



E.L.HAYNES

**E.L. Haynes Public Charter School
Student and Family Handbook
High School Campus
2019-2020**

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ABOUT E.L. HAYNES

Jennifer C. Niles founded E.L. Haynes in 2004. We now serve nearly 1,200 students across grades PK3-12. We have developed three beautiful facilities at two campuses. Over the years, E.L. Haynes has become nationally recognized and is the recipient of numerous awards, accolades, and visits from state and foreign dignitaries. In 2015, we celebrated our first high school graduation.

MISSION

Every E.L. Haynes student of every race, socioeconomic status and home language will reach high levels of academic achievement and be prepared to succeed at the college of his or her choice. Every E. L. Haynes student will be adept at mathematical reasoning, will use scientific methods effectively to frame and solve problems, and will develop the lifelong skills needed to be a successful individual, an active community member, and a responsible citizen.

VISION

E.L. Haynes will be a model of educational excellence and make a lasting impact on urban education in Washington, D.C. and across the nation.

WHAT WE BELIEVE

At E.L. Haynes, our diversity is our greatest strength. Every member of our community strives to act with urgency to build a just and equitable school and city.

Our nation's history of racial, economic and social injustice lives on in today's education systems. We believe that our most significant contribution to ending systemic injustice is through purposefully empowering our diverse community—as individuals and as a collective—with the skills and the conviction to be effective leaders for equity.

Our mission of student success is inextricably linked with our commitment to equity and the daily efforts of every member of our community to Be Kind, Work Hard, and Get Smart.

- *Be Kind:* Our individual success depends on our ability to respect and take responsibility for ourselves and others. Every act of kindness, no matter how small, positively impacts our ability to succeed.
- *Work Hard:* Research shows that intelligence is linked to effort and the habits of working hard are critical for every individual's success. Much of what is worth achieving is not easy – we need to learn how to work hard and practice hard work in all that we do.
- *Get Smart:* E.L. Haynes is a professional learning community, where every student, teacher, and staff member is on a continual educational journey. The school fosters a deep love of learning in students and staff.

OUR PROMISE

E.L. Haynes' promise is to provide every student with an outstanding education, every family with a welcoming and respectful environment, every teacher with a fulfilling and professional place to work, and every community member with a school in which they can take pride.

ABOUT DR. EUPHEMIA LOFTON HAYNES

Martha Euphemia Lofton was born in Washington, D.C. in 1890. Mrs. Euphemia Lofton Haynes graduated from Smith College in 1914 and the University of Chicago in 1930. She continued her graduate studies in Washington, D.C. at Catholic University. In 1943, she graduated as the first African-American woman to receive a Ph.D. in Mathematics. Dr. Haynes taught in the public schools of Washington, D.C. for forty-seven years. She was also a professor of Mathematics at Miners Teachers College where she established the Mathematics department, and served as chair of the Division of Mathematics and Business Education at the D.C. Teachers College. From 1966 to 1967, Haynes served as the first woman to chair the D.C. School Board. She played an integral role in the integration of DCPS. In addition to her academic work, Haynes also served as president of the Catholic Interracial Council of D.C. and president of the Washington Archdiocesan Council on Catholic Women. We are honored to have such a remarkable woman, teacher, mathematician, and community leader on whom to model ourselves. At E.L. Haynes Public Charter School we remember her accomplishments, her courage, and her integrity through the work we do with children, teachers, and families as we help prepare students for the college of his or her choice.

WHO WE ARE

Hilary Darilek – Chief Executive Officer

Ms. Darilek comes to E.L. Haynes from D.C. Public Schools (DCPS), where she served as a Deputy Chief and led the Principal Effectiveness division. In this role, she oversaw the systems design and operationalization of the recruitment, selection, development, evaluation, and retention of school leaders for all 113 D.C. Public Schools. Her pioneering work in this role garnered national recognition. Prior to DCPS, Ms. Darilek served as Managing Director of the D.C. Program of New Leaders, a leading, national urban Principal training program working with both the district and charter schools of the city. She began her career as a high-performing middle school math and science teacher in Baltimore, Maryland and as an education researcher at the RAND Corporation. Ms. Darilek holds a Bachelor's degree in Mathematics and Economics from the College of William and Mary, a Master's degree in Teaching from the Johns Hopkins University, a second Master's degree from the London School of Economics in Applied Mathematics, and an Executive Master's degree in Leadership from Georgetown University's McDonough School of Business.

Vanessa Carlo-Miranda - Chief Operating Officer

Ms. Carlo-Miranda is an expert in D.C. public education funding, federal grants management compliance, and charter school finance. She began her career as a real estate attorney before combining her passion for education and legal training as a program manager for the Office of Public Charter School Financing and Support in the Office of the State Superintendent of Education (OSSE), where she underwrote loans, credit enhancement, and grants to improve public charter school facilities in the District. Ms. Carlo-Miranda then joined the Office of the Attorney General as an attorney advisor in the

General Counsel's office and led OSSE's newly established compliance division as the first director of grants management and compliance. Ms. Carlo-Miranda is a graduate of the University of Florida and the David A. Clarke School of Law. She was born and raised in Guaynabo, Puerto Rico. She is married to Luis A. Miranda, and they have three children.

Emily Hueber Stoetzer— Principal

Ms. Hueber joined E.L. Haynes seven years ago as a 9th and 10th grade Math teacher. Since 2015 she has been a member of the High School Leadership Team. She previously taught at Columbia Heights Educational Campus in Washington, D.C. and MATCH Public Charter Middle School in Boston, MA. Emily earned her Master's Degree in Secondary Education from American University and holds a Bachelor's Degree in Economics and Political Science from the University of Delaware. Emily is a Citybridge Education Innovation Fellow alumni and graduate of Leading Educators and New Leaders for New Schools Emerging Leaders. She was a 2017 Fellow with the Relay Graduate School of Education's National Principals Academy. Emily will graduate in December 2019 with an Executive Master's Degree in Leadership from Georgetown University's McDonough School of Business.

Joy Clarke – Assistant Principal

Ms. Clarke is in her fourth year as an Assistant Principal at E.L. Haynes High School. She previously served as the founding 9th grade English teacher and Dean of Instruction at Power Center Academy in Memphis, Tennessee. Joy earned her Master's Degree in Educational Leadership from Teacher's College at Columbia University and holds a Bachelor's Degree in Political Science and Africana Studies from the Wellesley College. She was a 2017 Fellow with the Relay Graduate School of Education's National Principals Academy. She is excited to continue supporting teachers to ensure all students at Haynes receive an excellent education.

Amina Pleasant-Bay — Assistant Principal

Ms. Pleasant-Bey joined E.L. Haynes in 2015. She started as a 9th grade Math teacher, then taught 12th graders AQR and Financial Literacy and served as a Teacher Leader. This is her second year as an Assistant Principal. She previously taught at Hospitality High School where she was the Math Department Chair, 11th and 12th grade Lead, and Summer School Principal. Ms. Pleasant-Bey began her career in education as a Math teacher, in 2005, at Washington Math and Science. She earned her degree in Mathematics and Computer Science from Trinity University and was a 2018 Fellow with the Relay Graduate School of Education's National Principals Academy.

Joshua Biederman — Assistant Principal

This is Mr. Biederman's first year with E.L. Haynes, where he will be serving as an Assistant Principal. He spent the previous eight years working at Thurgood Marshall Academy Public Charter High School, located in DC's Ward 8. At Thurgood, he had a variety of roles over the years, including History teacher, Instructional Coach, Department Chair, and Summer School Principal. Joshua got his start in education at the University of Maryland, where he graduated with a Bachelor's degree in History, and a Master's

degree in Secondary Education. Joshua also earned a Master's Degree from Columbia University in Educational Leadership, after finishing the Summer Principals Academy in New York.

Candace Crawford – Director of College Counseling

Ms. Crawford has served as the director for three years. In her tenure, she has strengthened and lead the expansion of the work of the office with a focus on starting college planning in 9th grade. For her work over the past three years, she was selected as a Counselor of the Year by the Potomac & Chesapeake Association for College Admission Counseling. Ms. Crawford has a variety of experiences in education. She has taught math and history, worked in education policy and advocacy, coordinated education research, worked in higher education, coached sports at the middle school and collegiate levels and served as president of the board of a charter school. She is a Pahara-Aspen NextGen Fellow. She earned a bachelor's degree in History from Dartmouth College and a master's degree in Education Policy from the University of Pennsylvania.

Erica Hamilton – Assistant Director of Student Support Services

Erica Hamilton is entering her 7th year at E.L. Haynes. She graduated from Virginia Union University, receiving her B.A. in Criminology/Criminal Justice, with a concentration on juvenile justice. Since 2005, Erica has been working with youth in various settings, such as, mentoring programs, detention centers, alternative schools and charter schools throughout Richmond, VA and Washington, D.C. Over the past 11 years as an educator, she has served as a special education teacher and behavior interventionist in secondary schools, ensuring students are prepared for the next chapter in their life, academically, socially and emotionally. In addition to her role as an educator, Erica has been the head coach of E.L. Haynes Girls Varsity Basketball team for the past 6 years. Her consistency, compassion and respect for others has allowed Erica to build lasting relationships with students, families and colleagues.

Nicole E. Smith - Dean of Culture

Ms. Smith joined E.L Haynes in 2017 from the College Success Foundation DC where she had oversight for 9 years over the Achievers Scholarship Program in Wards 7 and 8. Prior to her work at the Foundation, she served as principal of the Philadelphia YouthBuild Public Charter School, acting principal and Director of Curriculum and Instruction at the bilingual LAYC YouthBuild Public Charter School, assistant director at the Columbia North YMCA Child Readiness Center, and the Director of Education at Women Organized Against Rape (WOAR). Her work has led to her presenting at several national conferences and serving on several committees throughout the DC Metro area. She is also an annual reader for several scholarships including the Gates Millennium Scholarship and the Hispanic Scholarship Fund. Ms. Smith co-authored a chapter in NACAC's, *Fundamentals of College Counseling (Fourth Edition)* which focused supports for first generation students and students of color. She also co-developed an ELearning Module for NCAN entitled, "Cultural Competency " and was also featured in the book, "Why The Sun Rises", a compilation of essays from women who make a difference in educational. Nicole participated in the University of Pennsylvania's Center for Equity Series on Higher Education and in the National Equity Project "Coaching for Equity" Institute. Ms. Smith is originally from Philadelphia, PA and

received her Bachelor’s degree in Elementary Education from Indiana University of Pennsylvania and a Master’s degree in Urban Education from Temple University.

Adriana Salcedo- Wellness Director

Adriana Salcedo is a Licensed Independent Clinical Social Worker (LICSW) and holds a dual Master’s Degree from Columbia University in Social Work (MSW) and Public Health (MPH). She has been working at Haynes for 6 years as the bilingual high school social worker before transitioning to this position. In addition to her clinical caseload, Adriana started the Latina Mom’s group at EL Haynes and has led public health initiatives around trauma, sexual health and socio-emotional learning. As a Colombian-Dutch-American who was born and raised internationally, Ms. Salcedo implements culture and diversity into her practice with youth and families, and is fluent in Spanish. Ms. Salcedo believes that individual, family and community mental health are intertwined and has experience in all these level of mental health interventions. Ms. Salcedo’s previous experience includes working with youth and families in the Child Welfare System as a Foster Care Social Worker, working as a crisis manager for families in New York City affected by September 11, and as a school-based counselor in middle and high schools in the Bronx and Harlem. Ms. Salcedo specializes in trauma models, attachment theory, and family systems theory.

The Board of Trustees

A board of trustees governs E.L. Haynes Public Charter School. The board is comprised of key stakeholders who bring a variety of perspectives to the governance of the school. We are privileged to have the following individuals as members of our Board of Trustees:

Board of Trustees (As of June 2019)	
Abigail Smith - <i>Consultant, BlueSky Education</i>	Chair Parent Trustee
Danielle McCoy - <i>Managing Director, Deputy General Counsel, and Assistant Corporate Secretary of Fannie Mae</i>	Secretary
Josh Edelman - <i>Senior Program Officer, The Bill and Melinda Gates Foundation</i>	Trustee
Chanda Garfield - <i>Commissioner, ANC – 3/4G-02</i>	Trustee
Norm Greene - <i>Political Finance & Operations Director & Federal PAC Director, Service Employees International Union (SEIU)</i>	Trustee
Claudia Lujan - <i>Director, Reign Initiative Empowering Young Women as Leaders, DC Public Schools</i>	Trustee
Monique McDonough - <i>Market Director, Corporate Executive Board</i>	Trustee
Roshelle Payes – <i>Manager, Practice & Prevention, Nemours</i>	Parent Trustee
William Rawson - <i>Retired Partner and Chair of Environment, Land & Resources (ELR) Department at Latham & Watkins LLP</i>	Trustee
Shivam Shah - <i>Education Team Member, Chan Zuckerberg Initiative</i>	Trustee
Karima Simmons, <i>Director of Development at the National Housing Endowment</i>	Parent Trustee

Board of Trustees (As of June 2019)	
Lisa Waller, Senior Director of Regulatory Affairs, <i>REGENXBIO Inc.</i>	Parent Trustee
Eric Westendorf - <i>CEO and Co-Founder, LearnZillion</i>	Trustee
Tammy Mank Wincup - <i>Chief Operating Officer at EverFi Inc.</i>	Trustee

OPEN BOARD MEETINGS

The E.L. Haynes Board of Trustees meets at least four times per year. All E.L. Haynes Board of Trustees Meetings are open to the public, including E.L. Haynes staff, families, students, and community members. We update the meeting schedule annually and post all Board meetings on our [E.L. Haynes Family Calendar](#).

STUDENT BODY

The diversity of our community is one of our greatest strengths. In the 2018-2019 school year, E.L. Haynes High School served approximately 450 students with the following demographics:

Black/African American	47%
Hispanic/Latino	48%
White	<1%
Multiracial	2%
Asian	2%
ELL	16%
SPED	24%

RACE AND EDUCATIONAL EQUITY

At the heart of our mission is a deep commitment to our diverse community of students, staff and families. We believe that our differences - culturally, racially, linguistically and socioeconomically, to name a few - make our school community stronger and more enriching. We recognize that in order to create a more just and peaceful world, it is important that our students have the academic and social skills necessary to thrive in a diverse world. As a diverse school community, we have a unique opportunity to help shape our future leaders into citizens committed to equity and skilled at engaging with others unlike themselves.

Each year, all staff attend Race and Equity in Education Seminars (REES) to promote conversations that address each member's identities and build the skill and will necessary to confront bias, interrupt

injustice and further the race and equity work needed to ensure our community is a safe and welcoming space that helps everyone succeed. These conversations continue throughout the school year through focused commitment to courageous, open dialogue. We encourage our families to participate in opportunities to confront inequity, interrupt injustice and engage across difference.

