excuse, will have their parents notified and will be sent home for the day.

Phone calls for tardy students must be made to the main office at 202.388.1011 or ext. 200 **only**. Parents/Guardians may also contact the Attendance and Truancy Monitor directly at 202.746.6187. Truant Students picked up during school hours by Law Enforcement Officers, will be brought to RWPCS and parents will be contacted immediately.

The following policy applies to both Excused and Unexcused Tardiness. All tardiness is considered unexcused unless accompanied with a doctor's note or court documentation. After the third tardy, the student and a parent/guardian are subject to meet with the Principal/Student Support Staff and will be monitored closely.

Early Departure

A written request from a parent/guardian is required before a student can be released from school at any time other than the normal dismissal time. Students will not be released without prior written permission from a parent/guardian. In the written permission, the note must have the reason for early release, date, telephone number where parent/guardian can be reached, and parent/guardian name printed and signed. Requests will be verified by telephone. Students will not be released unless a parent/guardian is contacted.

If a student becomes ill, they need to report to the nurse office. Students are not to call their parents directly from their cell phone. The nurse will see the student and decide if it is necessary to send the student home. Parents/Guardians will be contacted before the student can go home. If a student has a doctor, dental, or personal appointment a parent/guardian must check the student out through the Attendance Office. Students must present official medical verification that they were seen in order to obtain an absence excused.

Excessive Absences

Our attendance system counts the number of days that each student is absent from school, whether excused or unexcused. Excused absences include illness or injury to the child, medical/dental appointments that can only be scheduled during school hours. Death in the family and religious holidays will be granted with proper documentation.

Leaving Campus

Students will not be permitted to leave the campus at any time without aforementioned permissions. Students leaving the campus without parental permission, school release, or medical reasons will be subject consequences inclusive of suspension.

Excused Absences

The following are valid reasons for absence from school:

Student illness

Family emergency which requires the student's presence in the home;

Death in the students' immediate family;

Exclusion, by direction of the authorities of the District of Columbia, due to quarantine, contagious disease, infection, infestation, or other condition requiring separation from other students for medical or health reasons, including failure to be immunized

Necessity for students to attend any judicial proceeding as a plaintiff, defendant, witness, or juror. The student must return with court documentation;

Observance of religious holy days by members of a religious group;

Lawful suspension or exclusion from school by school authorities;

Other absences approved in advance by the Principal or Student Support Staff upon the written request of the parent/guardian.

If a student is out of school sick for three or more days, the parent/guardian can make arrangements with the Student Support Staff to collect any missed assignments. When the student returns to school, he/she must return with a note from the doctor, and will be expected to stay after school to meet with his/her teacher to turn in make-up work not completed at home.

Unexcused Absences

All students who return to school without proper documentation or a phone call from a parent/guardian confirming knowledge of their absence will receive an after-school detention until a parent/guardian is notified. If the parent/guardian is not contacted during the after school detention, the student cannot return to school until accompanied by the parent/guardian. Unexcused absences will be reported to the DC Police truancy division.

1 day absent: A phone and email to parents.

3 days absent: A warning letter will be mailed and emailed to parent

5 days absent: A mandatory meeting with the student & parents.

7 days absent He or she will be referred to the Student Support Team and an attendance plan will be drafted for the family.

10 absent days: Parents will receive a letter from the school informing the family of the school's legal obligation to contact Child Protective Services should the child be absent for 15 days of school. Richard Wright will contact C.P.S. on the day of a child's 15th absence.

Unexcused Consecutive Absences and No Call Policy

Any student absent from school for twenty consecutive school days and has failed to notify the attendance monitor at Richard Wright Public Charter Schools, will be dropped from roster.

Verifying Excused Absence

If a student is absent from school, the absence must be verified by a parent/guardian within a two day period by doing the following: (1) calling the school the day of the absence and (2) returning the student to school with a note regarding the absence.

Note: A student returning to school from an excused absence must verify the absence with a note, within a two-day period. If a note is not received within the allotted timeframe, the excused absence will automatically be converted to an unexcused absence.

Phone Call. On each day that a student is absent from school, the parent/guardian should call the school before 8:15 a.m. to inform school personnel of the absence. The parent/ guardian should leave the following information:

1. Parent's/guardian's name
2. Student's name
3. Day(s) absent
4. Reason for absence and phone number where parent/guardian can be reached to verify information

Letter. Upon returning to school from an absence, a student is required to bring a written note from his/ her parent/guardian within. The following information should be included in the note:

1. Date returned to school
2. Full name of student
3. Dates of absence
4. Reason for absence
5. Signature of parent/guardian
6. Day time telephone number

If a student must be absent from school for an extended period of time due to illness or an emergency, the parent/guardian should inform the school by speaking directly to the Head of School and/or designee. Official documentation must be presented to the school with detailed information regarding the extended absence (ie. Official Medical Documentation, Court Documentation, detailed letter from parent about emergency) within five (5) days of the absence.

All notes/documentations should be given to the Attendance and Truancy Monitor on the date following the absence. Students have three days upon return to provide the school with a note.

Electronic Devices/Cell Phone Policy

As a reminder to the Richard Wright Public Charter School community, below please find Richard Wright's policy on electronic devices, including but not limited to cell phones.

During school hours 8:30 – 4:30 (*9:00-3:00) all cell phones and electronic devices (unless school issued or approved) must be turned off and secured in the student's locker, purse or bookbag. Cell phones may only be used if required by a teacher for a class assignment.

*denotes COVID19 blended learning hours

Teachers will notify the administration team prior to the times that cell phones will be used. If a student has an electronic device during the school day without permission they will be required to turn over the device to a teacher, staff, or administration. Second and third offenses regarding use or possession of an electronic device or cell phone will result in suspension. At no time shall Richard Wright Public Charter School or its staff be responsible for theft, loss or damage to cell phones or other electronic devices brought on its property.

1st Infraction – Reminder/warning.

2nd Infraction – Confiscate the phone and return it at the end of the day

3rd Infraction – Device will be confiscated upon arrival to school the next day and given to an administrator and returned at the end of the day for two consecutive days.

Repeat offenders or any students refusing to follow policy can and will be subjected to a 1-2 day suspension.

Discipline Policy

RWPCS Philosophy

The vision of Richard Wright Public Charter School for Journalism and Media Arts is to transform students in grades 8-12 into well-versed media contributors by providing a student-centered environment that connects them to the classics and modern languages and a curriculum focused on strong writing skills and vocabulary.

The Richard Wright Public Charter School for Journalism and Media Arts Discipline Standards are guided by our commitment to offering our students a world class education that prepares them to succeed in college and to become future leaders who will contribute to the betterment of our society. Our Discipline Standards demand that RWPCS students meet high standards for Individual Responsibility, Respect for Self and Others as well as the property of others.

The aim of the Richard Wright Public Charter School for Journalism and Media Arts Student Discipline Tier is to provide structures and guidelines for students, parents, and staff to reference in order to create conscious accountability within our students. The Student Discipline Tier indicates in detail how student offenses within the community receive appropriate consequences. Our fundamental belief is accountability and consciousness will improve academic performance.

Education provides a means for human development, empowerment, and agency. The fundamental principle of Richard Wright Public Charter School for Journalism and Media Arts is that ALL students deserve and have access to an education. In situations involving misconduct, the CEO and the staff of each school shall take all reasonable and available measures to modify any unacceptable student behavior prior to suspending the student. The school staff shall also take the necessary steps to bring the student to the attention of those screening committees, departments, offices, divisions, agencies and organizations that may be able to provide diagnostic or interventional assistance. **No Child may be given a Long-Term suspension or expelled without the approval of the CEO.**

All efforts will be made to use student support services to provide students with interdependent services.

Administrators will be cognizant of the need for age appropriate consequences when determining consequences for code violations. Administrators have the ability to take the degree of severity, frequency of offense, situation, age, and decision-making capacity of a student into account in determining sanctions and shall be required to provide a rationale for any deviations from the code.

Expectations

Students are expected to act appropriately at all times. When students deviate from the Discipline Standards, staff members will remind students of their personal commitment to achievement and the negative behavior's impact on their success. With reference to RWPCS's philosophy of education and the task of providing student support structures, school staff members will not tolerate violent and chronically disruptive behavior. Richard Wright Public Charter School for Journalism and Media Arts will call police in cases of violence, and charges will be placed against the offender(s), including students with disabilities, whenever appropriate. For students with disabilities, an IEP Team must meet within the required timelines to determine IEP modifications and the appropriate alternative placement or intervention.