PARENTAL INVOLVEMENT

Family participation in the school is nurtured in various ways to create a true partnership between the school and families. At E.L. Haynes High School, we expect families to be actively involved in their child's education at school and to think of themselves as full partners in their child's education. We believe that families have just as much to offer our school community as the school community has to offer them, and therefore, E.L. Haynes' parents, guardians, and staff collaborate in multiple ways.

Our commitment to family involvement is driven by three key goals:

- To build deep, trusting relationships between staff and families
- To partner on academics to ensure student success
- To maintain ongoing proactive communication and productive dialogue

For all events and meetings, E.L. Haynes is committed to providing full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. The school will provide translation and interpretation services and childcare for major family involvement events.

PARENT AND FAMILY EXPECTATIONS:

- Setup your Infinite Campus parent log-in to check daily attendance, grades, and upcoming assignment due dates.
- Check grades weekly to discuss with your student.
- Each quarter parents will receive Progress Reports by email and through the portal. Report cards will be emailed and mailed home at the end of every quarter.
- Parents are expected to attend all Parent-Teacher Conferences scheduled in September, December, and March.
- Parents are expected to attend Grade-Level specific and College Office evening parent events.
- The College Office will require parents and families to participate in an Initial College Planning Meeting, College Decision Meeting, and multiple workshops through 11th and 12th grade to support the application and financial processes.
- Anticipate your student having 1-2 hours of daily homework to complete in the evenings. You can support your student(s) by setting up a designated location and organization system to complete homework.

We encourage families to express any questions, concerns, or feedback they have to school staff as they arise. Questions or concerns relating to your child specifically, or their classroom instruction, should be directed to their teacher. Questions or feedback on school policies and procedures should be shared with school administrators. If you have a question, suggestion or concern to discuss, please schedule a meeting in advance so we can be sure to devote adequate time and attention to your feedback.

Teachers or school administrators may also request to meet with families if we have something important to discuss. If an E.L. Haynes staff member requests a meeting with you, we expect you will do your best to honor their request to meet at your earliest convenience. Additionally, if you receive a personalized phone call during the day from the school it means we really need to speak with you about your child and therefore expect that you will return the call as promptly as you can.

ONGOING COMMUNICATION

- Email: All staff have e-mail accounts they check daily. You can find a complete list of staff emails on our website.
- Infinite Campus Messages: Direct messages from teachers on student progress, upcoming due dates and deadlines.
- Attend: Family meetings and events will be listed in the Haynes Herald, on the family calendar found on our website, and posted in the lobby. Please introduce yourself to other families and encourage their participation in parent events.
- Haynes Herald: The Haynes Herald is our school newsletter, and it is an important way our school communicates with all families. Extra copies will also be available with other key documents in the lobby.
- Weekly Robocalls and Emails: Each Sunday evening, parents will receive a robocall and email from the High School Principal, Ms. Hueber. These notifications will include important updates for the coming week. If you are not receiving regular emails from E.L. Haynes, please update your information directly through our student information portal. If you need assistance, please reach out to our front office staff.
- Family Calendar: A complete list of all upcoming events on our family calendar is on our website.
- Website and Social Media: Follow E.L. Haynes on Facebook, Instagram and Twitter, and visit the E.L. Haynes website for news, our event calendar, and more. Website: www.elhaynes.org

CLASS VISITS

As part of our philosophy around parent engagement, we welcome classroom visits. Parents are encouraged to visit their student's classroom to volunteer and spend time with their student to better understand your student's learning environment and experiences. If you are interested in spending time in your student's classroom, please contact your student's teacher in advance. Typical classroom visits may include observing or shadowing your own student, volunteering to help with a project, presenting or sharing information with the class. Please note that the classroom teacher may direct your use of time and student interaction during a classroom visit. The goal of any visit to the classroom is for families to increase their familiarity of the classroom community, spend time with their student during learning time, or help the classroom community when needed. Visits should benefit the community and be used in a positive manner for students, families, and teachers. If a classroom visit is disruptive or negative in a way that may detract from student learning, a parent may be asked to leave and future requests could be denied.

The start of the school year is an important time to set routines and expectations for the school year so we ask that parents wait until school has been in session for six weeks before arranging a classroom visit. Although students get accustomed to visitors throughout the year, it is helpful for teachers and students to be able to set classroom systems and structures these first few weeks without interruption or distraction. Please speak with the Assistant Principal or Principal directly if you would like to visit during the first few weeks of school.

ACADEMICS AND PROGRAMS

E.L. Haynes High School strives to create a rigorous academic environment that will prepare students to excel in college and life beyond. Consistently living the core value of excellence is critical to academic success at E.L. Haynes. The school expects that each student will give their best effort daily with all academic work.

COURSE OFFERINGS

Department	Course Offerings
English	World Literature, US Literature, English Literature, AP English Literature, English Language, AP English Language, Read 180, Systems 44
Math	Algebra 1, Geometry, Algebra 2, Precalculus, Advanced Quantitative Reasoning, AP Calculus
Science	Earth & Space Science, Biology, AP Biology, Chemistry, Advanced Physics
History	World History, US History, Government & Civics, AP Government, Sociology, DC History
World Language	Spanish 1, Spanish 2, Spanish 3, Spanish 4, AP Spanish Language & Culture
Art/Music	Drawing, Printmaking, Painting, AP Art, Introduction to Music, Musical Theater, Percussion, Music Production
Electives	Ethics, Creative Writing, Introduction to African American History, Peer Court, Introduction to Civil Rights History, Journalism, Intro to Afro-Latino Studies
Health and Fitness	Fitness, Health & Wellness, Health, Dance

AP Philosophy:

The Advanced Placement (AP) program is nationally recognized program that offers “willing and academically prepared” students the opportunity to earn college credit in high school. At E.L. Haynes we pride ourselves on setting our students on a path to succeed at the college of his or her choice. Through our AP program we are able to expose students to the rigors of college level courses while they are still in high school.

Within the AP curriculum we seek to develop students critical thinking, problem solving, goal setting and communication skills-- all skills highly valued by colleges and future employers. We provide open access to all AP courses. Allowing any students who successfully complete the prerequisites to apply for the course(s) of their choice.

We are excited that a growing number of students are choosing to challenge themselves by taking advantage of these courses and demonstrating their readiness for college and beyond. According to the College Board, research shows that AP students are more likely to enroll, persist, and graduate from a four-year institution. Additionally, AP students earning a 3 or higher consistently earn higher GPAs in college.

Ideal AP Student

The ideal AP student is organized and hardworking with strong time management skills. In addition to valuing the learning process, we hope to find students who are open-minded and curious; see value in working with others to push his/her learning; willing to reach out and leverage support systems when he/she encounters obstacles; willing to put in additional time to develop skills/habits; and who self-identify as thinkers.

MAJOR ASSESSMENTS

Assessment	Purpose
PARCC	<p>The Partnership for Assessment of Readiness of Reading for College and Careers (PARCC) is a series of examinations that are meant to evaluate college and career readiness starting at a young age and shows how much students learned during the course. By evaluating readiness early and often, teachers and parents are better able to help children prepare for the future.</p> <p>All students enrolled in, U.S. Literature, Geometry, Biology, and Health will take the PARCC assessment in the Spring. This assessment is a measure of how much students learned during the course. Students will receive their scores the following Fall.</p> <p>What to know... Passing Score: 3 (Proficient), 4 (Advanced) Type of Assessment: Standardized Content Specific, Timed Time of Year: Spring</p>
PSAT	<p>Each year, all students in 9th, 10th and 11th grade will take the PSAT exam. This exam is used as an introduction to the SAT, which students take in the spring of their junior year and fall of their senior year, to measure and track student growth over time. Students who perform well in 11th grade may also qualify for the National Merit Scholarship Competition.</p> <p>What to know... Type of Assessment: Standardized College Preparation, Timed Time of Year: Fall and Winter</p>
SAT	<p>The SAT is an admission test accepted by all U.S. Colleges & Universities. All juniors (spring) and seniors (fall) will take the exam. Strong performance on the SAT is one piece of a student's overall profile considered by college admissions officers.</p> <p>What to know... Passing Score: The SAT sets benchmarks to indicate if a student is ready for college level work. Those benchmarks are a 480 on the Reading and Writing section and a 530 on the Math section.</p>

Assessment	Purpose
	Type of Assessment: Standardized College Entrance, Timed Time of Year: Fall (12 th)/Spring (11 th)
AP	<p>Advanced Placement (AP) courses are offered beginning in sophomore year. All students enrolled in an AP course will take the exam for their course in May. The AP Exam is the final step students take after a year of hard work in an AP class. These exams are designed to measure how well a student has mastered the content and skills of the course. Students who successfully score can earn credit and/or advanced placement in college.</p> <p>What to know... Passing Score: 3, 4, or 5 Type of Assessment: Standardized College Level, Timed Time of Year: Spring</p>

Grading Scale

Grading and reporting practices will be fair, meaningful, and support rigorous performance standards for all students. Grades will have consistent meaning throughout the school and based on grade-level and course expectations, as outlined in the curriculum.

- Summative assessments aim to evaluate student learning. Examples include but are not limited to unit tests, summative projects, presentations, or essays;
- Formative assessments aim to monitor student learning and provide ongoing feedback for teachers and students on ways to strengthen learning. Examples include but are not limited to scores on quizzes, homework completion and quality of classwork.
- Homework assignments.
- Word hard grade including class preparedness, class participation and other factors that demonstrate that a student is exemplifying the academic habits that lead to success.

The specific grading scale that is used to determine grades is as follows:

Letter Grade	Numeric Score
A+	98 – 100
A	94 – 97
A-	90 – 93
B+	87 – 89
B	84 – 86

Letter Grade	Numeric Score
B-	80 – 83
C+	77 – 79
C	74 – 76
C-	70 – 73
D+	67 – 69
D	61 – 66
F	0 – 60

A student’s overall course grade determines whether a student earns course credit or not. Should a student receive a failing grade, that student’s performance is deemed inadequate and the student will not earn course credits.

Calculation of Overall Course Grades

Quarter 1: 20%

Quarter 2: 20%

Midterm exam or paper/project/presentation as determined by teacher: 10%

Quarter 3: 20%

Quarter 4: 20%

Final exam or paper/project/presentation as determined by teacher: 10%

Semester long courses will weigh each quarter 40% and count the final exam as 20%.

Reassessment Policy

Students are expected to meet with teachers to determine an appropriate plan of action when faced with evidence that student mastery is not satisfactory. Reassessment plans should reflect efforts of re-teaching and re-learning that occur prior to any reassessment. Reassessment efforts may be limited to specific areas of concern and are not expected or required to reassess all topics covered by the original assessment. Reassessment grades should replace and/or modify original grades so that they are reflective of current levels of mastery. Reassessment opportunities should be available to all students. This does not imply that reassessment opportunities are identical for all students or that they use the same format as the original assessment. Opportunities for reassessment are limited by teacher discretion.

E.L. HAYNES SCHOLARS

Students who achieve the following grade point averages are identified as E.L. Haynes Scholars:

- **Honor Roll:** Grade point average between 3.0-3.49
- **High Honor Roll:** Grade point average between 3.5-3.79
- **Principal's List:** Grade point average 3.8 and above

These accomplishments will be included on official report cards and transcripts. Students are recognized each semester for their academic achievements.

STUDENT SUPPORT SERVICES

At E.L. Haynes, we strongly believe that all students can reach high levels of success. We value diversity of all kinds in our community. We also recognize that students can benefit and may require additional supports along the way to help them realize their full potential. The Student Support Services team is committed to providing additional supports to students through wellness, English Learning (EL), and special education supports.

Wellness team

E.L. Haynes' Wellness Team are licensed social workers and school counselors who work with E.L.H. students to develop strategies and tools to promote perseverance, resilience, and academic success. Our wellness services include mental health support for students through individual and group counseling, classroom presentations, and student and parent programs. Additionally, the team provides assessment and referral for community based services and attendance intervention support.

The Wellness Team provides services to special education students with identified social-emotional needs on their Individualized Education Program (IEP), as well as to the general education population. Students can self-refer or be referred by a teacher, staff member, or parent. A Wellness Team member will review referrals and assign students to an E.L.H. social worker or counselor, or a community based mental health organization, depending on need and capacity.

E.L.H. partners with Mary's Center and The Department of Behavioral Health to provide school-based therapy services, sexual health counseling, and community referrals for medical and dental care, mental health, and support accessing social services and benefits. The Wellness Team also supports students experiencing homelessness by providing resources as needed, including school supplies, clothing, and transportation assistance. Parents and students are encouraged to speak to any Wellness Team member to confidentially discuss their needs.

If a student reports intention of harming him/herself or others, a Wellness Team clinician will conduct a threat or risk assessment, develop a safety plan if appropriate, and will notify the parent or guardian. If the student is in crisis, the Child and Adolescent Mobile Psychiatric Service (ChAMPS) or an ambulance will be called to provide further assessment and support.

E.L. Haynes' Student Wellness Team provides our students with the supports, strategies, and tools necessary to promote perseverance, resilience, pride, and success. The Wellness Team is available to assist students in achieving their academic goals by helping students stay healthy. Our wellness services include prevention, education, and counseling support for students through individual and group

counseling, classroom presentations, and student and parent programs. Additionally, the team provides brief assessment and referral for community-based services.

English Learning (EL) Support

E.L. Haynes has developed its English Learning (EL) program to support the success of our students who are culturally and linguistically diverse in the general education curriculum. The purposes of our EL program are to:

- Develop the language and literacy skills of non-native English speakers.
- Ensure access to the general education curriculum for students who are still developing cognitive academic language proficiency.

Our EL team of teachers work closely with staff, students, and families to achieve these goals. We collaborate with general education and special education teachers, along with the wellness team to fully support students. We follow a collaborative teaching model focused on content-based ESL. We also offer a sheltered ELA class for newcomers and a language development course for any student in the program who could benefit from additional support. Our ELL teachers monitor the progress of students' language and literacy acquisition quarterly and provide updates to families via progress reports. In accordance with guidelines determined by the D.C. Office of the State Superintendent of Education (OSSE), we use the annual ACCESS for ELs 2.0 test to track the progress of students' language and literacy development over time and to determine when students are ready to exit the program.

Special Education

E.L. Haynes has designed a special education program to support the success of student with disabilities. Our special education program is designed to provide access to our students with disabilities through Individualized Education Programs (IEPs) and Section 504 plans. The support for students with disabilities at E.L. Haynes is in line with the overall mission of the school and includes a continuum of services to meet the needs of all students.

In addition, we also believe that all students benefit from the inclusion of students with disabilities in the general education classroom. Both research and our own experiences, demonstrates that students with disabilities perform better with greater access to the general education curriculum and their non-disabled peers. Students who require more significant support, along the continuum of services, receives them through the Functional, Academics, Social Skills, and Transition (FAST), the Academic Resource Support (ARS), and the Behavior, Academics, Social, and Enrichment (BASE) programs.

The E.L. Haynes high school special education team includes a variety of skilled professionals including special education inclusion teachers, social workers, a speech-language pathologist, an occupational therapist, and a school psychologist. These team members collaborate with general education teachers, English Language teachers, and each other, to provide students with disabilities the necessary wrap around support to ensure students access the general education curriculum.

ACADEMIC HONOR CODE

Academic integrity lies at the center of our commitment to our core values at E.L. Haynes High School. We believe learning is predicated on a relationship between teacher and learner. We expect each student to participate in his/her learning by demonstrating excellence in his/her work. We expect students to have the courage to ask for assistance, to have the curiosity to research their ideas, and, above all, to do their best in their work. Violation of the Honor Code can take several forms, including but not limited to, plagiarism, cheating, and copying. The consequence tiers for violating the academic honor code may include:

- *First Offense:* The student will receive a zero on the plagiarized assignment and the teacher will call the student's family to inform them of their student's action. Additionally, the teacher will update the grade-level team on the instance of plagiarism and develop a plan for how the student will avoid plagiarism (in the individual teacher's class and/or other classes) on future assignments. NOTE: The student's ability to re-do the plagiarized assignment is at the teacher's discretion.
- *Second Offense:* In addition to the above consequences for the first offense, the teacher from the class(es) in which the student plagiarized an assignment, will coordinate a meeting with the student, the student's parent/guardian, and a school administrator to discuss additional consequences based on the severity of the plagiarism (including consideration of the assignment weight).
- *Third Offense:* In addition to the above consequences for the first and second offense, the student may receive consequences including, but not limited to:
 - File detailing multiple instances of plagiarism on college applications
 - Rescinding letters of recommendation
 - Loss of participation in extracurricular activities
 - Mandatory use of online program (like Grammarly or Turnitin) before any assignments are submitted
 - Potential loss of credit (either partially or full) if the instances of plagiarism occurred repeatedly in one class File detailing instances of plagiarism to be shared on college applications

REPORT CARDS AND PROGRESS REPORTS

The school year is divided into four quarters. Students will receive a report card at the end of each quarter that includes grades, attendance records, and overall GPA. Parents/guardians will also receive progress reports through Infinite Campus at the mid-point of each quarter. Progress reports closely align with the three Parent-Teacher Conference dates. Our main objective is to discuss academic progress and potential at conferences throughout the school year. All parents/guardians will have access to Infinite Campus, our online student information system, with updated grade information accessible at all times.

PROMOTION REQUIREMENTS

As noted in the Grading Scale section, a grade D or higher at E.L. Haynes is a passing grade that earns the student credit for the course. In order to be promoted to the tenth grade, a student must have at least six credits, including four core credits. A student entering eleventh grade must have at least twelve credits, including eight core credits. A student entering twelfth grade must have at least eighteen

credits, including twelve core credits and the student must have the ability to meet all graduation requirements before the date of graduation. These credits must be accrued and documented before the first day of the next school year, or before May 15th if the student is planning to graduate in June. If a student is not promoted to the next grade level, he or she will retake the course(s) he or she failed during the next year or, if possible, earn credit recovery during the summer.

To be promoted to...	Students must earn
10 th grade	At least 6 credits, including 4 core credits
11 th grade	At least 12 credits, including 8 core credits
12 th grade	At least 18 credits, including 12 core credits Demonstrate ability to meet all graduation requirements before the date of graduation

- Each student who is not able to move on to the next grade level’s coursework will have an individual learning plan (ILP) that provides an overview of that student’s pathway to high school graduation. The ILP will be developed at the beginning of the year and reviewed each year after second quarter’s progress reports. In addition, a transcript will be mailed home at the conclusion of each year.
- Summer school and credit recovery courses may be included in the individual learning plan.
- The ILP, transcript, report card, and other official documents will list the student’s grade level based on credit accumulation.
- The school will communicate expectations to the student and the parent/guardian about what must be done to be promoted.

TRANSFER CREDIT

In order to be enrolled as a 10th grade student, an incoming transfer student must have earned at least 4.0 core credits (1.0 in English, 1.0 in Math, 1.0 in Science, and 1.0 in Social Studies) plus at least 2.0 additional elective credits. In order to be enrolled as an 11th grade student, an incoming transfer student must have earned at least: 8.0 core credits (2.0 in English, 2.0 in Math, 2.0 in Science, and 2.0 in Social Studies), plus 4.0 elective credits cumulatively in his/her high school experience. In order to be enrolled as a 12th grade student, an incoming transfer student must have earned at least: 12.0 core credits (3.0 in English, 3.0 in Math, 3.0 in Science, and 3.0 in Social Studies), plus 6 elective credits cumulatively in his/her high school experience.

Students will be placed in E.L. Haynes courses based on the transfer credits earned from previous coursework. As applicable, entrance exams will be given for placement in Honors or Advanced Placement courses.

CREDIT RECOVERY

E.L. Haynes accepts recovery credits for students who have completed a course at E.L. Haynes but did not earn a passing grade of D or higher. Students may earn recovery credits from an approved credit bearing institution. Credit bearing institutions include:

- E.L. Haynes PCS
- D.C. Public Schools
- Summer School offered by an accredited school (e.g., another D.C. Charter School, independent school or parochial school)
- Nationally accredited program, including online and correspondence courses, such as Keystone Credit Recovery

Students seeking credit recovery must be enrolled in a course that corresponds to the E.L. Haynes’s course failed. It is the student’s responsibility to enroll in the appropriate courses at an approved institution. However, students *must seek approval* from the Registrar before enrolling in any courses outside of E.L. Haynes to ensure that the course meets the school’s credit transfer requirements and graduation criteria. Credit will be awarded for recovery courses if the students earns a grade of a D or above.

Students seeking transfer or credit recovery courses will be reviewed on an individual basis by E.L. Haynes administration.

- If a student has not earned enough credit to move to the next grade level, every effort is made for the student to have the support of friends and colleagues as she or he tackles repeating the coursework to gain the necessary graduation requirements.
- Each student who is not able to move on to the next grade level’s coursework will have an individual learning plan (ILP) that provides an overview of that student’s pathway to high school graduation. The ILP will be developed at the beginning of the year and reviewed each year after second quarter’s progress reports. In addition, a transcript will be mailed home at the conclusion of each year.
- The ILP, transcript, report card, and other official documents will list the student’s grade level based on credit accumulation.
- The school will communicate expectations to the student and the parent/guardian about what must be done to be promoted.

GRADUATION REQUIREMENTS

A student must meet all of the requirements outlined below each year to earn a diploma from E.L. Haynes High School. Only students who have fulfilled the requirements for a diploma will be permitted to participate in graduation activities.

The graduation requirements of the E.L. Haynes High School are in concert with those maintained by the District of Columbia Public Schools with additional requirements as established by the Haynes instructional leadership. Students must earn at least twenty-four (24) credits to graduate. One-semester classes generally receive .5 credits and two semester classes (e.g., English) generally receive 1.0 credit. The cumulative credit requirement distribution across subjects for graduation is:

<p>Mathematics: Four (4.0) core credits including Geometry and Algebra II. All students must also demonstrate competency in Algebra I through completion of an Algebra I course OR successful completion of both E.L. Haynes Geometry and E.L. Haynes Physics courses which incorporate the Algebra I Common Core standards. All courses for Mathematics credit must be at least as difficult as Algebra I.</p>	4.0
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Science: Four (4.0) core credits including three (3) lab sciences, including Biology.	4.0
English: Four (4.0) core credits.	4.0
Social Studies: Four (4.0) core credits including World History, U.S. History, D.C. History, and Government.	4.0
World Language: Two (2.0) credits	2.0
Electives: Three and one-half (3.5) credits	3.5
Health and Fitness: One and one-half (1.5) credits. Participation in a team sport can satisfy up to 0.5 credit of this requirement.	1.5
Music: One half (.5) credit	0.5
Art: One half (.5) credit	0.5
Total	24.0

At least two (2) of the twenty-four (24) credits for graduation must be College Level or Career Preparatory courses. These courses are noted below in the course descriptions.

Community Service Requirement

All students are required to successfully complete one hundred (100) hours of school-approved community service to earn their high school diploma. However, students should not look at community service as just another requirement. As a part of our mission, E.L. Haynes seeks to develop students into responsible citizens who are leaders in their communities. Students should seek experiences that align with their own personal interests and goals, will enrich their lives and benefit others.

Community service is defined as volunteer work intended to help others or the local community that is unpaid and of social use. Community service can be completed at any non-profit 501(c)3 organization or for a national, state or local government. Community service is not completing volunteer work for free for a job, neighbor, family member or friend.

Haynes students are urged to start community service in their 9th grade year in order to ensure that students do not wait until the last minute to complete community service hours. We strongly recommend completing at least 25 hours or more each year to satisfy the requirement over the span of your time at E.L. Haynes.

- At least 25 hours by the start of 10th grade
- At least 50 hours by the start of 11th grade
- At least 75 hours by the start of 12th grade

We also believe that Haynes students should serve all of the communities to which they belong. In order to ensure students are serving the greater D.C., national and global community, there will be a limit to how many hours completed at E.L. Haynes can be counted towards a student's 100 hour requirement. Starting in the 2017-18 school year, no more than 33 hours of the required 100 can be earned

completing service at E.L. Haynes. Students are always needed as volunteers for school-wide events and receive emails for these opportunities.

E.L. Haynes has successfully partnered with the following organizations for grade-level days of service, fall and winter intersession and spring breaks (see below). We recommend students partner with these organizations to complete their hours. Hard copy community service information can be found in the high school lobby, as well as with the registrar.

Community Service Partners

Boys and Girls Club – Chrystal Fitchett, (202) 576-7285

Carroll Manor Nursing Home – Thelma Burless, (202) 854-7719

Martha’s Outfitters – Register: <https://marthastable.volunteerhub.com/>

Rock Creek Conservancy – Arielle Conti, aconti@rockcreekconservancy.org

Student Service Week with City Year - cydc.ssw@gmail.com

Obtaining Credit for Hours Served

Students must submit an official E.L. Haynes Community Service form within 90 days of the service in order to receive credit. Community service forms can be obtained in the Think Tank, on the College Office website or from the registrar or member of the College Office. Before beginning community service, students can check with the E.L. Haynes registrar or college office to confirm the organization they intend to volunteer at qualifies as a site that is acceptable for community service hours.

Completing the Senior Clearance Process

In order to participate in senior graduation activities, students will be required to complete a senior clearance form. This will include submitting all college acceptance, waitlist and denial letters, certifying plans for after E.L. Haynes, etc. The form will need to be completed no later than one week before the graduation ceremony.

COLLEGE AND SCHOLARSHIP APPLICATION DOCUMENTS

Transcripts

Requests for official transcripts must be made using students’ Naviance accounts. Transcripts will be sent every other Monday by the student’s college advisor. Students should make sure to submit requests well ahead of college and scholarship application deadlines to ensure transcripts are submitted in a timely fashion. Each student must have a signed master transcript request form on file in order to have official transcripts sent to colleges and scholarship organizations. Students can obtain the master transcript request form from their college advisor or online on the College Office website. Official transcripts must be sent by E.L. Haynes directly to the receiving institution. Requests for unofficial transcripts can be made by emailing a student’s college advisor. As with official transcripts, requests for unofficial transcripts should be made well before deadlines to ensure transcripts are submitted in a timely fashion.

Standardized Test Scores

Students will be responsible for submitting test scores (SAT and ACT) to the colleges they are applying. Some colleges allow students to self-report scores but many still require that scores should be submitted online through students’ College Board or ACT accounts. Students may be eligible for fee

waivers to pay the cost of sending official SAT scores to colleges. Please refer to the CollegeBoard's website for more information on criteria for eligibility.

Teacher and Staff Recommendation Letters

E.L. Haynes teachers and staff are committed to supporting students in their college application process. In order to ensure that teachers and staff are able to provide that support effectively and in a timely manner, students must adhere to the following requirements. Requests for recommendation letters must be made at least two weeks in advance of the required postmark date. When determining your deadlines, be sure to check whether the date given is a "postmarked by" or a "received by" date. We encourage students to request letters as soon as they know they will need them to allow teachers more than two weeks to prepare them whenever possible. Students must make sure that they provide teachers with any materials or information (e.g. evaluation forms, copy of resume or list of activities).

Recommendation letters will be sealed and signed by the teacher or staff member who is writing the recommendation and turned into a member of the College Office. Sealed letters will be enclosed in the E.L. Haynes application packet that contains the official transcript, profile, test scores, other required materials and fee waiver, and mailed directly to the college or scholarship granting organization. The student will be notified that the letter has been sent so he/she can track their college admissions efforts with the College Counseling team. Letters of recommendation are confidential and will not be shared with students, parents or guardians, or any organization except the one the student has requested.

ATTENDANCE

For all E.L. Haynes' high school students, Monday through Friday, school begins at 9:00 AM and ends at 4:00 PM. Attendance, including on-time arrival and departure is critical to every student's success at E.L. Haynes.

If a student is absent with a valid reason, parents or the student must turn in written documentation within 5 days of the student's return. This will show up as an "excused absence" in our system and will allow students to make up work in their classes. If a student has over 10 days of unexcused absences, the family will be referred to Child and Family Services Administration (CFSA) for truancy.

Students with more than 5 total unexcused absences are required to have a family team meeting led by an attendance intervention specialist, administrator, grade level lead, or Wellness Team member. Students and families may be required to participate in other interventions such as attendance plans, home visits, and frequent check-ins to support their student's attendance.

TARDINESS

Students should plan to arrive to school between 8:00 AM and 8:50 AM to ensure they are prepared for class to begin promptly at 9:00 AM. Habitual tardiness will prompt similar follow-up to excessive absences. A robocall will be sent out to parents if your child is not present at the start day and/or if your child did not attend school that day.

ABSENCES

Attendance and tardiness will be recorded in each classroom shortly after the beginning of the school day and promptly forwarded to the designated school administrator. An absence is defined as attending less than 80% of a school day.

If you know your student will be absent, please contact the attendance line at (202) 277-6335 or send an email to HS-attendance@elhaynes.org by 9:00 AM. Otherwise, you may receive a communication about your student's absence from the school. In the message (either via phone or email) please state the student's name, date of absence, the reason for the absence and a contact number for the parent/guardian. This call WILL NOT excuse the absence and is for our information only.

In order to excuse an absence, the school must receive a note from the family or a doctor. In the case of an absence longer than three days, a doctor's note is generally required unless an exception is allowed. Notes must be received within 5 days of the absence. The note must include the date of absence, parent name, student name, and the valid reason for absence and be turned into the main office at the student's campus. Forms are available at the front desk. If no documentation is submitted to the school, the absence will be considered unexcused. Reporting the absence does not automatically excuse the absence.

Excused absences are granted in accordance with school policy (see Excused/ Unexcused Absences Policy).