The fundamental beliefs of Richard Wright Public Charter School for Journalism and Media Arts discipline practices are grounded in the three discipline standards and/or Character Virtues.

Individual Responsibility: means that students will come to school ready to learn and follow directions, and are prepared to contribute to making our school a safe, clean, and challenging learning environment.

Representing Self, School and Community: means that students will behave in an appropriate and respectful manner when interacting with other people, visiting places, or acting as a member of the community.

Respect for Self, Others and Other's Property: Means that students will take care of their body, mind and spirit, will not take or destroy property; and will not offend, hurt, or contribute to hurting another individual.

Students should be aware that the school has the authority to take disciplinary action even when the misbehavior occurs off school property, or when schools are closed, if the behavior affects the general and conducive discipline of the school. Examples of this can occur are the following:

Infractions on the way to and from school. This includes infractions and incidents on public transportation. Infractions while participating in school-related activities such as field trips, dances, and athletic events

The charts in the Student Discipline Tier are by level and severity, violations and consequences to be used pertaining to student behavior. For any violations of the Student Discipline Code, administrators must apply and execute one or more of the consequences for any violations based on criteria established by the Head of School as set forth in the Student Discipline Tier. Administrators are strongly encouraged to use all support services and interventions staff and strategies available to them when executing consequences for violations to the Student Discipline Tier (For a complete list of Student Support Services, please reference the Office of Student Support Services.) No code can provide examples of every conceivable violation in its definitions. Where possible, examples have been listed. However, there may be circumstances that are not specifically addressed in the examples that still represent code violations (**Note: Only the CEO may expel or recommend expulsion/or suspension for more than five (5) consecutive days.**)

Definition of Terms

The following definitions are intended to clarify the meaning of terms as stated in the consequences section of the discipline code.

Alternative Program: A program or service within a school designed for “challenging” and/or disruptive students.

Community Service: A service performed by students to benefit or “give back to” the larger school community

Behavior Contract: Spells out in detail the expectations of student and teacher (and sometimes parents) in carrying out the intervention plan, making it a useful planning document.

Loss of Privileges: A student’s exclusion from school extracurricular and athletic activities.

Short-Term Suspension: A student’s removal from school for disciplinary reasons for a period not to exceed five (5) days.

Expulsion: The removal of a student from Richard Wright Public Charter School for Journalism and Media Arts for the remainder of the academic school year. (Note: Students may reapply for admission the next academic year.) by the direction of the Head of School.

Long-Term Suspension: A student’s removal from school for disciplinary reasons for a period of six plus (6+) days.

Suspension/Expulsion Policies

RWPCS seeks to ensure that students will remain active in the learning process without interruption. The CEO/Director of Schools and management team will enforce a three-tiered model for disciplinary infractions. RWPCS recognizes that exclusion from our educational program, whether by suspension or expulsion, is the most severe sanction that can be imposed on a student and one that cannot be imposed without due process. RWPCS intends not only that these policies be applied when facts and circumstances clearly warrant the imposition of a suspension or expulsion, but also that expulsions are pursued when absolutely necessary and appropriate.

SHORT TERM SUSPENSIONS

Short-term suspension means the temporary withdrawal of the privilege of attending school for a period of ten consecutive school days or less. CEO/Director of Schools and/or his designee have the authority to impose short-term suspensions. The CEO/Director of Schools and/or designee may suspend the student for five days or less, choose another disciplinary alternative, or exonerate the student. A written record of the decision shall be kept in the student's discipline file.

If a short-term suspension is imposed upon the student, the following steps shall be taken:

- The student shall receive verbal notice of the alleged misconduct.
- The student shall be provided with the opportunity to explain his/her version of the situation.
- The school official involved shall make reasonable efforts to verify facts and statements prior to making a decision regarding discipline.

A parent must be notified before the student is allowed to leave campus. If no parent contact can be made, the student may be isolated until dismissal time and then given a written message to the parents.

On the day of suspension is given, the CEO/Director of Schools shall contact the parent and inform him/her of the suspension. If the parent cannot be contacted by phone, a letter must be sent to the parent explaining the terms and reasons for the suspension and to request a meeting to solicit his/her help and/or for re-entry.

LONG-TERM SUSPENSION/EXPULSION

Long-Term Suspension means the temporary withdrawal of the privilege of attending classes at RWPCS for a set period of time for six or more consecutive school days.

Expulsion means the permanent withdrawal of the privilege of attending a RWPCS.

Only the CEO is authorized to impose a long-term suspension or expulsion.

The student shall receive the verbal notice of the alleged misconduct. The student shall then be provided with the opportunity to explain his/her version of the situation. The school administrator/teacher involved shall make reasonable efforts to verify facts and statements prior to making a recommendation regarding discipline.

If a long-term suspension is imposed, a notification of the long-term suspension will be mailed (certified) or hand delivered to the parent, guardian or emancipated minor to the last known address. This letter will include the following information:

The nature of the offense (s) alleged and the policies, regulations or rules allegedly violated.

A statement that the school CEO has imposed long-term suspension.

Definition of long-term suspension.

The extent of the punishment, including the restrictions placed on the student during the period of suspension.

The date suspension begins.

A statement that the parent, guardian, or emancipated student are welcome to meet with the CEO to discuss the situation in an informal setting.

A statement that a formal hearing may be requested. This request must be made in writing and returned to the CEO within five school days after the notice of intent to long-term suspend letter is mailed or hand delivered.

APPEALS PROCESS FOR SUSPENSION AND EXPULSIONS

Written requests for a formal hearing must be received by the CEO within three (3) days of issuance of long term suspension or expulsion. CEO shall forward the request to the Board of Trustees secretary. A hearing date shall then be scheduled. Written notice regarding the hearing shall be mailed and/or hand-delivered to the parent(s), guardian(s), or emancipated student within three days prior to the hearing and shall include the following information:

The charges and the rule or regulation violated.

The extent of the punishment to be considered.

A statement that the student may be represented by counsel at his/her own cost. Notice that the student will be represented by legal counsel shall be provided to RWPCS at least two working days prior to the hearing.

If a hearing officer has been designated, the name of the hearing officer.

A formal hearing will be held, during which the student will be informed of the following:

The student is entitled to a statement of the charges and the rule or regulation violated.

The student may be represented by counsel, at his own expense.

The student may present witnesses.

The student or counsel may cross-examine witnesses presented by the School.

Either the hearing must be recorded on tape or an official record must be kept in some other appropriate manner. In addition, parents are to be allowed to tape-record the hearing at their own expense.

The Hearing Committee Chair shall prepare a written decision within ten days after the hearing. Copies of the decision shall be provided to the parent, guardian, or emancipated student and CEO.

SUSPENSION OF SPECIAL EDUCATION STUDENTS

Prior to the long-term suspension of a special education student (this would include infractions of the zero tolerance policy) a team meeting will take place. Included in this meeting will be:

Certified Special Education Teacher or Psychologist

Administrator

Parent

Student

The re-entry conference will include the persons mentioned below:

Certified Special Education Teacher or Psychologist

Administrator

And one of or both (****** please refer to next page***);

Parent

Student

All students are expected to adhere to the behavioral expectations outlined in RWPCS'S Code of Conduct. At RWPCS, our goal is to proactively manage student behavior using a full system of positive behavioral supports. Should a student with a disability engage in behaviors that result in out of school suspension, RWPCS adheres to the following procedural guidelines as described in federal regulations governing the discipline of students with disabilities.

Should a student be removed from school for more than 10 days in the school year, a manifestation determination review meeting will be held and services will be provided in an interim alternative educational setting while the student is serving his/her suspension. Parents and guardians will thus be immediately notified of the need for a manifestation meeting, provided a copy of the procedural safeguards and invited to attend the Manifestation Determination Review:

If the team determines that the behavior IS a manifestation of the child's disability the team will complete the following:

Complete a functional Behavior Assessment (Unless one was completed prior to the incident) and develop a Behavior Intervention Plan (BIP).

If the BIP is already in place the team should review and change the plan as necessary in order to address the behavior.

Return the Student to the previous placement unless is deemed required by the team as a modification to the BIP.