Valid reasons for absence from school include:

- a. Illness of the student or doctor's appointment;
- b. Exclusion due to quarantine, contagious disease, infection, infestation, or other condition requiring separation from other students for medical or health reasons;
- c. Illness or other immediate family emergency which requires the presence of the student outside the school;
- d. Death in the student's immediate family;
- e. Necessity for a student to attend any judicial proceeding as a party or witness;
- f. Observance of religious holy days;
- g. Suspension or expulsion from school by an administrator pursuant to Section 3;
- h. Temporary closing of the school facility or suspension of classes due to severe weather, official activities, holidays, malfunctioning equipment, unsafe or unsanitary conditions, or other conditions requiring the closing of the school facility or suspension of classes; and
- i. Other absences approved in advance by an administrator upon the written request of a parent/guardian.

Extensive absences significantly diminish the ability of the student to learn. **Families are expected to schedule recreational activities, school visits and vacations only during designated school breaks.** If you need to schedule an appointment for your child, please try to do so on weekends, or before/after school.

Persistent absenteeism from school will result in the following actions being taken:

Each unexcused absence	After each unexcused absence the parent/guardian of the student will receive an automatic call, text, or email to notify them of the unexcused absence. <i>(Note: Please keep an up-to-date telephone number with your child's campus front desk.)</i>
3 unexcused absences	Once a student accrues 3 unexcused absences, the school will send a formal letter to the student's family regarding their student's unexcused absences explaining the school's attendance expectations.
5 unexcused absences (cumulative)	Once a student has accrued 5 unexcused absences, the student and their family parents and students are required to meet with an attendance interventionist, school administrator, or Wellness Team member to create an attendance intervention plan. Other interventions may include: <ul style="list-style-type: none"> • A letter mailed to the student's family regarding absences • Referral to programs for truancy prevention support.
8 unexcused absences (cumulative)	Once a student has accrued 8 unexcused absences, a school administrator will send a letter to the student's family warning that their student is close to being considered "chronically truant", and the student and family may be required to meet with a school administrator (i.e. attendance interventionist, school leader, Wellness Team member) to discuss/revise the student's Attendance Intervention Plan. E.L. Haynes staff may conduct a home visit to ensure the safety of the student.
10 unexcused absences (cumulative)	E.L. Haynes will immediately refer all students who are ages 5-13 who have accrued 10 or more unexcused absences to the Child and Family Services Agency (CFSA), as required by D.C. law ¹ . Additionally, the school will send a letter home notifying the family of their student's truancy status.
15 unexcused absences (cumulative)	E.L. Haynes will immediately refer all students who are ages 14-17 who have accrued 15 or more unexcused absences to the Court Social Services Division of the Superior Court of the District of Columbia and

¹ D.C. Mun. Regs. tit 5, § A2103.5(a) (2014).

	<p>to the Office of Attorney General Juvenile Section, as required by D.C. law².</p> <p>Additionally, the school will send a letter home notifying the family of their student's truancy status.</p>
<p>20 or more consecutive unexcused absences and withdrawal</p>	<p>If a student is absent 20 or more consecutive full school days without a valid reason or excuse, E.L. Haynes has the discretion to officially withdraw the student from the school³. E.L. Haynes will notify the family that the student has been withdrawn.</p> <p><i>Please note, if a withdrawn student wants to return to E.L. Haynes for the next school year, s/he will need to reapply through the annual lottery process through My School DC.</i></p>

Students with disabilities will not be treated adversely for absences that are directly caused by their disabilities. As a result, it is important for staff and parents to work in tandem to support student attendance.

Skippping Class and Leaving Without Permission

Students are expected to attend every class, every day. Skipping class and/or leaving school without permission directly impacts students' learning and will be treated similarly to absenteeism.

When a student is absent from class for 2 or more consecutive days in a week, the teacher will contact the student's parent/guardian to inform them of their student's absence from class and hold a conference with the student to discuss the reason why the student was absent. The teacher will log all instances of skipping and contacts made with the student and student's parent /guardian in Infinite Campus.

When a student leaves school without permission, the Dean of Culture will contact the student's parent to inform them of their student's behavior and notify the student's teachers. The Dean of Culture and the student's teachers will discuss the reason why the student left school without permission and identify ways to support the student. The Dean of Culture will log all instances of a student leaving school without permission in Infinite Campus.

If a student demonstrates a chronic pattern of skipping class and/or leaving school without permission, the teacher may request an in-person meeting with the student and their family, as well as other relevant school staff who support the student's attendance. If appropriate, the school may also request the student's parent/guardian to participate in a shadow day with their student.

² D.C. Mun. Regs. tit 5, § A2103.5(b) (2014).

³ D.C. Code § 38-203 (f-2) (2017).

NOTE: A student's opportunity to make-up any work that was missed as a result of the student skipping class and/or leaving school without permission is limited by teacher discretion.

Extended Absences

As mentioned above, extensive absences (excused or unexcused) significantly diminish the ability of students to learn. Families are expected to schedule recreational activities, school visits and vacations during school breaks. However, we understand that students may have extenuating circumstances that require an extended absence from school.

If you are aware that your child will be absent for more than 5 consecutive days (due to a valid reason such as a family emergency, medical issue, and/or legal obligation), we request that parents schedule a meeting with a Wellness Team member or grade-level administrator to establish a work plan for your student to make-up the work that will be missed during their absence.

Students who are home- or hospital-bound because of a health issue are entitled to tutoring services. In order to activate this service, families must obtain paperwork from your school's Assistant Director of Special Education or Wellness Team member, and get a signature from your student's doctor. E.L. Haynes will coordinate tutoring services with the family based on the student's schedule.

ATTENDANCE POLICIES

Notification of Absences

When a student is truant from school or from assigned classes, parents will receive an automated phone call, message via email or text message. If a student's academic progress is compromised because of absences, reasonable effort will be made to notify the parents/guardian in advance so remedial action can be taken.

Standardized Testing and Final Exam Attendance

To assess the effectiveness of the rigorous, relevant, and personalized academic curriculum, students are required to be present to take various scheduled standardized tests and final exams. It is critical for students to be on time and present for PSAT, SAT, and AP testing. There are no make-up opportunities.

Special Attendance Circumstances

Students who will be absent due to religious holidays must obtain administrative pre-approval from the high school Principal, Assistant Principal or the Attendance Coordinator. Absences due to college visits should be scheduled when school is not in session. Students who are absent for an "educationally valuable experience" other than a field trip may receive an excused absence if the following criteria are met:

- The absence must be pre-approved at least one week in advance.
- There must be stated and written educational objectives for the trip. The teachers will initial the pre-approved request form indicating knowledge of the anticipated absences and the student's receipt of supplemental assignments.
- The pre-arranged absence request will be reviewed by the student's counselor and Assistant Principal.

- All educational experience absences must be excused within 5 (five) calendar days of the student's return following the trip.

SCHOOL CULTURE

E.L. Haynes' approach to school culture is derived from Developmental Designs and Restorative Practices. These frameworks allow us to create a safe and inclusive environment where students recognize the importance of kindness, appreciate differences, and develop critical social skills (i.e. assertiveness, empathy and problem solving). Coupled with agreed upon practices and values that holistically prevent and repair harm; build community and relationships resulting in a positive, supportive climate.

DEVELOPMENTAL DESIGNS

Developmental Designs practices build **skills and engagement** in three key areas of school life:

1. social-emotional
2. relationships and community
3. academic

Self-Management and Other Social-Emotional Skill Building

Students thrive in an environment that embeds knowledge of self, self-control, self-assessment, and appreciation for others within their daily school responsibilities. Here are sample *Developmental Designs* structures that give teachers the tools they need to steadily build student self-management and peer and teacher relationship skills.

Social Contract

The Social Contract process brings staff and students together to create a set of behavioral guidelines that they use to tend to the health of the community throughout the year.

Modeling and Practicing

Modeling and practicing allows teachers and students to work together to create and become adept at specific protocols for classroom and school-wide routine.

Pathways to Self-Control

Pathways to Self-control give teachers and students clear responsibilities for responding to and changing misbehavior, and help students get back on track as quickly as possible.

Relationship and Community Building

Students respect others and learn better in community when they get to know each other and practice, practice, practice listening and contributing to each other. *Developmental Designs* practices create and maintain healthy relationships in the context of advisory and class hours.

Advisory

Advisory meetings bring students together in a fun, safe, respectful meeting format that includes a greeting, sharing, activity, and daily news message while focusing on the college process.

RESTORATIVE PRACTICES

Restorative Practices are prevention strategies to help increase social emotional strength, a sense of belonging, and a culture of caring in our school. Using Restorative Practices proactively builds a sense of community through the development of relationships which can result in fewer, more elaborate interventions later. When we speak of Restorative Practices we should keep in mind the notion of

‘making things better,’ which is our stated goal for the students, for the families, and the greater school community. Restorative Practices helps us to understand the root causes of a particular behavior and what led up to the behavior so that it can be addressed in a more empathetic and holistic way. Haynes believes that decisions are best made and conflicts are best resolved by those most directly involved in them. The goal is to work with community members to come to a solution, fix the problem, impose fair punishment, foster understanding and adjust behavior.

Why Restorative Practices?

- Blame, shame, punishment, and exclusion are not working for our youth, our teachers or our communities.
- Pushing youth out of our spaces and communities is the opposite of what they need.
- Misbehavior is an opportunity to support students in building the necessary social and emotional skills to be successful.
- Restorative practices are effective at addressing the disproportionality of discipline on students of color.
- Restorative practices give us new tools replace outdated and ineffective methods of punishment and suspension

What is Restorative Practices?

Restorative Practices are a framework for building community and responding to challenging behavior through authentic dialogue leading to understanding and action to set things right and repair and restore damaged relationships. The process supports initiators in acknowledging and repairing the harm done, helps victims and witnesses process what happened, and helps the class or school community rebuild trust. All members of a school community bring with them diverse abilities, interests, viewpoints, and family and cultural backgrounds. These differences can be a source of great energy and strength when members of the community value and respect one another. Using restorative practices to foster positive interpersonal and intergroup relations and to address inappropriate behavior when it occurs is a cornerstone of a progressive approach to discipline.

Students are the largest group of stakeholders in a school community and its greatest natural resource in creating and sustaining a safe and supportive school environment. Building community among students and between students and staff members is integral to creating a supportive and inclusive school culture. When students feel accepted, valued, respected, and included, they build a positive connection to school and foster resiliency.

A restorative approach to discipline changes the fundamental questions that are asked when a behavioral incident occurs. Instead of asking who is to blame and how those engaged in the misbehavior will be punished, a restorative approach asks four key questions in order to get to the root of the problem:

- What happened?
- Who was harmed or affected by the behavior?
- What needs to be done to make things right?
- How can people behave differently in the future?

When used as an intervention measure to address inappropriate student behavior, restorative practices empower community members to take responsibility for the well-being of others; prevent or deal with

conflict before it escalates; address underlying factors that lead youth to engage in inappropriate behavior and build resiliency; increase the pro-social skills of participants, particularly those who have harmed others; and provide wrongdoers with the opportunity to be accountable to those they have harmed and enable them to repair the harm to the extent possible.

Through Restorative Practices, members of our school community will:

1. Have an opportunity to be heard
2. Understand the greater impact of one's actions
3. Learn to take responsibility
4. Repair the harm one's actions may have caused
5. Recognized one's role in maintaining a safe school environment
6. Build upon and expand on personal relationships in the school community
7. Recognize one's role as a positive contributing member of the school community

The goals of these restorative practices are that...

1. E.L. Haynes will be a safe, friendly and enjoyable learning environment.
2. E.L. Haynes will foster an environment where everyone feels valued, respected, and included.
3. E.L. Haynes will be a school where students are motivated to learn. Faculty and staff enjoy meaningful and fulfilling work, and parent/guardian(s) are confident their student is getting the best support and education in a safe and welcoming environment.

ELECTRONIC DEVICES

E.L. Haynes recognizes that personal electronic devices, such as cell phones and iPads, are increasingly becoming part of our daily lives. However, these devices have proven to be disruptive to the school environment. Electronic devices can deter a positive learning environment and can create safety issues for students and staff. With all of these thoughts in mind, E.L. Haynes will strive to teach and communicate to students that these devices are acceptable when used at the appropriate time, place, and manner. All students will adhere to the following:

- Students may possess personal electronic devices, such as cell phones and iPads, on Haynes property and at Haynes sponsored activities; however, students may not have cell phones out in class due to the disruption associated with loss of instructional time.
- All cell phones will be placed in a classroom's cell phone locker upon entry and not touched until class dismissal.
- If a student refuses to place their cellphone in the station, teacher may:
 1. Have a one on one conversation with the student explaining the rationale behind the policy.
 2. Call the parent or guardian.
 3. Schedule a meeting with the student and parent.
 4. Request a restorative meeting with an administrator to problem solve.

No student may record another member of the community or post without consent. Haynes will assume no responsibility or liability for loss, theft, or damage to a device or for the unauthorized use of any such device.

INTERNET USE

Computer (including handhelds and peripherals), network, and Internet access are privileges available to students at E.L. Haynes High School. Our goal in providing this service is to promote educational

excellence by facilitating resource sharing, innovation, and communication. These guidelines are provided so that students are aware of the responsibilities required to use technologies. The right to use computers at school may be revoked if a student does not adhere to the guidelines below.

Acceptable Use

Students' use of computers, the Internet, and the school network must be in support of education and research within the educational goals and objectives of E.L. Haynes Public Charter School. Transmission of any material in violation of any U.S. or local regulations is prohibited. This includes copyrighted material, threatening or obscene material, or material restricted by school policy or staff. Unauthorized access to any network or computer is strictly prohibited. Students may lose the privilege to use computers if they do not adhere to the Acceptable Use policy.

Personal Responsibility

As a member of our school community, students accept responsibility for proper use of school technology and for reporting misuse of technology. Student use of school technology will meet the following guidelines:

- Computers will be used for academic purposes only. The use of technology to play music/games or to serve any purpose outside of a class activity is prohibited.
- Respect the privacy and dignity of students and teachers at all times. Do not use, copy, or delete another user's files, folders, or passwords.
- Keep your passwords private.
- Use appropriate language by refraining from the use of profanity or insulting language. Offensive and/or harassing messages that originate outside of school but disrupt the school's educational process may be subject to school consequences.
- Respect school equipment, including an absence of vandalism or computer viruses.
- Only use approved software.
- No online chatting with anyone except with instructors or members of a school-sanctioned working group

Internet Safety

The Internet provides opportunities to access new resources, but it also provides unique risks to students. E.L. Haynes Public Charter School provides filtered access to the Internet, but to ensure safety on the Internet, students must follow the guidelines below:

- Only access sites appropriate for school classes or activities.
- Do not give out personal information, such as my full name, address, or telephone number.
- Do not correspond or meet with someone through the Internet.
- Report immediately any technology use that makes the student uncomfortable or violates school policies.

E-Mail/Communication Safety

E-mail and other online communication services provide opportunities for students, but they require careful use. Students follow the guidelines below when using computers/accounts:

- Use only an e-mail account at school with the prior permission of a teacher. Use of instant messaging and chat rooms outside the academic curriculum are prohibited.

- Adhere to all of the aforementioned guidelines in the Acceptable Use policy when using a school provided e-mail account or other school provided computer service at school.

ANTI-BULLYING & SEXUAL HARASSMENT

In the creation and support of school climates that are safe places to learn, there is an evolving recognition that bullying is a very toxic form of abuse among peers. Students who are bullied and those who instigate bullying are at significant risk of experiencing a range of health, safety, and educational risks. At E.L. Haynes, we will do everything possible to create and preserve a safe school climate for all students through proactive anti-bullying education, immediate enforcement to stop bullying behaviors along with well-defined and effective consequences for violations. Please see our website for our comprehensive [Anti-Bullying and Sexual Harassment Procedures](#).

DRUGS, ALCOHOL, AND TOBACCO

E.L. Haynes Public Charter School maintains a drug, alcohol, and tobacco free environment. Our Code of Conduct provides that E.L. Haynes will take punitive action against any student involved with drugs, alcohol, and/or tobacco. Student use, possession, distribution or sale of alcohol, tobacco or illicit drugs is prohibited on school grounds, at any school sanctioned activities, when students are being transported in school sponsored vehicles, or at any time or in any place where students' conduct interferes with or obstructs the educational program or operations of the school, the health, safety, or welfare of community members. A student violation of this policy (this includes students that smell like a substance or demonstrate outward symptoms of active drug, alcohol and/or tobacco use and does not require medical proof) will lead to an immediate 3-day minimum suspension, possible reporting to the authorities, and/or a recommendation for expulsion, at the discretion of the school.

FIGHTING

E.L. Haynes promotes, teaches and expects nonviolent resolutions to conflict. We want to ensure all students feel safe and respected while they are at school, as well as while they are traveling to school and from school. Physical altercations are not tolerated on school grounds or in the broader community. The consequence for fighting is an immediate suspension, with the possibility of expulsion. All parties involved in an altercation will be required to participate in the following steps led by the Dean of Culture:

- Student Judicial Committee Hearing (SJC): Formal meeting facilitated by the Chief Academic Officer to discuss serious discipline issues with student and family in an open and constructive environment
- Re-Entry Meeting: Student will meet with Dean of Culture to ensure student is ready to join the community, reset expectations and welcome the student back into the community. Parent /guardian may be requested to participate in meeting.
- Restorative Meeting: parties involved in will meet with Dean of Culture to ensure the issue that contributed to the situation is dissolved.
- Behavior Contract: Dean of Culture may put in place a Behavior Contract to ensure all parties adhere to community rules.
- Peer Court: all parties may be referred to Peer Court.

WEAPONS

Guns, knives, explosives, weapons of any type or items that appear to be and/or may be used as a weapon, are not permitted in the school, on the campus, anywhere on the premises, and at any off-campus school related activity or event and may result in expulsion. Violations will lead to involvement of the D.C. Metropolitan Police Department who will also be given all confiscated weapons. **GANG AFFILIATION**

This policy has been adopted pursuant to the requirements of state law, in recognition of the fact that gang activities at school impose a threat to the welfare and safety of students and others in the school community. The term “gang” as used in this policy refers to all groups of three or more individuals who share a common interest, bond, or activity characterized by criminal, delinquent, or otherwise disruptive conduct engaged in collectively or individually.

The purpose of this policy is to protect the health, safety, and welfare of those in the school community and to prevent the initiation or continuation of gang membership and gang activity in our school.

Prohibited gang affiliation or appearance includes: any manner of grooming or apparel, including clothing, jewelry, hats, emblems, and badges which by virtue of color arrangement, trademark, or other attribute is associated with or denotes membership in or affiliation with any gang. The prohibition on gang-related apparel and actions will be applied at the discretion of the staff at E.L. Haynes. Consequences will be applied according to the circumstances of the infraction and may include suspension or expulsion as well as communication with law enforcement.

LOCKERS

Each student will be issued an E.L. Haynes locker. Students are not allowed to use their own locks on these lockers. Each student’s locker is school property and may be searched by school officials at any time.

Each student is responsible for any item found within his or her locker. Students should not share lockers or give their locker combinations to other students. E. L. Haynes is not responsible for any items lost from lockers. Lockers will be cleaned out on the last day of school each year and any remaining contents will be disposed.

STUDENT SEARCHES

School property is under the control of the school. To continue to promote a safe and secure climate, random bag checks will be performed, periodically, throughout the school year. A search of school property (including, but not limited to lockers and vehicles parked on school property) may be made at the discretion of the school administration if a reasonable suspicion arises that items considered illegal, disruptive, or a general nuisance to the educational process are being kept at school. School authorities may also search a student, including their body and/or personal property (e.g. desk area, backpack, etc.) whenever the school authority has reasonable suspicion to believe that a student is in possession of illegal or unauthorized materials. School officials will detain a student if there is reasonable suspicion

that a student has drugs, narcotics, weapons, explosives, or other dangerous contraband in their possession, and if such possession constitutes clear and imminent danger and safety to the student, other persons, or school property. Furthermore, school officials will notify parents and the appropriate law enforcement agency of illegal possession of such materials.

SCHOOL SECURITY PROCESS

In order to ensure an effective learning environment for our students, it is vital that we maintain a safe and secure environment for students to learn, staff to focus on providing an education, and families to access necessary resources and support.

All students and adults entering the high school are required to pass through our new security screening process, including passing personal items and bags (as well as food) through the x-ray machine and then walking through the metal detector.

The following items are prohibited and will be confiscated from all students and adults entering the building:

- Weapons (This includes guns, knives, or other objects, which could be used to do harm to another individual during the school day)
- Pepper Spray
- Drugs and/or drug paraphernalia

Additionally, students are required to have a [self-carry form](#) on file with the school nurse for any medications (including over the counter medications like aspirin and allergy pills) on their person. Medications without a self-carry form on file will be confiscated from students. Medications may be returned to parents.

School administrators and/or security officers will perform random bag checks with hand held metal detection periodically throughout the school year. In addition, school authorities will search a student, including his/her body and/or personal property (e.g. desk area, backpack, etc.) whenever the school administrator has reasonable suspicion to believe that a student is in possession of illegal or unauthorized materials. School officials will detain a student if there is reasonable suspicion that a student has drugs, narcotics, weapons, explosives, or other dangerous contraband in their possession, and if such possession constitutes clear and imminent danger and safety to the student, other persons, or school property. Furthermore, school officials will notify parents and the appropriate law enforcement agency of illegal possession of such materials.

DISCIPLINE

E.L. Haynes is committed to a thoughtful, fair, transparent, and timely discipline process that honors our commitment to restorative practices and our commitment to the safety, support and well-being of our

community. The E.L. Haynes High School community is based on our mission that all students, of every race, socioeconomic status, and home language will be prepared for the college of their choice.

The school's behavioral expectations are in effect at school, on school grounds, at school sanctioned activities or events, while being transported in school approved vehicles, or **at** school functions/activities occurring off school property. Any violation of school rules during these times will subject a student and/or conspirator to disciplinary measures and/or notification of law enforcement authorities. School officials may discipline students for incidents that occur off campus if the incident causes significant disruption to the school community or environment.

Discipline at Haynes is on a continuum where, based on the severity and frequency of the behavior, interventions begin with proactive interventions and increase to intensive interventions. Interventions are a hybrid of traditional disciplinary actions and restorative practices and aim to achieve the following:

1. Acknowledge that relationships are central to the building of the school community.
2. Establish policies and procedures that harm and misbehavior in a way that strengthens relationships.
3. Focus on harm done rather than rules broken.
4. Give voice to the community member who has been harmed.
5. Engage in collaborative problem solving.
6. Empower change and growth for all involved.
7. Enhance responsibility for actions and attitudes for all involved.

Ensuring that interventions and consequences are:

- Relevant: related to the issue
- Realistic: doable and productive
- Respectful: without sarcasm or an "edge"
- Repair: Focus is on how the student can make it right

E.L. Haynes Tiers of Discipline: Infractions and Associated Responses

In general, our response to infractions will follow the principles of Restorative Practices. A Restorative Practice approach focuses on resolving conflicts and disruptions to the school environment in a way that provides growth and understanding of the impact of one's behavior on a community.

We commit to responding to student misconduct fairly and equitably. An equitable and fair response is without guard to a student's personal characteristics, including race, color, national origin, religion, disability, ethnicity, sex, gender, gender identity, sexual orientation, or status as an English Language Learner, migrant, or homeless student. (US Dept of Ed. Guiding Principles A Resource Guide for Improving School Discipline and Climate, 2014, pg4) Students with disabilities are also entitled to additional procedural safeguards.

Unless otherwise required by law, the Dean of Culture and Principal will impose the response deemed most appropriate to address the infraction based on the severity of the infraction, the developmental

age of the student and the student’s history of problem behaviors. In instances where an infraction falls within multiple tiers, it is within the discretion of the Dean of Culture and Principal to determine the tier response for that infraction. Similarly, in instances where the behavior may not be clearly listed above as a disciplinary infraction, it is within the discretion of the Dean of Culture and Principal to determine the tier response.

Participation in extracurricular activities, school functions, sports or graduation exercises may be denied where necessary to maintain the order and integrity of the school environment.

BEHAVIOR TIERS	RECOMMENDED RESPONSES
TIER I	
<p><i>Tier 1 behaviors are those behaviors that are disrespectful or cause minor disruptions to the academic environment that interfere with the learning of self and/or others but do not involve damage to school property or harm to self or others. Tier 1 behaviors result in classroom-level disciplinary responses.</i></p> <ul style="list-style-type: none"> ● Dress Code Violation ● Eating or chewing gum or other items in class ● Not following classroom or school procedures ● Attending class without required class materials or assigned work ● Minor disruption or interference with classroom teaching and learning ● Communication with staff and peers that is not polite, courteous, or respectful ● Excessive noise in the classroom, hall, or building ● Inappropriate displays of affection ● Off task cell phone usage ● Off-task behaviors that demonstrate disengagement from classroom learning 	<p><i>Classroom interventions and responses performed by teacher. These strategies aim to teach correct, alternative behavior so students can learn and demonstrate safe and respectful behavior while building a strong relationships with the student. A detailed list of proactive strategies can be found on the Intervention Continuum. Teacher minimally will :</i></p> <p>Implement classroom based student support proactive interventions via Intervention Continuum that consistently includes:</p> <ul style="list-style-type: none"> ● An individual conversation with student as soon as possible to address behavior ● Contacting parent/guardian via telephone/email, if warranted, and log in IC. The goal of parental/guardian contact is to inform, seek input, and work in tandem to support student behavior. ● Scheduling in-person meeting with parent and student if behavior is chronic in nature.
TIER 2	
<p><i>Tier 2 behaviors are those behaviors not specifically enumerated in any other tier that cause disruption to the academic environment, involve damage to school property, or may cause minor harm to self or others.</i></p>	<p><i>Classroom interventions and responses performed by teacher. These strategies aim to teach correct, alternative behavior so students can learn and demonstrate safe and respectful behavior. A detailed list of proactive and responsive strategies</i></p>

BEHAVIOR TIERS	RECOMMENDED RESPONSES
<p><i>Tier 2 behaviors may result in school-based and administrative disciplinary responses.</i></p> <ul style="list-style-type: none"> ● Brief verbal or physical outburst or loss of control ● Engaging in behavior that may cause harm to self or others ● Leaving classroom or group without permission ● Horseplay in the classroom, hall, or building ● Lying with intent to mislead ● Persistent refusal to comply with instructions or rules and/or arguing; talking back ● Repeated teasing or bothering ● Unauthorized presence in hallway during class time ● Skipping (refer to page ___ for detailed steps) ● Using computer or technology equipment without permission ● Using or throwing objects in an unsafe manner ● Elevator use without permission ● Using a staff bathroom. ● Academic dishonesty; plagiarism (refer to page ___ for detailed steps) 	<p><i>can be found on the Intervention Continuum. Teacher minimally will:</i></p> <ul style="list-style-type: none"> ● Implement Tier 1 responses ● Review Intervention Continuum and implement additional strategies including responsive interventions ● If additional support is needed, teacher will consult with other teachers individually, at grade level team meeting or speak with student’s advisor to gain more information to support student ● Teacher/staff member contacts parent/guardian and holds a meeting to collaborate on how best to support the student’s success. If there is a trend with student in other classes, other teachers can be invited to participate in meeting. If warranted, a Family Agreement Contract will be developed during the meeting. This includes agreed upon updates between teacher/staff and parent/ guardian in regards to follow up meeting, communication, and next steps for student. ● Document incident in Infinite Campus ● Log contact and/or meeting with parent/guardian ● If support is needed, teacher/staff member can request a restorative meeting with the student and Dean of Culture
TIER 3	
<p><i>Tier 3 behaviors are those behaviors not specifically enumerated in any other tier that cause significant disruption to the academic environment or cause harm to self or others. In addition to lesser consequences, Tier 3 may result in either in-school restrictions or out- of-school suspension and restorative meetings . All behaviors Tier 3 and above will be investigated by Administration.</i></p> <ul style="list-style-type: none"> ● Pushing, hitting, kicking where there is no physical harm or weapon used 	<p><i>These interventions can include the school administration, in addition to teacher involvement, and aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school and restoring the overall safety of the community. A detailed list of responsive strategies, including out of school suspension, can be found on the Intervention Continuum. The duration of the suspension, if issued, is to be limited as much as possible while still adequately</i></p>

BEHAVIOR TIERS	RECOMMENDED RESPONSES
<ul style="list-style-type: none"> ● Pushing, hitting, kicking which results in minor harm ● Actively evading or running away from an adult ● Directing profanity or offensive gestures toward peers or staff ● Gambling ● Throwing or using objects in a way that could or does cause injury or property damage ● Bullying, intimidation or harassment (includes cyber bullying) ● Verbal, written, or physical threat to person or property (including social media posts) 	<p><i>addressing the behavior. Steps taken by staff will minimally include:</i></p> <ul style="list-style-type: none"> ● First responder will document incident in Infinite Campus along with any parental/guardian communication. ● Follow up parent/guardian contact completed by Dean of Culture or another member of administration team. ● Dean of Culture or other member of admin team schedules conference with parent/guardian and involved teacher/staff members. ● Possible Family Meeting scheduled with the families of involved parties ● Possible referral made to Wellness team, ELL team and/or SST team ● Dean of Culture will schedule restorative conferences, as necessary, with affected parties and ensure any dispositions are fully completed ● Incident may be referred to Peer Court
TIER 4	
<p><i>Tier 4 behaviors are those behaviors not specifically enumerated in any other tier that cause disruption to the school operation, destroy school property, or cause significant harm to self or others. Tier 4 behaviors may result in out-of-school suspension. The Principal will be made aware and included in response for all Tier 4 behaviors and above.</i></p> <ul style="list-style-type: none"> ● Documented pattern of persistent Tier 3 behavior ● Extreme bullying, cyber bullying, intimidation or harassment that causes significant disruption to the school community (repeated behaviors that involve a power struggle and audience) ● Causing serious disruption or damage to school property ● Inappropriate sexual behavior with consent ● Intentional vandalism or destruction of property under \$500 	<p><i>These interventions may involve the removal of a student from the school environment because of the severity of the behavior. The duration of the suspension, if issued, is to be limited as much as possible while still adequately addressing the behavior. A detailed list of intensive strategies can be found on the Intervention Continuum. Steps taken by staff will minimally include:</i></p> <ul style="list-style-type: none"> ● Immediate involvement of Dean of Culture and/or Admin Team ● Investigation by Dean of Culture and/or Admin Team to assess the severity of the situation ● Incident documented in Infinite Campus ● Parent/guardian contacted by Dean of Culture/Admin Team ● Disciplinary Consequences are assigned (possibilities: Peer Court, suspension, SJC, expulsion hearing, expulsion) ● Restorative meetings as deemed necessary by Dean of Culture or Admin