If the team determines that the behavior IS a manifestation of the student's disability, resulting from a failure to implement the student's IEP as written:

Determine that the behavior is a manifestation of the child's disability; and

Take steps to immediately remedy the identified deficiencies; and

Return the student to the previous placement

If the determines that the behavior is NOT a manifestation of the child’s disability:

School personnel continue with action as would be for non-disabled peers; and
Continue to provide the student with services in an interim alternative educational setting

Special Circumstances

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

Carries a weapon to school, on school premises, or to or at a school under the jurisdiction of a State Education Agency or a Local Education Agency; or
Uses illegal drugs, or sells, or solicits the sale of a controlled substance, while at school, on school premises, or to or at a school under the jurisdiction of a State Education Agency or a Local Education Agency; or
Has inflicted serious bodily injury upon another person while at school, on school premises, or to or at a school under the jurisdiction of a State Education Agency or a Local Education Agency.

***** Please note that under the Student Fair Access to School Act, the return of a student to school may not be contingent upon the parent accompanying the student, attending a conference, or otherwise being present at the school.**

The following is a link to a PDF of Chapter 25 Section 5 of the DC Municipal Regulations which are tightly aligned with the regulations governing the discipline of students with disabilities as outlined in IDEA 2004.

RWPCS DISCIPLINE CONSEQUENCES

Level I Infractions: Teachers & Staff

Note: Excessive means more than four times and you have documented your interventions. If a student does what is asked then they remain in class and a referral is sent to the Student Support Staff, DOS. Teacher keeps one copy, the student gets another copy.

INFRACTIONS	MANAGER	MINIMUM	MAXIMUM
Arriving to class unprepared	Teacher	Parent contact. Student conference.	Teacher/Support Team conference with student
Unable stay awake in class due to behavior/illness or on a frequent basis (two or more reminders goes to DOS on a referral)	Teacher	Parent contact. Student conference. Support Team.	Teacher/Support Team conference with student
Chewing gum	Teacher	Parent contact. Student conference.	Teacher/Support Team conference with student
Consumption of food or beverages in the classroom, computer lab, or library	Teacher	Parent contact. Student conference. Intervention. Suspension	Teacher/Support Team conference with student, suspension
Disrupting the flow of movement through the hallway, but not a safety risk	Teacher	Parent contact. Student conference.	Teacher/Support Team conference with student,
Failing to complete class work	Teacher	Parent contact. Student conference.	Teacher/Support Team conference with student
Failing to complete home work	Teacher	Parent contact. Student conference.	Teacher/Support Team conference with student
Frequent request to use the restroom outside of break time (not a medical reason)	Teacher	Parent contact. Student conference.	Teacher/Support Team conference with student
Non-academic use of technology – 1st offense	Teacher	Parent contact. Student conference. Lose computer privilege	Teacher/Support Team conference with student

Tardiness to School or Class, Cutting Class, Cutting assigned detentions, homework center, or other school mandated functions	Teacher	Parent contact. Student conference.	Teacher/Support Team conference with student, suspension
Use of electronic devices, cell phones, iPods, etc	Teacher	Parent contact. Student conference.	Teacher/Support Team conference with student, confiscate phone, suspension 1 st warning/reminder
Violating the dress code (four	Teacher	Parent contact. Student conference.	Teacher/Support Team conference with student, suspension

Level II Infractions: Student Support Staff

INFRACTIONS	MANAGER	MINIMUM	MAXIMUM
Unable to stay awake in class due to behavior/illness or on a frequent basis (two or more reminders goes to DOS on a referral)	Student Support Staff	Parent contact, referral to Student Support Staff with documentation	Referral to Student Support Staff with documentation, suspension by Student Support Staff
Lying to staff/parents regarding school incidents.	Student Support Staff	Parent contact, referral to Student Support Staff with documentation	Referral to Student Support Staff with documentation, suspension by Student Support Staff
Misbehaving on the way to or from school and at school sponsored events	Student Support Staff	Parent contact, referral to Student Support Staff with documentation	Referral to Student Support Staff with documentation, suspension by Student Support Staff
Play fighting and hitting after a warning	Student Support Staff	Parent contact, referral to Student Support Staff with documentation	Referral to Student Support Staff with documentation, suspension by Student Support Staff
Refusal to comply with school wide rules	Student Support Staff	Parent contact, referral to Student Support Staff with documentation	Referral to Student Support Staff with documentation, suspension by Student Support Staff
Repeated classroom disruptions	Student Support Staff	Parent contact, referral to Student Support Staff with documentation	Referral to Student Support Staff with documentation, suspension by Student Support Staff
Repeated use of electronic devices while in classrooms or the school building	Student Support Staff	Parent contact, referral to Student Support Staff with documentation	Referral to Student Support Staff with documentation, suspension by Student Support Staff

Threatening hallway, cafeteria, or gym safety	Student Support Staff	Parent contact, referral to Student Support Staff with documentation	Referral to Student Support Staff with documentation, suspension by Student Support Staff
Use of profane language	Student Support Staff	Parent contact, referral to Student Support Staff with documentation	Referral to Student Support Staff with documentation, suspension by Student Support Staff
Excessive Tardiness to School or Class, Cutting Class, leaving school without permission, homework center, or other school mandated functions	Student Support Staff	Parent contact, referral to Student Support Staff with documentation intervention	Referral to Student Support Staff with documentation, Student Support Staff, intervention/suspension

Level III Infractions: Administrators

INFRACTIONS	MANAGER	MINIMUM	MAXIMUM
Any gang-like behavior	Student Support Staff/ Director of Schools/CEO	Parent contact, referral to Student Support Staff with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Arson	Student Support Staff/ Director of Schools/CEO	Parent contact, referral to Student Support Staff with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Being in possession of or distributing illegal substances such as alcohol, tobacco, drugs, incendiary devices (on campus or in transit to school)	Student Support Staff/ Director of Schools/CEO	Parent contact, referral to Student Support Staff with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Bullying or intimidating students or staff	Student Support Staff/ Director of Schools/CEO	Parent contact, referral to Student Support Staff with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Cheating or plagiarizing	Student Support Staff/ Director of Schools/CEO	Parent contact, referral to Student Support Staff with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Committing assault or assault and battery	Student Support Staff/ Director of Schools/CEO	Parent contact, referral to Student Support Staff with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Grossly and/or repeatedly violating or breaking any signed contract	Student Support Staff/ Director of Schools/CEO	Parent contact, referral to Student Support Staff with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Disrespecting staff or other students	Student Support Staff/ Director of Schools/CEO	Parent contact, referral to Student Support Staff with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion

Engaging in sexual activity, sexually suggestive activity, inappropriate touching	Student Support Staff/ Director of Schools/CEO	Parent contact, referral to Student Support Staff with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Fighting	Student Support Staff/ Director of Schools/CEO	Parent contact, referral to Student Support Staff with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Forging signatures and paper or electronic notes	Student Support Staff/ Director of Schools/CEO	Parent contact, referral to Student Support Staff with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion

Level III Infractions: Administrators

Illegal possession or use of firearms (including replicas)	Student Support Staff/ Director of Schools/CEO	Parent contact, referral to Student Support Staff with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Interfering with RWPCS High School instruction or events	Student Support Staff/ Director of Schools/CEO	Parent contact, referral to Student Support Staff with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Issuing verbal or physical threats to a student or staff member	Student Support Staff/ Director of Schools/CEO	Parent contact, referral to Student Support Staff with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Stealing	Student Support Staff/ Director of Schools/CEO	Parent contact, referral to Student Support Staff with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Trespassing or defacing private or public property	Student Support Staff/ Director of Schools/CEO	Parent contact, referral to Student Support Staff with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Possession or use drugs without expressed written permission a medical	Student Support Staff/Director of Schools/CEO	Parent contact, referral to Student Support Staff with documentation, Behavior	Parent Contact, Suspension, Behavior Contract,

professional		Contract by Administration	Expulsion
Acts or threats of violence to faculty, staff or peers	Student Support Staff/Director of Schools/CEO	Parent contact, referral to Student Support Staff with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
*Harassment, Intimidation, or Bullying of faculty, staff or peers	Student Support Staff/Director of Schools/CEO	Parent contact, referral to Student Support Staff with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion

***Harassment, Intimidation, or Bullying (includes Cyberbullying) Definition**

1. Acts which mean a gesture, an electronic communication, or a written, verbal, physical, or sexual act that is (a) reasonably perceived to have the effect of harming a student physically or emotionally or damaging a student’s property, or placing a student in reasonable fear of personal harm or property damage and/or (b) that insults or demeans a student or group of students causing substantial disruption in, or substantial interference with, the orderly operation of the school -- “school” means, in this context, in a classroom, on school premises, on a school bus or other school- related vehicle, at an official school/metro bus stop, at a school-sponsored activity or event whether or not it is held on school premises, or at another program or function.
2. Reprisal, retaliation, or false accusation (a) against a person who reports an act of harassment, intimidation, or bullying (includes Cyberbullying) or (b) against a victim, witness, or a person with reliable information about an act of harassment, intimidation, or bullying (includes Cyberbullying)
3. Falsely accusing another person of committing an act or acts of harassment, intimidation, or bullying (includes Cyberbullying)

Online Classroom Discipline Policy

1. Students may be moved to the waiting area during their online class for the following reasons:
 - a. Not being on camera
 - b. Eating and drinking during class
 - c. Playing and being conversational with others students or in their background
 - d. Inappropriate language
 - e. Unpreparedness for the class
 - f. Other egregious behaviors
2. Students who do not successfully return from the waiting area during class after being given a warning may be removed from that class session and finish their work asynchronously.
3. Students who continuously violate our online classroom code of conduct may be subject to disciplinary action to include removal from synchronous learning, finish their school year with asynchronous or project based learning, and completion of the school year through some other required means determined by the CEO and/or Director of Schools.

NO BRAINERS

“No Brainer”

An action that will result in immediate suspension or expulsion of a student.

They are as follows:

-Fighting

-Stealing

-Bullying

-Vandalizing, Damaging, or Destroying School Property

-Threats to staff or students

-Possession of a weapon and/or explosives

-Possession of illegal substances

-Pulling the fire alarm/Bomb threats/False Fire Alarm

-Repeated Disrespect and Non-compliance

-Harassment (Verbal/Sexual) of a staff or another student

-Bomb Threats/False Fire Alarm

Locker Policy

Students are offered a locker to safeguard their personal property. The school is not responsible for items that are lost, damaged, or stolen in and/or out of lockers. Students should never share their combination with another student. Students are to pay close and precise attention to make sure their locker is closed and locked after use. Large amounts of money or valuables should not be brought to school or stored in your locker.

Students may bring a lock from home or purchase a lock for their assigned locker. School lockers are considered school property and subject to search at any time. Locks may be

USE OF LOCKERS. Lockers are to be used to store school supplies and personal items necessary for use at school. Lockers shall not be used to store items which cause, or can reasonably be foreseen to cause, an interference with school purposes or an educational function, or which are forbidden by state law or school rules, such as drugs (inclusive of medicine for which a student has current prescription or common cold or headache medicine sold over the counter), drug paraphernalia, beverage containing alcohol, weapon, any flammable substance, bomb or explosive device, any pungent acid or nauseous chemical, any library book not properly checked out or overdue, unreturned gym or athletic equipment, any stolen items, any obscene material, or tobacco products that are banned by school rules or regulations. Students will be expected to keep their lockers in a clean and orderly manner. If lockers are damaged or defaced, students are to inform the office and the student responsible will be asked to pay for the damages. or clean the locker. One student per locker. Students are advised not to share their lockers, keys, and/or combinations with others.

AUTHORITY TO INSPECT. The school corporation retains the right to inspect lockers to insure they are being maintained in accordance with the Richard Wright expectations. All inspections of student lockers shall be conducted by the Head of School or Vice Principal. All lockers are property of the school. It is expected that students will treat them with respect.

INSPECTION OF INDIVIDUAL STUDENT'S LOCKERS. The inspection of a particular student's locker will not be conducted unless the Head of School has a reasonable suspicion to believe that the locker to be inspected contains items which cause, or can reasonably be foreseen to cause, an interference with school purposes or an educational function, which are forbidden by state law or school rules, or which pose an imminent and serious threat to health and safety necessitating the general search of part or all of the lockers.

INSPECTION OF ALL LOCKERS. An inspection of all lockers in the school, or all lockers in a particular area of the school, may be conducted if the Head of School or Vice Principal reasonably believes that such an inspection is necessary to prevent, impede or substantially reduce the risk of:

- (1) an interference with school purposes or an educational function,
- (2) (2) a physical injury or illness to any person,
- (3) damage to personal or school property, or
- (4) a violation of state law or school rules.

Examples of circumstances justifying a general inspection of a number of lockers are:

- (a) When the school corporation receives a bomb threat;
- (b) When evidence of student drug or alcohol use creates a reasonable belief of an unusually high level of student use;
- (c) At mid-term, end of grading period, before school holidays to check for missing library books, or lab chemicals, or school equipment;
- (d) When there is a reasonable belief that weapons are stored in the lockers.

STUDENT MATERIAL. When conducting an inspection pursuant to these rules, the inspector shall take care to avoid disrupting the contents of the locker or intruding unnecessarily into any student's written material located in the locker. In addition, as to written material, the inspection will be kept to the minimum level necessary to determine that such material is not in itself, or being used to conceal contraband.

DISPOSAL OF CONFISCATED CONTRABAND. All contraband confiscated from lockers may be disposed of by the CEO/Director of Schools or his designee as he or she deems appropriate, including:

- (1) return to the proper owner or place, unless it poses a threat to health or safety;
- (2) use as evidence in a student discipline proceeding if possession of the contraband constitutes a ground for suspension or expulsion as mentioned in this handbook;
- (3) delivery to the appropriate law enforcement officials for prosecution purposes if possession of the contraband constitutes evidence of a crime; or
- (4) destruction.

INVOLVEMENT OF LAW ENFORCEMENT OFFICIALS.

A. CEO and/or Director of Schools may request the assistance of law enforcement officials to assist the school administrators in inspecting lockers or their contents for purposes of enforcing school policies only if such assistance is required:

- (1) to identify substances which may be found in the lockers; or
- (2) to protect the health and safety of persons or property, such as to aid in the discovery and disarming of bombs which may be located in the lockers.

B. The CEO and/or the Director of Schools may cause a locker inspection to be performed for school purposes if information supplied by law enforcement officials gives rise to a reasonable suspicion that a locker or lockers contains contraband.

LOCKER CLEANING. Nothing in these rules shall affect members of the custodial staff, who at the direction of a supervisor, clean out:

- (a). lockers from time to time in accordance with a general housekeeping schedule, or
- (b). the locker of the student no longer enrolled in the school.

LOSS OR STOLEN ITEMS. Richard Wright PCS is not responsible for any lost or stolen items not placed and/or placed in the lockers.

Family Educational Rights and Privacy Act (FERPA)

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

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that RWPCS, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, RWPCS may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with RWPCS procedures. The primary purpose of directory information is to allow a RWPCS school official (a teacher, school principal, president, chancellor, board member, trustee, registrar, counselor, admissions officer, attorney, accountant, human resources professional, information systems specialist, and support or clerical personnel) to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Identifying a person as a "school official" does not automatically grant him or her unlimited access to education records. The existence of a legitimate educational interest may need to be determined on a case-by-case basis. A sample policy statement of what constitutes legitimate educational interest might include substantiation such as the following:

- The information requested is necessary for that official to perform appropriate tasks that are specified in his or her position description or by a contract agreement.
- The information is to be used within the context of official agency or school business and not for purposes extraneous to the official's areas of responsibility or to the agency or school.
- The information is relevant to the accomplishment of some task or to a determination about the student.
- The information is to be used consistently with the purposes for which the data are maintained.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and

- State and local authorities, within a juvenile justice system, pursuant to specific State law.
- FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

(These laws are: Section 9528 of the ESEA (20 U.S.C. 7908), as amended by the No Child Left Behind Act of 2001 (P.L. 107-110), the education bill, and 10 U.S.C. 503, as amended by section 544, the National Defense Authorization Act for Fiscal Year 2002 (P.L. 107-107), the legislation that provides funding for the Nation's armed forces.)

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible

students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

If you do not want RWPCS to disclose directory information from your child's education records without your prior written consent, you must notify the RWPCS in writing by SEPTEMBER 30th each school year. RWPCS has designated the following information as directory information:

- Student's name
- Address
- Grade level
- Telephone listing
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Electronic mail address
- Weight and height of members of athletic teams
- The most recent educational recent educational agency or institution -
- Participation in officially – recognized activities and sports

Complaints

Regarding Access

If a parent believes that a school has violated FERPA by failing to comply with the parent's request for access to his or her child's education records, the parent may complete a FERPA complaint form and should include the following specific information: the date of the request for access to the student's education records; the name of the school official to whom the request was made (a dated copy of any written request to the school should be provided, if possible); the response of the school official, if any; and the specific nature of the information requested.

Regarding Amendment

If a parent believes that a school has violated FERPA by failing to provide the parent with an opportunity to seek amendment of inaccurate information in his or her child's education records or failed to offer the parent an opportunity for a hearing on the matter, the parent may complete a FERPA complaint form and should include the following specific information: the date of the request for amendment of the student's education records; the name of the school official to whom the request was made (a dated copy of any written request to the school should be provided, if possible); the response of the school official, if any; the specific nature of the information for which amendment was requested; and the evidence provided to the school to support the assertion that such information is inaccurate.

Regarding Disclosure

If a parent believes that a school has violated FERPA by improperly disclosing personally identifiable information from his or her child's education records, the parent may complete a FERPA complaint form and should include the following specific information: the date the alleged improper disclosure occurred or the date the parent learned of the disclosure; the name of the school official who made the disclosure, if that is known; the third party to whom the education records were disclosed; and the specific nature of the information disclosed.

This guidance document is designed to provide parents of minor students with some basic information regarding FERPA and their rights, and to address some of the basic questions most frequently asked by parents. You can review the FERPA regulations, frequently asked questions, significant opinions of the Office, and other information regarding FERPA at our Website as follows:

www.ed.gov/policy/gen/guid/fpco/index.html

If, after reading this guidance document, you have questions regarding FERPA that are not addressed here, you may write to the Office for additional guidance at the following address:

Family Policy Compliance Office
U.S. Department of Education 400 Maryland Avenue, SW
Washington, DC 20202-8520

Anti-Bullying Policy

Anti-Bullying Policy A key responsibility of RWPCS is to provide services in a respectful and positive environment. Acts of bullying, harassment and intimidation are an attack on core RWPCS A values. Thus, to facilitate our mission, RWPCS has established this comprehensive bullying prevention policy. This policy protects the dignity and safety of the RWPCS community and describes RWPCS's prevention strategies to identify and prevent incidents by connecting youth to necessary services. ECA will promptly report and investigate all incidents of bullying, harassment and intimidation and provide appropriate remedies for victims of an incident.

This policy serves as RWPCS's bullying prevention plan pursuant to DC Code § 2-1535.03(b)(1). RWPCS defines bullying as behavior characterized by aggression used within a relationship where the aggressor(s) has more real or perceived power than the target, and the aggression is repeated, or has the potential to be repeated, over time. Bullying can involve overt physical behavior or verbal, emotional, or social behaviors and can range from blatant aggression to subtle and covert behaviors. Cyberbullying, or bullying through electronic technology (e.g., cell phones, computers, online/social media), can include offensive text messages or e-mails, rumors or embarrassing photos posted on social networking sites, or fake online profiles. Bullying may be based on a youth's actual or perceived race, color, ethnicity, religion, national origin, sex, age, 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 intra-family 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. Bullying 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 activities provided by RWPCS.

Pursuant to D.C. Code § 2-1535.03(4))§4.b.4 RWPCS expects youth to behave in a way that supports RWPCS's objective to provide a safe and welcoming environment for other youth, RWPCS staff, and community members. Youth who are part of the RWPCS community are expected to: 1. treat all members of the RWPCS community with respect; 2. respect the property of RWPCS, its staff, and other youth connected to RWPCS; 3. respond appropriately to instructions from RWPCS staff.

Under DC Code § 2-1535.03(b)(2;9 and 3) acts of bullying by youths and acts of retaliation by youths for reporting bullying are wholly prohibited by any persons working, participating or attending events sponsored by RWPCS. Acts of bullying, including cyberbullying, whether by youth, volunteers or staff, are prohibited: 1. on RWPCS grounds and immediately adjacent property, at RWPCS -sponsored or related events on and off RWPCS grounds, on any vehicle

used for RWPCS business, or through the use of any electronic devices owned by the RWPCS, leased by RWPCS or used for RWPCS business if the acts of bullying or cyberbullying create a hostile environment at RWPCS for the victim or witnesses, infringe on their rights at RWPCS, or materially and substantially disrupt the orderly operation of RWPCS. Retaliation against a youth, volunteer or staff member who reports bullying, provides information about an act of bullying, or witnesses an act of bullying is also prohibited.

Pursuant to DC Code § 2-1535.03(1)(6)(7) Youth, parents, guardians, and community members are encouraged by RWPCS to report any incidents of bullying that they witness or become aware of to the school principal or executive director. Reports of bullying by youth, parents, guardians and community members may be made anonymously, but disciplinary action cannot be taken by RWPCS solely on the basis of an anonymous report, though such a report may trigger an investigation that will provide actionable information. All oral reports received as part of this process will be transcribed into writing and included in RWPCS's bullying database. RWPCS will ensure that there are reporting materials available in a wide variety of languages. Information on how to report incidents of bullying will also be included as appropriate in RWPCS mailings to youth and their families. The executive director and principal are available to assist in reporting incidents of bullying.

The Student Support Team Process

What is the Student Support Team (SST)?

The Student Support Team is designed to meet the needs of EVERY student in a school, including those with disabilities.

Who are the team members?

The Team members are the Head of School, Special Education Coordinator, The Public Health Nurse, Social Worker, Teacher, Dean of Students, Attendance and Truancy Monitor, and any other Professionals from outside agency might be utilized for consultations.

The Student Support Team also has a lead Coordinator to support the given needs of a Student. The Student Coordinator could be a teacher, social worker, nurse, guidance counselor or administrator who is appointed by the Head of School.

What is the primary goal of the Student Support Team?

The goal of Student Support is to organize, develop and maintain a comprehensive and coordinated support service delivery system that will identify, serve and enhance the overall development of all students (not only the academically at risk) in the school. The Student Support Team renders support, advice and services in order to maximize the educational, emotional and behavioral needs of students. The SST follows a systematic procedure for identifying and referring students in need of support services, which emphasizes proactive, preventative interventions that address individual and student needs as well as broader school issues

What is the Student Support Process?

After the parent completes the health package given to each student when they are accepted to the school. The team coordinates initial contact with the parent(s), and assigns responsibilities to the school team members. The team then will determine their approach based on the student's needs:

- The team will meet with parents, administrators, teachers and other staff.
- The team might provide the parent with information regarding school resources, including homebound instruction, 504 accommodations, special education services, attendance policies, etc.
- Negotiate the school's role in support of the student with a chronic illness.
- Identify a liaison that will be the point-of-contact for the family, providing updated information concerning the child's progress and needs to the school.
- The team will gather information about the disease and available resources in the area.
- Provide a workshop for faculty and staff concerning the disease and the needs of the student with a chronic illness.
- Work with teachers and staff to accommodate the needs of the student with a chronic illness.
- The team will also facilitate social support to the student with chronic illness. Review the medical Action Plan for the school.
- The School Support Team will also develop goals based on the review of the medical Action Plan and particular needs for the student in the school.
- The team will share expertise and set goals for needs and future response strategies.

When a student is newly diagnosed what is the process?

The Student Support Team follows a checklist:

To communicate with all members of the School Support Team
Identify the liaison with the family (school counselor, social worker, public health nurse, or teacher with strongest ties to the family)
Contact parent(s) of ill student
Gather information, regarding the illness, from the parent and other sources.
Arrange for parent conference:
Educate parents about school resources
Refer student to Child Study Team
Consider a 504 plan
Negotiate a plan for school involvement with the parents
Conduct information or awareness in-service for faculty.
Meet with student when appropriate and/or necessary.
Consult with student's doctor, psychiatrist, and/or other medical personnel.
To develop an Action Plan

Confidentiality

All school personnel, community partners, and trainees from all of the disciplines being placed in the school are all briefed and understand the confidentiality policies and procedures.

Particular attention is also given to sharing information with paraprofessionals, cafeteria staff, after-school faculty, and any volunteers who come in close contact or management of students with social/emotional problems.

The Student Support Team determines who needs information on a student and how it should be shared. Official records are always maintained in a secured environment.

Why is confidentiality so important in student support?

The multidisciplinary approach to connecting students to services/programs has the potential to promote the healthy development for all students and must operate under the federal mandates as well as the ethical standards of the various professions involved.

It is important that all parties understand the legal and ethical implications of sharing information concerning an individual student and his/her family. The discussion of confidential information should be considered inappropriate for the teachers' lounge, school office, and any other public space in the building.