BEHAVIOR TIERS	RECOMMENDED RESPONSES
<ul style="list-style-type: none"> ● Intentionally interfering with school authorities or participating in a major disturbance ● Possession of tools or instruments which school administrators deem could be used as a weapon ● Posting or distributing material or literature that is disrespectful, demeaning, harassing (includes on social media) ● Sexual harassment ● Retaliation for reporting harassment (including sexual harassment) ● Unauthorized possession, use, or distribution of over-the-counter medication 	<p>Team</p>
TIER 5	
<p><i>Tier 5 behaviors are those behaviors not specifically enumerated in any other tier that are illegal, cause significant disruption to the school operation, or cause substantial harm to self or others. Tier 5 behaviors result in out-of-school suspension or expulsion.</i></p> <ul style="list-style-type: none"> ● Documented pattern of persistent Tier 4 behavior ● Commission or attempted commission of any act of sexual assault or sexual act ● Participating in fight/group fight which has been planned, causes major disruption ● Planned assault/physical attack on student or staff where there is or has threat ● Possession of a weapon ● Possession of drug paraphernalia or controlled substance ● Possession or distribution of alcohol ● Pushing, hitting, kicking which results in a physical injury ● Theft or attempted theft using force, coercion, intimidation, or threat of attack ● Threatening to use a weapon ● Using an article that is not normally considered a weapon to intimidate or threaten ● Fire setting/incendiary material 	<p><i>These interventions involve the removal of a student from the school environment because of the severity of the behavior. They may involve the placement of the student in an alternative environment that provides additional structure to address behavior. These interventions focus on maintaining the safety of the school community and ending self-destructive and dangerous behavior. Steps taken by staff will minimally include:</i></p> <ul style="list-style-type: none"> ● Immediate involvement of Dean of Culture and/or Admin Team ● Investigation by Dean of Culture and/or Admin Team to assess the severity of the situation ● Incident documented in Infinite Campus ● Parent/guardian contacted by Dean of Culture/Admin Team ● Disciplinary Consequences are assigned. Immediate 3-5 day suspension and date of SJC meeting set, by Dean of Culture, with Chief Academic Officer (CAO) and parent/guardian ● Parent/guardian is notified by the Dean of Culture within 24-48 hours of decision made via the SJC (3 possible outcomes: return to school, suspension extended, or expulsion hearing).

BEHAVIOR TIERS	RECOMMENDED RESPONSES

Supports and Interventions

To promote positive behavior, Haynes provides a range of prevention and intervention support services for students during and/or after school hours throughout the school year. When a student engages in misconduct, the non-exhaustive list of interventions must be considered based on the type of behavior in which a student has engaged. Supports and interventions are an integral part of a comprehensive response to misconduct. When used consistently and appropriately, interventions help improve student behavior, lower the incidence of repeated misbehavior, and contribute to a more positive school environment. Support services may include any of the interventions or a combination of services that best meet the needs of the individual student. The list of supports and interventions can be found on our Intervention Continuum.

Listed below is a more in depth explanation of some of the support and intervention measures that are employed at Haynes in response to behavioral incidents:

- **Family Outreach** - School staff keep families informed of their student’s behavior and enlist parent/guardian(s) as partners in addressing areas of concern. Outreach to families can include, but is not limited to, a phone call, text, email, and/or written communication. This may also include a request for an in-person meeting or a shadow day.
- **Short Term Progress Reports** Teachers, Dean of Culture and/or administrators may send progress reports and updates to parent/guardian(s) on a regular basis until they feel the student is in a better place and working up their potential successfully. Progress reports can focus on academic goals as well as behavioral goals that will positively impact the student’s success.
- **Development of Individual Behavior Agreement** The student meets with teachers to create a written agreement that includes objectives and the specific performance tasks that the student will accomplish to meet those objectives. The agreement is signed by the student and teacher and, where appropriate, the parent/guardian(s).
- **Quick Problem Solving Conversation Inside or Outside the Classroom** - Teacher and student quickly discuss the off task behavior, how the teacher can be supportive as well as reset expectations concerning conduct in class. This can occur within the classroom or directly outside the classroom.
- **Relationship Building Conference** - Haynes recognizes that strong and respectful relationships are the key to a strong community. Staff is encouraged to spend time with students outside of the classroom environment in order to build stronger relationships. This includes meeting with the student before or after school, during lunch, school wide events, etc.

- **TAB (Take a Break)** Each classroom has a ‘TAB’ space where students can take a break while still being engaged in classroom activities
- **TAB OUT (take a Break Outside the Classroom):**Sometimes students cannot or will not take a break in the classroom. As a result, a student will be asked to take a “TAB Out and Back” where the student will be escorted to the Dean’s or another administrator’s office for a short period of time before returning to his/her classroom. The student will be expected to reflect on the behavior that caused them to be removed from class and to work on a plan to make things better.
- **Restorative Meeting:** Meeting between all parties facilitated by the Dean of Culture. The goal is to understand one another’s perspectives, restore the relationship, fix the situation, and reset expectations.
- **Parent Shadow Day:** Parent spends an entire day at school shadowing their student to observe their behavior.
- **Peer Court:** Some infractions will require students to go before their peers who will listen to all of the events of the incident and determine appropriate consequences.
- **Conspiracy of Care Meeting:** Structured format where a team of teachers discuss a student collaboratively to help him/her solve academic or social problems. The teachers work to understand and support one another in developing strategies to support the student’s success.
- **Full Problem Solving Conference:** Occurs in response to repeated rule breaking. Te purpose of the conference is to identify the reasons for the behavior and ways to avoid it in the future.
- **Family Team Meeting:** Formal meeting where meetings are characterized by a high level of family involvement and often include extended family and friends. In this meeting, the family and student are given an opportunity to work together to develop a written plan of action in tandem with the Dean of Culture or Admin Team.
- **Re-Entry Meeting:** Student and parent/guardian meet with Dean of Culture to support the student’s successful transition back into the school community after an absence.

SUSPENSION AND EXPULSION

Students may be suspended from school for a specified number of days or expelled from school for the remainder of the school year for serious infractions. Expelled students may re-apply to attend school the following year. If a student is expelled from E.L. Haynes during the fourth quarter of the school year they will not be permitted to enroll the following school year, but are welcome to apply through the My School DC lottery one full school year after they were expelled. The school will attempt to contact the student’s parent/guardian before a suspension, and the parent/guardian will receive a written letter with details about the incident within one business day.

When a student is suspended, depending on the severity of the infraction, the student, parent/family will be asked to attend a Formal Restorative Meeting and/or a School Judiciary Committee Hearing.

If a student is a candidate for expulsion, the family will be invited to a School Judiciary Committee Hearing to discuss the incident and attempt to address the behavior. If, after this meeting, the student remains a candidate for expulsion there will be a separate Expulsion Determination meeting with the Chief Executive Officer. The family may have representatives (attorneys, mentors, family members) attend any of these meetings.

When a student is suspended or awaiting an expulsion hearing, they are not allowed to be present on school grounds at any time or attend or participate in any school wide activity or event.

Serious Infractions

A serious infraction sufficient to justify consideration of suspension or expulsion is one that threatens the health, safety or welfare of a student, teacher or staff member or repeatedly impairs instruction for the student's classmates. Serious infractions include; but are not limited to:

- a) Intentionally injuring, attempting to injure, or threatening to injure another person or oneself;
- b) Intentionally causing damage to school property or the property of others at the school;
- c) Using threatening or harmful language to another student or a teacher;
- d) Possession of any weapons or instruments designed to commonly be used as weapons;
- e) Unsafe behavior including failing to respond to a teacher's directions in such a way that it causes concern for the safety of the individual student or the class;
- f) Possession of profane material, sexual harassment, sexual assault, or the display of sexually indecent or lascivious behavior;
- g) Possession of alcohol, tobacco, illegal drugs; and
- h) Repeated and consistent misbehavior that significantly disrupts classroom instruction after behavior management plans have been implemented.

Except for extenuating circumstances, as determined on a case-by-case basis by an Administrator, any student who brings a weapon into the E. L. Haynes Public Charter School shall be expelled for not less than one year. The term "weapon" means a firearm as such term is defined in 18 U.S.C. § 921, a knife, or an explosive of any kind. An Administrator shall refer to the criminal justice or juvenile delinquency system, simultaneous with expulsion, any student who is expelled for bringing a weapon into school, pursuant to 20 U.S.C. § 8921 et seq.

Short-Term Suspension

For short-term suspensions (5 days or less), the decision to suspend a student shall be made by the Culture Team or Administrative Designee. The Culture Team or Administrative Designee will determine the number of days for suspension based on the severity of the infraction, the age of the student, and previous infractions. Prior to suspending the student, the Culture Team or Administrative Designee will meet with the student, notify the student of what he/she is accused of doing and the information that the school has to believe that the student engaged in such behavior, and give the student an opportunity to present his/her side of the story or explanation for his/her behavior. The Culture Team or Administrative Designee will conduct any investigation necessary to determine what occurred before

suspending a student, except in case of emergency and contact the parent/guardian to inform them of the offense and disposition. The suspension shall become effective immediately unless otherwise stated by a member of the Culture Team or Administrative Designee. After three suspensions from school, within the same school year for the same or different infractions, expulsion will be seriously considered.

Long Term Suspension

In instances when long-term suspension (more than 5 days) is under consideration, or when a student has been suspended for a Tier 5 behavior (i.e. possession of a weapon, fighting which results in serious physical injury, sexual assault/aggression, participating in a group fight, bomb threat, arson, biohazard, possession of drug paraphernalia or controlled substance), the student and parent/guardian will be invited to meet with the School Judiciary Committee Hearing (SJC), which the Chief Academic Officer (CAO), or his/her designee, facilitates. The SJC meets in response to Tier 5 violations but can meet in response to Tier 4 violations at the Principal's discretion. Typically, the Dean of Culture, the Principal, a teacher who advocates for the student, and when applicable, a Wellness Team member and the Assistant Director of Student Support Services, also attend the SJC meeting. The SJC meeting should occur within 2 business days of the suspension.

School Judiciary Committee Hearing (SJC)

The SJC is a forum for E.L. Haynes staff and families to discuss serious discipline issues in an open and constructive environment. A SJC meeting is an opportunity for families to engage in transparent communication about a student's circumstances. The goal of a SJC meeting is to create a common understanding of events and plan for the student to restore trust with the school community. During the meeting, the student's academic, attendance and disciplinary records are reviewed. Students are also required to come dressed appropriately along with a written reflection that will be shared in the meeting. At the conclusion of the meeting, the SJC makes a recommendation to the Principal who in conjunction with the CAO, or their designee, makes the final decision about the student's consequence.

There are a few outcomes that can occur as a result of the SJC meeting. They are:

- 1. Disciplinary Probation:** The SJC may recommend that a student be placed on Disciplinary Probation until the end of a semester or the end of the school year. Disciplinary probation means that if another Tier 4 or 5 violation occurs, the student may be recommended for an expulsion hearing.
- 2. Behavior Contract:** The SJC meeting may result in a behavior contract to promote the student's success in school and monitor his/her progress. The Dean of Culture monitors the behavior contract unless the student has an IEP or is an identified English Language Learner (ELL), in which case the student's case manager will monitor the contract. If the student has a Behavior Improvement Plan, the Assistant Director of Student Support Services will monitor the student's behavior contract.

3. **Long Term Suspension:** The SJC may determine the offense(s) warrants a long-term suspension. Upon the students return, they will minimally participate in a Re-Entry Meeting with the Dean of Culture.
4. **Expulsion Hearing.** If a student is recommended for an expulsion hearing, the hearing will typically be held no more than 5 days after the recommendation is made. The Dean of Culture will provide all relevant information regarding the basis for the recommendation to the student/parent and Chief Executive Officer (CEO) at least 48 hours prior to the hearing.
5. **Return to Community.** The SJC may determine the student is ready to return to school and be welcomed back into the community.

It is important to note that an SJC meeting is NOT an Expulsion Hearing.

The CEO or his/her designee will serve as the impartial decision maker and issue a final decision regarding the recommendation for long term suspension or expulsion after considering all of the information presented at the hearing. This final determination will be communicated to the parent/guardian via the Dean of Culture.

If the decision results in the student returning to the community, the student will minimally participate in a Re-Entry Meeting with the Dean of Culture and have a follow up meeting with the CEO within 30 days of re-entry to review the student's progress and performance within the community.

Procedures for Suspending and Expelling Students with Disabilities

Removal for 10 or fewer school days in a school year

Students with disabilities can be suspended for up to 10 consecutive or cumulative school days in a year to the same extent that suspension is used for general education students. The school is not required to provide services for the first 10 days in a school year that the student is suspended

Removal for more than 10 cumulative school days when the student's behavior does not represent a pattern

No manifestation determination is required when a student is suspended for more than 10 school days in a school year and the series of suspensions does not constitute a pattern. However, students who are suspended for more than 10 school days in a school year must continue to receive educational services while on suspension so as to enable them to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting their IEP goals. Students who are suspended for more than 10 days in a school year must also receive, as appropriate, a functional behavior assessment and behavior intervention services and modifications to address the behavior violation so that it does not recur.

Removal for more than 10 consecutive school days or 10 cumulative school days when the behavior represents a pattern

Disciplinary action that results in a student being suspended for more than 10 consecutive school days or 10 cumulative school days in a year where the series of suspensions constitute a pattern result in a

disciplinary change in placement. A disciplinary change in placement requires a manifestation determination to be made by the IEP team.

The following is required under these circumstances:

- A. Parent Notification - the parent/ guardian must be notified of the disciplinary action to be taken and informed of the procedural safeguards on the day the decision to take disciplinary action was made.
- B. Manifestation Determination - an IEP team meeting must be convened within 10 school days to determine whether the student's behavior was a manifestation of his/her disability.
- C. Review of Behavior Intervention Plan - at the manifestation determination meeting, the IEP team must also conduct a functional behavior assessment, unless one has already been conducted, and develop a behavior intervention plan for the student or review the student's current behavior intervention plan and modify it as necessary.