All participants in the Student Support Team process and understand the reasons information must be kept confidential. Issues such as discrimination related to health status, protection of family security, prevention of the release of embarrassing information, etc. must remain confidential in order to protect the privacy of the child and family.

On the other hand, the sharing of information among professionals is very important to the process of assessing student's needs, coordinating the delivery of services and programs, monitoring progress and achieving the broadest possible perspective on the context within which problems occur. Another important consideration is the fact that a violation of confidentiality is a breach of trust with the student and family.

Whole Class Review

Every classroom teacher attends SST meeting at least once throughout the school year.

The presenting teacher comes prepared with student data (test scores, behavior notes, etc.) to discuss each student in a quick overview.

The purpose of the whole class review is to gain a snapshot of each child and to determine any further interventions that may be needed (adult courses, after-school, tutoring, counseling, etc.).

At this meeting SPED adaptations (classroom and assessment) will be discussed to ensure all students are receiving the services they need.

At the conclusion of whole class review a summary will take place to indicate who is responsible for what follow up activities to ensure each child achieves success.

After all classrooms have been presented, a brief check-in meeting should be conducted to determine how the students are progressing.

Procedures to follow when working with an at-risk student

When you have an at-risk student that you feel is either making no academic progress, disrupting your class, or any other concern that you may have there are procedures to handle the situation.

What are the procedures?

The Student Support Team will simply use the same process when supporting an at-risk student.

How can you ensure the SST works with the at-risk youth properly?

A good working Student Support Team should be part of the Head of School's work responsibilities. The Head of School must ensure that the Student Support Team is formed, properly trained and functioning from the beginning of the school year. The Department of Student Support will offer training and technical assistance to schools.

School Public Health Nurse Services for the School Support Team

Consult with medical providers and determine impact of student's health needs in school environment.

Coordinate with medical community to ensure health care plans and procedures are documented, and that school staff are made aware of care plans and trained to perform approved procedures.

Research community resources and link families with organizations as appropriate.

Coordinate trainings and resources on health-related topics for school staff.

Act as a liaison between families, students, school staff, and medical community.

What are the School Resources and Support Available to Support Students with Chronic Illnesses?

- To develop classroom and peer support
- To consider a buddy system, via email, video, pictures, cards or visits.
- Homework and assignments
- Homebound instruction
- Homebound instruction is available to students who cannot be in school for extended periods.
- School policies and resources are available on school system’s website.
- IDEA and 504 services
- Educate the parents about the service options.
- Consider referring to the child study committee.
- Technology, online courses or computer connections at home/hospital to school

NOTICE OF NONDISCRIMINATION - EDUCATION

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

Students, parents and/or guardians having inquiries concerning Richard Wright Public Charter School compliance with Section 504 or the ADA as it applies to students or who wish to file a complaint regarding such compliance should contact:

Section 504 & ADA Coordinator:

Name: Marcus Travers

Email Address: m.travers@richardwrightpcs.org

Telephone: 202.388.1011 Ext. 149

Mr. Marcus Travers has been designated by the Richard Wright Public Charter School to coordinate its efforts to comply with the regulations implementing Section 504 and ADA.

For inquiries or to file a complaint regarding the Richard Wright Public Charter School compliance with ADA, Section 504 as it relates to employees or third parties, and compliance with Title VI, Title IX, and the Age Act as it relates to students, employees and third parties contact:

Section 504, ADA, Title VI, Title IX, and Age Act Compliance Contact:

Alisha Roberts **Email address:** aroberts@richardwrightpcs.org

Telephone: 202.3881011 Ext. 123

RWPCS GRIEVANCE POLICY AND PROCEDURE

It is the policy of Richard Wright Public Charter School that all employees, students' parents and visitors have the right to voice their complaints or grievance about matters pertaining to our school.

The Richard Wright Public Charter School recognizes the meaningful value and importance of full discussion in resolving misunderstandings, preserving good relations between management and employees.

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

What May Be Grieved

The Richard Wright Public Charter School grievance process should be used as follows:

To deal with complaints and concerns pertaining to educational environment, employment arrangements or interpersonal conflicts.

To resolve complaints of discrimination and religion, creed, sex, national origin, age disability, veteran status, sexual orientation or otherwise.

Who May Grieve

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

Other Remedies

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

Informal Grievance

Because most difficulties can be resolved by communicating a concern to someone, grievants are encouraged to discuss their concern or harassment complaint promptly and candidly with their immediate supervisor, Director or Head of School by emailing mclark@richardwrightpcs.org or The RWPCS Board of Trustees Presidents should the grievance be with the Head of School dross@richardwrightpcs.org

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

Formal Grievance

Within ninety (90) days of encountering the harassment discrimination or complaint that is the subject of the grievance, a grievant shall file a written notice with the Head of School. Grievants may use the Grievance Form, which is attached here to and is also available on line from the school website, The Richard Wright intranet (for employees only) or from the Head of School's office. The written notice shall identify the nature of the complaint, the date(s) or occurrence, and the desired result and shall be signed and dated by the person filing the grievance. In the event the legal guardian or parent of a student is filing a grievance. The student and the guardian/parent shall sign and date the grievance. The Head of School can be reached at the contact information below.

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

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

Within thirty (30) business days of receiving the written notice, the Head of School shall respond in writing to the grievant (the "response"). The responses summarize the course of the investigation; determine the validity of the grievance appropriate resolution.

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

Appeals

If the grievant is not satisfied with the response, the grievant may appeal in writing to the Richard Wright Public Charter School within thirty (30) days of the date response summarizing the outcome of the investigation. The written appeal must contain all written documentation from the initial grievance and the grievant's reasons for not accepting the Response, The appeal, in letter form, may be sent to: The Richard Wright Public Charter School Legal Department, 770 M Street, SE, Washington, DC 20003.

Within fifteen (15) days from receiving the written appeal, the Legal Department will respond in writing to the appellant as to the action to be taken and the reasons therefore.

Prohibition Against Retaliation

The Richard Wright Public Charter School pledges that it will not retaliate against any person who files a complaint in accordance with this policy, or any person who participates in proceedings related to this policy.

In addition, Richard Wright Public Charter School will not tolerate any form of retaliation against any persons who is making a good faith report or complaint about perceived acts of harassment, discrimination or who cooperates in an investigation of harassment, discrimination, or a concern. Any person who is found to be engaging in any kind of retaliation will be subject to appropriate disciplinary action.

Contact Information

Chief Executive Officer:
Dr. Marco Clark
475 School Street SW
Washington, DC 20024
Phone Number: 202. 388. 1011

Board of Trustees Vice President:
Greg Adams
475 School Street SW
Washington, DC 20024
Email: dross@richardwrightpcs.org

The Richard Wright Public Charter School Legal Department
475 School Street SW
Washington, DC 20024
Email: RWPCSGrievance@richardwrightpcs.org
Phone Number: 202.388. 1011

Modification

The Richard Wright Public Charter School may approve modification of the foregoing procedures in a particular case if the modification (a) is for good cause, and (b) does not violate due process rights case if the or policies of Richard Wright Public Charter School.

ESEA Policy for Complaint Procedures

The purpose of this policy is to describe the administrative procedures of the District of Columbia's Office of the State Superintendent of Education (OSSE) for handling and resolving complaints about the operations of programs administered under the Elementary and Secondary Education Act (ESEA) and other applicable District laws in a fair and timely manner.

An internal (non-OSSE) process for resolving parent/student complaints will be conducted by the Principal or Executive Director. The ECA board of governance may be contacted if you have any concerns related to school governance, management or school policy that are not addressed to your satisfaction by the Principal or Executive Director. Complaints must be addressed to:

Mr. Derwin Ross, Board of Trustees President
dross@richardwright.pcs.org

Parents, teachers, individuals, private schools, local education agencies, and other organizations may file a complaint alleging that a federal statute or regulation has been violated in the administration of ESEA programs at Early Childhood Academy PCS. OSSE shall investigate all allegations of non-compliance with state or federal law, rules or regulations.

This policy serves as the grievance procedures for all ESEA programs and state administered competitive grants, excluding the complaints and hearing process under Part B and Part C of the Individuals with Disabilities Education Act, 20 USC 1400 et seq. administered pursuant to Title 5, Chapter E-30 of the District of Columbia Municipal Regulations available at <http://www.dcregs.org>.

This policy replaces all previously issued complaint procedures for ESEA programs. This policy is not intended to be a substitute for any federal statutes, regulations or non-regulatory guidance.

Authority

The Office of the State Superintendent of Education has the authority to hear complaints and appeals regarding programs administered under the Elementary and Secondary Education Act (ESEA) pursuant to: EDGAR Sec. 76.401, 76.783; Title IX, Sec. 9304 (20 USC 7844); Title IX, Sec. 9503 (20 USC 7883). This policy shall serve as the grievance procedure for all ESEA programs and state administered competitive grants, excluding the complaints and hearing process under Part B and Part C of the Individuals with Disabilities Education Act, 20 USC 1400 et seq. administered pursuant to Title 5, Chapter E-30 of the District of Columbia Municipal Regulations available at <http://www.dcregs.org>.

Purpose

The purpose of this guidance is to describe the administrative procedures of the District of Columbia's Office of the State Superintendent of Education (OSSE) for handling and resolving complaints regarding the operations of programs administered under the Elementary and Secondary Education Act (ESEA) and other applicable District laws in a fair and timely manner. These procedures describe:

How individuals or organizations may register a complaint that the state education agency (SEA), local education agency (LEA), or other grant recipient has violated laws and/or regulations governing state-administered programs funded under ESEA;

- When private schools may register a complaint with OSSE against the District of Columbia Public Schools (DCSPS);
- When eligible applicants and subgrantees may request a hearing on an action taken by the state education agency.

The following procedures govern the receipt and resolution of a complaint alleging that the OSSE as the SEA, a District of Columbia LEA or other grant recipient is in violation of any federal statute or regulation that applies to a state-administered ESEA funded program listed in section III, Complaints. Guidance for subgrantees requesting a hearing and the reasons for requesting a hearing are described in section V, Subgrantee Complaints and Hearings.

If you believe that Richard Wright PCS has failed to comply with the Individuals with Disabilities Education Improvement Act (IDEA) or with a requirement of District of Columbia law regarding special education under Part B of IDEA or a public agency or private service provider with regard to early intervention services under Part C of the IDEA, you may file a complaint to initiate an investigation of the matter in accordance with the IDEA complaint policy. A copy of this policy can be found at:

<http://osse.dc.gov/service/policies-and-regulations>:

Complaints

OSSE shall investigate all allegations of non-compliance with state or federal law, rules or regulations. When appropriate, every effort should be made to resolve the issue at the local level before filing a formal complaint with OSSE. This can include meeting with the principal, school head, or central office staff to address the alleged violation. Only once all local remedies have been exhausted should a formal complaint be submitted to OSSE.

Complaints from the Public

Parents, teachers, other individuals or organizations may file a complaint alleging the SEA or LEA is violating a federal statute or regulation that applies to any of the programs administered under the Elementary and Secondary Education Act (ESEA), as amended. These programs include, but are not limited to:

Title I, Part A, Improving the Academic Achievement of the Disadvantaged; Title I, Part B, Subpart 3, Even Start Family Literacy;

Title I, Part D, Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk;

Title II, Part A, Teacher and Principal Training and Recruiting Fund Title II, Part B, Mathematics and Science Partnerships;

Title II, Part D, Enhancing Education through Technology;

Title III, Part A, English Language Acquisition, Language Enhancement, and Academic Achievement; Title IV, Part A, Safe and Drug-Free Schools and Communities;

Title IV, Part B, 21st Century Community Learning Centers; Title V, Part D, Subpart 6, Gifted and Talented Students; and Competitive grants administered with local funds.

Process for Submitting Complaints

1. Complaints must be in writing and should contain:

A statement that Early Childhood Academy PCS has violated a requirement of a federal statute or regulation that concerns a covered program; the facts on which the statement is based; a recommendation on how OSSE would resolve the complaint; the specific requirement of law or regulation allegedly violated, if possible; and be signed and dated by the complainant.

2. Complaints must be mailed or hand-delivered to:

Assistant Superintendent of Elementary and Secondary Education Office of the State
Superintendent of Education 810
First Street, NE – 9th Floor
Washington, DC 20002

OSSE may, at its own discretion, redirect a complaint which should have been properly filed under the Individuals with Disabilities Education Act (IDEA) complaint policy.

A copy of this complaint policy can be found online at:

[http://osse.dc.gov/publication/state-complaints-policy-and-proc](http://osse.dc.gov/publication/state-complaints-policy-and-procedure)

Procedure Complaint Resolution Process

OSSE shall issue a Letter of Acknowledgement to the complainant within fifteen (15) business days of receipt of a complaint. If the complaint involves an LEA, OSSE shall send a copy of the Letter of Acknowledgement to the DCPS Chancellor, or corresponding administrator of the LEA.

The letter will include the following information:

- the date the office received the complaint;
- how the complainant may provide additional information;
- the name and contact information of the assigned complaint investigator; and
- timelines for the resolution of the complaint.

OSSE shall investigate the complaint, reviewing the facts and circumstances of the complaint and may request further information from the complainant.

OSSE in its discretion may conduct an onsite monitoring visit.

Once OSSE has determined whether a violation of law or regulation has occurred, the complaint investigator shall develop a Letter of Findings to address whether or not the program in question is in compliance. The Letter of Findings, stating either the need for corrective action or that OSSE does not sustain the complaint, shall be sent to the complainant and DCPS or other subject of the complaint.

Each party shall have the right to respond in writing to the Letter of Findings within ten (10) business days from the date of issuance. A party filing a response shall deliver a copy to OSSE as well as each party subject to the complaint.

OSSE shall issue a Final Agency Decision based upon its Letter of Findings and any additional information provided in the responses, as deemed appropriate within sixty (60) business days after the date of issuance of its Letter of Findings.

If OSSE determines a violation has occurred, the subject of the complaint shall submit a corrective action plan. The plan and timelines for its completion must be approved by OSSE.

The Final Agency Decision issued by OSSE may be appealed in accordance with the appeals process

Notice of Non-Discrimination - ACTS

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

USDA Nondiscrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, religious creed, disability, age, political beliefs, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA. Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English. To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at:

http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410;
- (2) fax: (202) 690-7442; or
- (3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.

ANNUAL HEALTH CARE FORMS, POLICIES, AND PROCEDURES

Health Care packets are disseminated to all parents at the beginning of the school year. It is a comprehensive packet identifying the Plan of Action for the most common disabilities. It is solely the parental responsibility to alert the school of their child's disability and complete all given paperwork.

In addition to, all parents must provide an official action plan by the student's physician. All medication provided by the parent must be approved by the physician with a prescription label and the proper bottle encasement if applicable. The school's Registered Nurse will secure and label all medications until needed. All staff is alerted of the student's disability so they can follow the emergency plan for that given disability in case of an emergency.

Policy Title: Acute Conditions, Emergencies, or injuries Requiring Immediate First Aid or Early Medical Attention

Policy Statement:

It is the policy of the District of Columbia School Health and Nursing Program to facilitate the provisions of emergency care for acute conditions, emergencies or injuries requiring immediate first aid or early medical attention.

Purpose: To delineate roles responsibilities for managing acute conditions, emergencies and injuries.

The Common Disabilities are:

Allergies-Anaphylaxis is an extremely serious condition. It is an over-exaggerated response by the body to a substance to which a person is allergic. Modification of the student's environment should be made as much as possible without unduly restricting the child's activities (i.e., if a student has severe peanut allergies, effort should be made to remove peanut products from the child's educational environment).

Asthma is the leading chronic disease that affects students. It is one of the most common reasons for hospitalization, particularly for children. Asthma is a Lung Condition that affects the airways (the windpipes) is super sensitive or "twitch" (hyperactive). Asthma is also a chronic condition. When asthma occurs, there are usually three problems: Hyperactivity of the airways, so the airways spasm; Squeezing of the muscles around the airways (bronchi constriction) so the airway becomes narrower than normal; and/or swelling and increased mucus inside the airway (inflammation), which also makes the airway narrower than normal. This series of events can make it hard to breathe or may cause excessive coughing. Asthma is also called Reactive Airway Disease (RAD).

Hypoglycemia (Low Blood Glucose) impairs cognitive and motor functioning. A student may be aware that he/she needs to eat but may not be able to problem-solve how to get the food, or may not have the fine motor skills to remove the juice lid or open a cracker package. Some students may become combative and/or verbally abusive. Hypoglycemia can often be mistaken for misbehavior. Hypoglycemia is one of the most frequent complications of diabetes. If recognized and treated early, an emergency situation can be avoided. Most hypoglycemic episodes respond within 10- 15 minutes after the student eats a quick acting snack (i.e., juice, crackers, etc.) if an adverse reaction occurs the school staff will follow the student's action plan and always have appropriate foods accessible.