Students who are suspended for more than 10 school days in a school year must continue to receive educational services while on suspension so as to enable them to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting their IEP goals.

A manifestation determination meeting reviews the relationship between the student's disability and the student's behavior that is subject to the disciplinary action.

If it is determined that the student's behavior was a manifestation of his or her disability, then the student must return to E.L. Haynes unless the parent and E.L. Haynes agree otherwise. There are special circumstances where a student with a disability can be removed from E.L. Haynes for up to 45 school days without regard to whether the student's behavior was determined to be a manifestation of his/her disability: possession of a weapon at school on school premises or during a school function; possession or use of an illegal drug at school on school premises or during a school function; infliction of serious bodily injury at school on school premises or during a school function. At any time the IEP team, with parent consent, may change the student's placement.

If it is determined that the student's behavior was not a manifestation of the student's disability, the same disciplinary procedures applicable to a student without a disability, including long term suspension or expulsion may be applied to the student with a disability. Students who are suspended for more than 10 school days in a school year must continue to receive educational services while on suspension so as to enable them to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting their IEP goals.

Hearing Officer

If maintaining a student with a disability in his or her current placement would prove harmful to the student or to others, the school can request a hearing officer to order placement in an alternative setting for up to 45 days. In this case, the school is required to provide services for a student with a disability so as to enable them to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting their IEP goals.

Student Not Yet Found Eligible

A student who has not yet been determined to be eligible for special education and related services and who has engaged in behavior that violated a code of student conduct, may be entitled to a manifestation determination meeting if the school had knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred (34 CFR 300.534(a)).

The school shall be deemed to have knowledge that a student is a student with a disability if before the behavior that precipitated the disciplinary action occurred, one or more of the following took place:

- The parent of the student expressed concern in writing to administrative or E.L. Haynes instructional personnel that the student is in need of special education and related services.
- The parent of the student requested an evaluation of the student.
- The teacher of the student, or other E.L. Haynes personnel, expressed specific concerns about a pattern of behavior demonstrated by the student to the director of special education or to other supervisory personnel.

The school will not be deemed to have knowledge that the student is a student with a disability if any of the following took place:

- The school previously evaluated the student, and the student did not qualify for special education services
- The student did qualify for special education services, and the parents refused services
- The parent refused to permit the school to evaluate the student

Procedures

E.L. Haynes may decide to suspend or expel a student after determining that their behavior willfully caused, attempted to cause, or threatened to cause physical harm and/or emotional distress to another person. No student in grades 6 through 12 will receive an out-of-school suspension of longer than ten consecutive days. No student in grade 5 will receive an out-of-school suspension of longer than five consecutive days. No student in any grade will receive an out-of-school suspension of longer than twenty cumulative days unless the Chief Academic Officer, or their designee provides a written justification to the family as to why exceeding the limit is needed to protect the safety of our school environment.

E.L. Haynes will coordinate with the family of any student who receives an out of school suspension to develop a plan for continuity of education while the student is out of school, including a plan to facilitate the student's return to the classroom. The plan will ensure that the student continues to receive all assignments during the suspension, can communicate with school staff about the assignments, and has the opportunity to make up any work missed during the suspension if the student cannot complete it during the suspension.

During a student's suspension, they are not permitted on EL Haynes property nor can they participate in any school specific extra-curricular activities, events or trips. This is considered trespassing and will result in the immediate involvement of local law enforcement.

Appeals

The decision to suspend or expel a student shall be made in writing and given to the parent/guardian. The student's parents/guardians have five school days to challenge the suspension or expulsion by submitting an appeal of a Principal's or Chief Executive Officer's decision, in writing, to the Chief Executive Officer and Chair of the Board of Trustees. The Board of Trustees will issue a decision in writing to the parents/guardians and the school administration within 5 school days after receiving the appeal. The Chair of the Board of Trustees shall convene a special meeting of the Board of Trustees to consider the appeal of the suspension or expulsion. The student and his or her parents/guardians, the student's teachers, a Principal, the Chief Executive Officer, and other school staff may be invited to participate in this special meeting as the Board sees fit. The decision of the Board of Trustees in affirming or reversing a Principal's or Chief Executive Officer's decision is final.

STUDENT LIFE

ATHLETICS AND EXTRACURRICULAR ACTIVITIES

E.L. Haynes encourages all students to get involved with fitness, athletic, and extracurricular activities. These activities are a valuable part of a strong school culture and high school experience. Participation in the competitive athletics and games is a privilege, however, not a right. Students will be deemed eligible to participate in these activities so long as they are in good academic standing, are passing all of their classes, and have consistently abided by the school's core values. This eligibility shall be determined by the school. Students may be removed from a team or club at any point in the season should a student fall out of good academic (2.0 GPA or higher) or behavioral standing.

All school policies and rules apply to athletic and club activities, practices, games, and transportation to and from such events. Students must demonstrate the highest levels of sportsmanship and exemplify the school's core values during participation in any of these activities. Students with disabilities will be provided with any necessary services and supports so that they have an equal opportunity to participate in all E.L. Haynes programs and activities.

Athletics Academic Eligibility Requirements

E.L. Haynes encourages academically qualified students to participate in interscholastic athletics. We believe that the athletic program functions as a critical part of the total academic curriculum. It is the primary concern of the athletic department that each student-athlete fulfill his/her obligation first as a student, and then as an athlete. This academic eligibility policy was created and adopted with the best interest of the students/athletes in mind.

To be eligible to compete on an interscholastic athletic team at E.L. Haynes and as a member of the PCSAA, students/athletes must maintain a C average to participate in athletic programs and must pass all classes.

An athlete who fails to meet the following academic eligibility standards is subject to probation, suspension from competition or even permanent removal from the team for the remainder of the sports season. The academic eligibility policy will be implemented and enforced during the sports seasons throughout the school year.

Athletic Behavior and Code of Conduct

All student athletes and team managers at E.L. Haynes are expected to behave in a manner that is consistent with the school's code of conduct. Student athletes have the privilege to participate in and represent E.L. Haynes in interscholastic and/or extracurricular programs. The extension of this privilege depends upon adherence to standards of academic and behavior that reflect positively upon the individual as well as the school.

Student athletes, including team managers, who represent E.L. Haynes through the interscholastic sports programs, are expected to demonstrate good citizenship in the school and local communities. These expectations apply to every athlete whether on or off the school premises, regardless of whether school is in session at the time of the conduct. Students who do not demonstrate good citizenship will be held accountable for their behaviors, choices, and decisions.

Students who do not adhere to these standards are subject to disciplinary action by the school athletic department, coaches and administration.

All behavior and tardiness incidents that take place will impact athletic eligibility. The Dean of Culture, coaches and staff will work with the Director of Athletics to help make a determination on eligibility, which may result in missing practices, game or the entire sports season.

Students with Disabilities: Students with disabilities may request reasonable modifications and/or aids and services needed to allow them to participate in E.L. Haynes' athletics programs. Upon request, E.L. Haynes will engage in an individualized inquiry to determine if modification to the school's athletics policies are reasonable and necessary to ensure that the student has an equal opportunity to participate.

SCHOOL SCHEDULE AND POLICIES

Arrival

The building will open to students at 8:00 AM and close at 6:00 PM unless prior arrangements have been made with a teacher or staff member. Please note that there are days in the school year, usually prior to school holidays, where the school building will close prior to 6:00 PM. Please see the official school calendar on our website for specifics.

INTERSESSION

During the breaks between quarters, your student may be invited to attend intersession for enrichment opportunities, community service, field trip experiences, or academic remediation. If your student is in danger of failing a course, you will be notified so you can plan accordingly. There are seven weeks of intersession this year:

- Fall Intersession: October 15 – 25, 2019
- Winter Intersession: February 18 – 21, 2020

Details regarding these sessions will be communicated to students and families throughout the year.

SNOW DAYS OR EMERGENCY DAYS

Generally, E.L. Haynes follows the decision of D.C. Public Schools (DCPS) to open late or close due to inclement weather or weather-related emergencies. In these situations, local radio or television stations – and their corresponding websites – will announce school closings. Family members are also encouraged to monitor the DCPS website and Facebook and Twitter accounts. You can also enroll for automatic text alerts for public school closures at www.dcps.dc.gov.

However, E.L. Haynes reserves the right to open late or close when DCPS has decided to remain open. In these situations, E.L. Haynes will email, text, and call family members. Family members are also encouraged to monitor the E.L. Haynes website and Facebook and Twitter accounts. Please ensure you are signed up for text communication in Infinite Campus.

NOTE: All school and community activities, including athletic practices and events, will be canceled when school has been closed due to inclement weather.

Delayed Opening

In the event of a delayed opening, all programming, including before school services, will be delayed for the same amount of time as regular school programs. Field trips and other school activities that are scheduled to begin at 10:30 a.m. or earlier will likely be canceled in the event of a delayed opening.

ADMISSIONS

E.L. Haynes is open to all students who live in the District of Columbia. To apply to E.L. Haynes, families must submit an application through MySchoolDC. Details about the application process and lottery can be found online at MySchoolDC.org

ENROLLMENT

Families must complete the re-enrollment process each year in accordance with District of Columbia laws and school policies. Students are automatically guaranteed a seat in the subsequent (or retaining grade), this includes the transition years of 5th and 9th grades. The school will distribute enrollment and residency verification materials each spring with the published deadlines for families to return documents. Failure to complete the entire re-enrollment process prior to published deadlines will result in loss of space and the student will need to re-apply for admission through the My School DC Lottery and may be placed on the waitlist if no space is available. If circumstances change after re-enrollment deadlines have passed, student may still be able to re-enroll at the CEO's discretion (pending available seats in the student's specified grade).

LOTTERY

E.L. Haynes participates in the My School DC common lottery, a single, random lottery that determines placement for new students at all participating schools. Student-school matches are based on the number of available spaces at each school; siblings, and other lottery preferences; how each student ranked his or her school choices; and each student's random lottery number. Students' whose applications are submitted after the deadline specified on the My School DC website (www.myschooldc.org) are given post waitlist lottery numbers and will automatically be placed at the end of any waitlists, in the order in which they signed up.

Re-enrollment for the following academic school year will be in the spring, beginning on or around April 1st. If a student is expelled from E.L. Haynes during the fourth quarter of the school year they will not be permitted to enroll the following school year, but are welcome to apply through the My School DC lottery one full school year after they were expelled.

PREFERENCE

The District of Columbia Charter Law states that siblings of enrolled students receive preference for admissions. The sibling preference is managed by My School DC. Thus, if a family of an enrolled student would like a sibling to attend E.L. Haynes, the family must submit a completed application to My School DC prior to the lottery deadline. Siblings of enrolled students will receive a preference over applicants from new families. If there are more siblings than spaces available for a particular grade level, the student will be placed on the preference wait list in the order of their assigned lottery number.

E.L. Haynes uses the following definition for sibling: Siblings are children who share one or more biological or step-parents or who share a custodial guardian. First cousins residing in the same dwelling each with their own parent and no common guardian are not considered siblings, for the E.L. Haynes sibling preference.

The law also provides for a preference for founding board members and full time staff. These individuals must also apply through the My School DC lottery on time, and claim their preference through our Operations team. The school distributes information about these preferences directly to founding board members and current staff.

WAITLIST(S)

As spots become available for a particular grade during enrollment season, students will be offered seats according to the order of the waiting list for that grade. In accordance with the regulations set forth by the D.C. Public Charter School Board, E.L. Haynes must start new waiting lists each year. For instance, a waiting list for kindergarten this year cannot automatically roll over to become the first grade waiting list for next year. Thus, every family on the waiting list will need to re-apply through My School DC every year.

LEAVE OF ABSENCE

E.L. Haynes understands that there are special circumstances under which our families must leave the country or the D.C. Metropolitan Area (within 50 miles) for a temporary period of time. Applicable scenarios may include out-of-state employment, military and Foreign Service posts, and family commitments.

Current E.L. Haynes families who need to leave the school for a period of time due to any of the above reasons may request a leave of absence from the Chief Executive Officer (CEO). In order to initiate the process to request a leave of absence, the family must submit a written request including the following information:

- Reason for the request
- Estimated period of the absence
- Contact information for the parent/guardian that will remain in contact with E.L. Haynes throughout the period of absence

All written requests must be submitted to the CEO prior to the last day of the current school year, or at the time of departure for students leaving mid-year. Once the written request has been received by the CEO, the CEO will review the request with the school's leadership team and inform the family of a final decision. If a leave of absence is granted, the student will be able to re-enroll at E.L. Haynes without re-applying through the My School DC Lottery for up to two years from the date of departure. Extensions are available by request and at the discretion of the CEO.

Please note that the E.L. Haynes Leave of Absence Policy exists outside of the official My School DC enrollment process, and has no impact on any existing student waitlist for the impacted grades.

WITHDRAWALS

E.L. Haynes encourages families to keep their children in the school community once the school year has begun, as mid-year transfers can be disruptive to student learning and development. It is also important to understand that once you withdraw your student, returning to E.L. Haynes for the next school year will require you and your student to re-apply through the normal application and lottery process. Former students do not receive preference on the E.L. Haynes lottery or waitlist. In the event you make the decision to withdraw your student from E.L. Haynes, please follow the immediate steps below:

1. Notify your student's Principal and/or a school administrator of your intent to withdraw your student from E.L. Haynes,
2. Schedule a meeting to discuss your reason for leaving, and
3. Return a completed Student Withdrawal Form, including the contact information for the new school in which you will be enrolling your student, to the main office.

4. If you do not complete and submit the Student Withdrawal Form before your student leaves E.L. Haynes, your student will remain enrolled and be marked as “absent without a valid excuse” (unexcused) until the Form is submitted.

Once we have received a completed confirmation of enrollment from the receiving school in which you have enrolled your student, E.L. Haynes staff will transfer your student’s transcript directly to the receiving school. Please note that you must provide parental consent on the Student Withdrawal Form in order for your student’s transcripts to be released to the new school. If circumstances change, and you decide you want your student to remain at E.L. Haynes you must contact your student’s principal and/or a school administrator within five (5) business days from the date you notify the school of your intent to withdraw.

If you have any questions regarding the withdrawal process, please contact your student’s Principal.

HEALTH, SAFETY AND SECURITY

EMERGENCY CONTACT INFORMATION

Access to up-to-date contact information at all times for each student is essential to our students' safety. In the event of an emergency, the office will call an ambulance before calling the parent/guardian. Emergency medical forms for each student are on file in the event of an emergency. Parents/guardians should ask to review their child's medical forms if they have questions or need to make changes.

PHYSICAL AND EMOTIONAL INFORMATION

Critical to supporting every student, parents/guardians must inform the school if a child has been injured physically or emotionally. Having this information will ensure that the school makes appropriate accommodations for the child (e.g. not going to health & fitness if physically injured or providing any other support the child may need, taking additional care in supporting a child who has just experienced a death in the family, or knowing about an injury that happened over the weekend while playing).