Sickle Cell (SCD) is a genetic disease of the red blood cell characterized by vaso-occlusion and hemolysis. Occlusion of small vessels leads to impaired oxygen delivery to tissues. Pain crises often occur in the same areas of the body. Older children can often discern 'sickle pain' from other pain.

Prevention & School Concerns

- Avoid triggers: cold, getting chilled, dehydration
- avoiding triggers cannot prevent all crises
- Goal is early detection and treatment

Diabetes is a chronic condition that prevents the body's ability to use food (i.e., glucose) properly. Food is converted into energy for the body with the help of the hormone insulin. The student with diabetes usually has a pancreas that makes little or no insulin or the body (i.e., cells) develops resistance to the insulin. As a result, the body cannot properly use the food for energy, and blood sugar levels rise.

Policy Title: Administration of Medication

Health services provided by the District of Columbia School Health Nursing Program do not routinely include medical treatment or medication except for minor first aid in the case of accidents and in emergency situations.

District law, however, authorizes licensed registered nurses and practical nurses to administer medication in the school setting under certain circumstances. District Law 17-1707 authorizes school employees who have been trained to administer medications during hours when the licensed nurses are not in assigned schools. It also allows, students who have been authorized by their parents and licensed practitioner to carry and self-administer inhaler asthma medication and auto injectable epinephrine to self-manage their asthma or anaphylaxis or both conditions during the school day.

Policy Title: The Responsibility of Administration of Medication by Licensed Nursing Personnel and Trained School Employee

The Plan of Action

The need for assistance for the fore mentioned disabilities care tasks will vary from student to student. The licensed nurse or designated medication administer are mandated to follow the physician's Action Plan for that student and the physicians explicit orders documented when dispensing medication.

Richard Wright Public School's Action Plan, Step One:

The Registered Nurse if available will handle all medical crises. If the Registered Nurse is not available the Head of School will direct the certified authorized medication administer to assist the student.

Richard Wright Public Charter School Emergency Protocol, Step Two: Call 911 immediately if any of the following symptoms occurs:

- Shortness of breath, Difficulty breathing or not breathing
- Chest Pains
- Seizures or Twitching
- Loss of Consciousness or non –responsive
- Head or Neck Injury
- Possibility of broken or dislocated bone(s)
- Choking on a foreign object

Communication:

- Call 911 immediately
- Notify the Head of School or Designee
- Call the telephone covering nurse or nurse manager
- Call the student's Parent or Guardian

Policy Title: Implementing Specific Medical Procedures/Treatments

Policy Statement:

Licensed nurses and trained school personnel performing a specific medical procedure/treatment must adhere to the policy and procedure guidelines. The procedures set-forth will assist the nurse and trained school personnel to effectively and safely implement the Specific Medical Procedure/Treatment policy.

The Purpose:

To provide guidelines for the performance of specific medical procedures/treatments.

When the procedure/treatment has been terminated, document medical procedures/treatments administered or provided on the specific medical procedure/treatment form (#1303A and #13038B). File this form in the student's permanent health record.

Policy Title: Reporting Requirements for the District of Columbia School Health Nursing Program

Policy Statement:

Data reported monthly is collected and submitted as statistical data for the District of Columbia School Health Nursing Program.

Purpose: To provide a record of medication and dosage, as well as monitoring dates of trained school personnel and remarks to nurse manager and statistical reporting.

Under the Fair Student Disability Act Disclosure:

Students with asthma, sickle cell, diabetes hypoglycemia and allergies should be encouraged to participate in all usual student activities including parties and field trips

Regular class attendance should be expected. Recurrent illnesses are to be carefully evaluated by the student, parents, school staff, and physician or health care team.

EMERGENT SITUATIONS

The priority of Richard Wright PCS (RWPCS) is the safety of its students. Students should feel safe and protected in order to receive a quality education. In that, we are committed to doing our part to keep our school safe. Threats internally and or externally can disrupt the schedule to educate and cause emotional trauma for students. In most cases of emergent situations, students will be placed on “lockdown” and the school will become “Shelter-In-Place”. Please read the following information pertaining to lockdown situations, being informed and mandated protocols during a lockdown.

What is a lockdown?

A lockdown is a precautionary measure in response to a threat directly to the school or in the surrounding community. Students may be kept within their classrooms or interior of the building until the emergency no longer exists. In a lockdown:

All school activities are moved indoors.

Depending on the type of lockdown, interior and exterior doors on campus are locked.

No one is allowed to enter or exit the building.

Parents may not come to the school during a lockdown.

Parents are also discouraged from calling the school directly.

Additional calls hinder the ability of staff to respond to the primary task: keeping everyone safe. There are three lockdown codes at RWPS:

Code Red – used when there’s a direct threat to the school or in the immediate area of the school

Code Yellow – used when there’s a danger in the surrounding community, i.e. police searching for a criminal suspect in the area

Code Green – used once the lockdown has been lifted

How will I know if my child’s school is on lockdown?

Once a lockdown is put into place, police and RWPCS administrators work together to first ensure the safety of everyone on the school campus. Once the situation has been stabilized, a phone message, email *and/ or* updates to school website (www.RichardWrightPCS.org) and Facebook will be sent to inform parents that the school was placed on a lockdown, the nature of the incident, and about how long the lockdown was in place.

In larger emergencies, such as a **Code Red** lockdown or lockdowns that affect numerous schools, RWPCS will take the following steps to notify you:

- dispatch an emergency phone message
- update the RWPCS Website's Home Page, RWPCS Facebook page,
- notify and update the local media as the situation develops

Emergency phone messages are sent to phone numbers that parents have provided to the school. Letters are usually sent home with students at the end of the day, or the following day if the lockdown happened close to dismissal.

Why didn't I receive a phone message?

Each situation differs in the level of severity and how it impacts the school day and families. For instance, if a **Code Yellow** Lockdown is put into place but is lifted after just a few minutes with minimal impact to the school day, the Head of School may decide he or she will send a letter home for information purposes. In other cases, the Head of School will decide to send both an emergency phone message *and* a paper letter home.

In a more severe **Code Red** Lockdown, parents will receive multiple forms of communication. This could include multiple phone messages, as well RWPCS home page and [Facebook](#) accounts for the most recent information. Parents are also encouraged to watch or listen to local media for updates and visit the DC Public Charter School Board's website at www.DCPCSB.org.

Parents: please ensure your school has your most up-to-date emergency contact information on hand.

In the event of a lockdown or other emergency, school staff will use that contact information to contact you. If you have not received a recorded phone message from RWPCS during a lockdown, please check your contact information with the school.

Can I come to the school and take my child home?

During a lockdown, RWPCS is a secure area. School officials and law enforcement are working together to keep everyone safe, and no one is allowed to enter or exit the school. To ensure everyone's safety we ask that parents please refrain from coming to school campuses during a lockdown. Once the all-clear is given, students and staff will be permitted to enter or exit the school again.

Board of Trustees Open Meeting Policy

RWPCS's Board of Trustees (RWPCS BOT) as the school's governing body, the board of trustees is legally

responsible for the academic, financial, and operational quality of the charter school. Given the centrality of autonomy to charter schools, the board is integral to the proper oversight of schools. The most important responsibility of The RWPCS BOT is to work with their communities to improve student achievement in their local public schools. In compliance with state and federal laws, policies and regulations are established by which the RWPCS Schools are governed.

The RWPCS Board of Trustees will meet quarterly each year to facilitate all aforementioned responsibilities. Each year the RWPCS BOT will deem one of its Quarterly meetings open to the public. The date of the open meeting will be announced every August to parents, students, and stakeholders. Meetings may address wide ranges of topics from school educational or operational updates, location change, grade level change, expansion, or infractions and consequences set forth by RWPCS Bot or DC Public Charter School Board.

“Whenever my environment had failed to support or nourish me, I had clutched at books.”

Richard Wright

Richard Wright Public Charter School for Journalism and Media Arts

475 School Street SW

Washington, DC 20024

Phone: 202.388.1011

Fax: 202.388.5197

Email: info@richardwrightpcs.org

Website: RichardWrightPCS.org