FIRST AID

We are delighted to have a full-time nurse from the D.C. Department of Health who will be sharing her time between our two campuses. That being said, the first-aid care the school can provide is very limited. If a student is hurt or complains of an illness, the teacher or administrator will treat simple cuts or bruises by applying a bandage or ice but cannot administer more serious medical treatment. The Front Office or School Nurse will call the parent/guardian to pick up their child in the event of a more serious injury or illness, and the student will be kept in the office until the parent/guardian arrives. .

ILLNESS

In order to maintain a healthy school, E.L. Haynes follows the D.C. Municipal Regulations on all communicable diseases in schools ([Title 5, Section 209](#)). We encourage all students and staff to use tissues for coughs and sneezes, wash hands frequently, and not to share combs and hats. The School Nurse or operations staff will contact a student's parent/guardian if they are exhibiting any of the following symptoms to recommend possible referral for medical examination: sore throat, runny eyes, headache, nausea, vomiting, diarrhea, weeping/draining sores that can't be covered, fever, chills, severe or chronic cough, rash, and jaundice. Students will be sent home (and may not return until the proper conditions are met) for all illness listed in [Title 5](#), including but not limited to: conjunctivitis/"pink eye", impetigo, measles, ringworm, rubella, meningitis, mumps, whooping cough, strep, tuberculosis, and chicken pox.

Parents must pick up their child within two hours of being notified that their child is sick with a contagious illness. E.L. Haynes may request that the parent/guardian provide a doctor's note showing that their child is no longer contagious. Please notify the front office if you discover that your child may have been exposed to a contagious disease.

Students may not attend E.L Haynes if they have any of the following signs or symptoms:

- Any illness that prevents the student from participating comfortably in the school program

- Any illness that results in a greater need for care than staff can provide without compromising the health and safety of other children
- Fever (over 100 degrees)
- Difficulty breathing (i.e. uncontrolled asthma attack)
- Lethargy, extreme irritability, persistent pain, or other sign of possible severe illness
- Vomiting (two or more times in the past 24 hours)
- Mouth sores associated with drooling (i.e. herpes stomatitis)
- Contagious rash (chicken pox, impetigo, scabies, ringworm of the scalp)
- Rash with fever or behavior change
- Infectious conjunctivitis (pink/red eye with white or yellow eye discharge)
- Untreated head lice (active nits)
- Sore throat and swollen glands to the point of discomfort and difficulty eating
- Persistent cough that interferes with activities
- If your child is not feeling well in the morning, particularly if he or she has a fever of 100 degrees or more, do not send him or her to school. Parents/guardians should not send their children to school within 24 hours of vomiting or running a fever of 100 degrees or higher. Students should not return to school until 24-36 hours after beginning the course of antibiotics.

If the school nurse or E.L. Haynes staff/faculty suspect or learn of a student with a communicable disease, contagious symptoms or any of the above sign/symptoms the student must submit a physician's note indicating that s/he is eligible to be in school. Students will not be permitted to return to school activity without a physician's clearance.

IMMUNIZATIONS

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

COMMUNICABLE DISEASE

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

The following communicable diseases must be posted or reported:

- Chicken pox/varicella
- Conjunctivitis, infectious (pink eye)
- Diarrhea: viral, parasitic or bacterial (i.e. E. coli, Salmonella, Shigella, Rotavirus, Norwalk agent, Enterovirus, Giardia)
- Diphtheria
- Fifth Disease/Erythema infectiosum
- Haemophilus influenza type B (Hib)
- Hepatitis A
- Hepatitis B

- Hand, Foot, and Mouth Disease
- Herpes simplex virus stomatitis (severe case of oral herpes)
- Impetigo
- Influenza (the flu)
- Lice
- Lyme Disease
- Measles
- Meningitis, viral or bacterial (i.e. meningococcus, enterovirus)
- Mumps
- Pertussis (whooping cough)
- Rabies
- Rubella
- Ringworm of scalp or body
- Scabies
- Stomach virus
- Strep throat/Scarlet fever
- Tuberculosis
- Typhoid Fever

MEDICATIONS

Medication cannot be accepted at the school or administered without a completed Medication Administration Authorization Form. The Medication Administration Authorization Form is available at the Front Desk of our Kansas Avenue and Georgia Avenue campuses. No medications, including over-the-counter medications, should be sent to school with your children. All medication must be brought in by a parent or guardian with the authorization form and kept in the Front Office. We strongly encourage parents/guardians to administer short-term medications, such as antibiotics, at home.

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

These medical policies and procedures are subject to change according to current local, state, and federal policy. Families will be notified in writing when and if there are any changes.

CHILD AND FAMILY SERVICES AGENCY MANDATED REPORTING

Every staff member and long-term volunteer at E.L. Haynes is a “mandated reporter” requiring the reporting of any suspected abuse or neglect to D.C. Child Protective Services (CPS). Below is the process and guidelines that E.L. Haynes staff members follow.

Anyone involved in the care and treatment of children under the age of 18 are considered “mandated reporters: and are required to report cases of child abuse and neglect. According to D.C. Code 2-1357, any mandated reporter who fails to make a report will be fined or imprisoned. If child abuse or neglect is suspected, mandated reporters must immediately call D.C. Child and Family Services Administration (CFSA) reporting hotline at (202) 671-SAFE (671-7233).

Mandated reporters must call the CFSA hotline immediately, even if all the information is not available. If requested, reports may be required to follow up with a written report to the D.C. Child Protective

Services. Once an abuse report is filed, CPS will assess and investigate the case. CPS determines the nature, extent, and cause of child maltreatment and assesses possible risk to the child if left in the situation. Please note that staff members who report suspected abuse or neglect are not allowed to disclose the report to parents or guardians.

INSURANCE

Students' medical needs, including those that may arise on school grounds, must be covered by parents'/guardians' insurance. Parents'/guardians should notify the office if they do not have insurance for their child or have any questions about their child's insurance coverage. The school may be able to provide information to parents/guardians interested in obtaining health insurance.

SECURITY

To maximize time for student learning and development, E.L. Haynes will be a safe, orderly, and organized school. School-wide expectations for student and adult behavior will be clear and actions taken will be consistent, respectful, and developmentally appropriate.

EMERGENCY CONTINGENCY PLAN

In the event of an emergency (e.g. a lock-down or evacuation of the building) our main concern is the safety of our students and staff. Parents will be called and notified as to the status of the situation, location of their child, and status of the scheduled activities for the day as soon as possible It is of the utmost importance that we have correct contact information at all times. If your phone numbers change, please notify the Operation Manager for Kansas Avenue campus. If the Kansas Avenue campus must be evacuated, students will walk to our Georgia Avenue campus (located at 3600 Georgia Avenue, NW) or the Center City Petworth campus (located at 510 Webster St NW, Washington, D.C. 20011)

FIRE AND SAFETY DRILLS

Fire Drills are conducted monthly to prepare staff and students for a safe and orderly evacuation of the building in case of an emergency. We conduct an over 500 feet evacuation once a year, lock-down drill twice a year, and severe weather drill once a year.

TRANSPORTATION

E.L. Haynes Public Charter School does not provide transportation to and from school. Students must be transported by their parents, walk, or make use of the public Metro system. All students are eligible for the Kids Ride Free program on Metrobus, and the \$100 monthly subsidy on Metrorail. To access those benefits, students need a D.C. One Card. If special transportation via a private bus is required for field trips, parents will be notified by a permission slip sent home by teachers that must be signed by the student's parent/guardian to enable his or her participation.

Safety is our main concern, and it is important to be kind to our neighbors. Though we recognize that drop-off/pick-up time can be frustrating, we ask that parents please exercise patience towards each other in order to ensure safety and model kindness for our students. Students walking to and from school are expected to behave like good neighbors and can be disciplined for incident occurring off campus if there is a significant disruption to our school environment.

In accordance with our neighborhood agreement, parents may drop students off using our Kansas Avenue Kiss and Ride, or by parking in our 7th Street lot, and walking students inside. Parents may not drop students off along 7th Street or by pulling into our parking lot. Our security team is stationed in both locations to provide support and directions as needed.

If a student needs to leave early for a doctor's appointment or urgent matter, family members are asked to let teachers know in advance the student will be picked up early and the adult must sign the log at the Front Office on the 1st Floor. Please note, students will not be released early for any reason starting 15 minutes before dismissal. Students should not be picked up 15 minutes before dismissal except for a doctor's appointment or urgent matter. See Attendance section above and the School Policies in the Appendix for more details.

MEALS AND HEALTHY EATING

JUNK FOOD FREE SCHOOL

E.L. Haynes is a school that believes in the brain research that shows that all students' brains function better and that students are generally happier and more attentive in class if they eat well. We offer free, healthy breakfast for all students every day of the week, if requested, and provide a healthy lunch. When packing student lunches, please keep in mind the following:

- Brain food is: fruits, vegetables, yogurt, cheese, nuts, whole grain or plain crackers, granola bars, other healthy ideas
- Brain food is not: chips, candy, cupcakes, salty or cheesy crackers, cake, or sugary drinks

The school breakfast and lunch are catered by our vendor, Revolution Foods, which was selected by E.L. Haynes for the high quality, adherence to required health requirements, and taste.

NUTS AND SHELLFISH

EL Haynes is a nut and shellfish free school. There are several students and staff who have severe reactions to these items, and as such, they are not permitted on campus. If these items are found on the premises, they will be confiscated and thrown away immediately.

BREAKFAST

The breakfast program is available to students before the school day begins from 8:00AM – 8:50 AM. To maintain the cleanliness of our facility, each student is required to pick up after themselves and dispose of all trash and recycling products in the proper bins.

LUNCH

Students who are eligible for free or reduced-price lunch under the National School Lunch Program are automatically entitled to receive lunch. However, the school must have a completed application form

for the School Lunch Program on file for a child to receive free meals. These forms are necessary so the school can be reimbursed from the National School Lunch Program.

Students who wish to purchase lunch at the regular price must order lunch in advance through the Front Office. One week of notice is necessary for ordering purposes. If a student forgets to bring lunch, a school lunch will be provided at cost if one is available.

The lunch program can accommodate students with dietary restrictions, but accommodations must be arranged in advance. Parents/guardians and/or students should notify the school of their children's food allergies so that necessary precautions can be taken during lunch and at other times where the student may consume food. For children that are lactose intolerant, a signed note from a parent or guardian is required to obtain a dairy free lunch. Children with other allergies must obtain a doctor's note to accommodate their dietary restrictions.

Parents/guardians who do not participate in the lunch program must send their children to school with a nutritious lunch that does not require heating or refrigeration. Students are not permitted to order lunch (i.e. UberEats, GrubHub, Postmates, etc) or have lunch delivered. If attempted, food will be confiscated and disposed of by Haynes administration.

FACILITIES & RESOURCE POLICIES

VISITOR POLICY

Haynes always welcomes and encourages visitors, both from within and outside of our school community, to our school. In order to ensure the safety of the entire E.L. Haynes community, all visitors must sign in at the Front Desk and wear a nametag. E.L. Haynes has frequent visitors from across the country and around the world; Front Desk sign-ins are a key way to keep track of all our visitors.

SCHOOL PROPERTY

E.L. Haynes High School expects students to treat school property and equipment with care and responsibility. School property includes the building and grounds, equipment, books and laptops.

TEXTBOOKS

Textbooks are barcoded and linked to each student's account. Students will be issued numbered textbooks, and it is their responsibility to cover each book upon receipt. Books must be kept in good condition. At the end of the year, students must return the exact numbered copy they were issued to get credit for returning the book. Staff should be alerted within the first 2 weeks if there is a problem with an assigned textbook so the student is not held responsible for the damage.

Students are not to write, underline, or highlight textbooks, including novels checked out for classes (use sticky notes). HOWEVER, a student is permitted to write their name in the front inside cover or its facing page of the book when it is issued. . All textbooks and materials checked out to the student must be returned in good, usable condition, with the barcode still attached to the book or material (e.g., calculator) at the end of a class.

Damaged or lost books and materials will be the sole responsibility of the student and must be paid for based upon an amount assessed by the school.

LOST AND FOUND

The school's lost and found is located in the main office. Items not claimed within a month are donated to charitable organizations.

SCHOOL SUPPLIES

The school provides a variety of materials to aid students' learning. Students must use these items with care and respect, as they and their parents/guardians are responsible for the cost of any school property that is lost or damaged. Students purchase their own notebooks, folders, pens, pencils, paper, and other necessary school supplies. It is the responsibility of the student to come with appropriate material to school. E.L. Haynes will do its best to notify students and family in a reasonable amount of time when items are needed.

SCHOOL FEES

Parents/guardians will be responsible for paying school assessed fees for additional services provided by the school. Parents, according to OSSE, are not required to pay fees pertaining to aspects of the core academic program, but are strongly encouraged to do so. Fees pertaining to optional aspects of the school program such as athletics and clubs are required. Those fees must be paid before the student's participation in the program or use of a particular resource. A fee schedule will be provided to parents at the beginning of each school year. At the first 12th grade parent meeting of the school year senior dues will be discussed and a calendar of major senior events for the year shared. This also includes any outstanding fees for school property that was damaged by the student throughout their school career.

GENERAL SCHOOL POLICIES

Student Records

The school maintains important information files on each student. You and your parent/guardian may review those records with reasonable advance notice given to the school. School officials may obtain access to your records for educational purposes only. All individually identifiable educational information is confidential except for “directory” information. Directory information includes the student’s name, date of birth, place of birth, participation in officially recognized sports and activities, height and weight (for athletic teams), dates of attendance, degrees and other honors awarded.

Age of Majority

E.L. Haynes recognizes that when most students reach the age of 18, the student has rights, which were formerly rights of the parent/guardian. When an eligible student turns 18 year old, he/she will assume the rights previously afforded to the parent/guardian. E.L. Haynes shall continue to communicate to the student and the student’s parent(s)/guardian(s) as the school does before an eligible student turns 18, unless the student requests in writing that communication with the parent(s)/guardian(s) be ceased. The school will continue to mail home any report cards, notifications, and communications to the address on the student’s record. Students who are emancipated minors by the courts will be afforded all rights given by law. Note that the courts may declare a seriously disabled person to be a permanent ward and in such instance the student can not declare legal independence.

Media Release

E.L. Haynes will periodically create publications to highlight student achievement, school life and school events. These publications will be developed for the purposes of admissions, public relations, fundraising, and other uses that promote the school. From time to time, the school may also get media requests to highlight the school and its students. We will honor the Student Photo/Information Release form completed by families during the admission process.

DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS

School Material

Publications prepared by and for the school by students may be posted or distributed to the greater community, with prior approval by the Principal, Advisory, or teacher. Such items may include instructional videos, memos, posters, brochures, murals, etc. The school newspaper and the yearbook are available to students. All school publications are under the supervision of a teacher, sponsor, and the Principal and may be taken down at the sole discretion of the school.

Non School Materials

Unless a student or parent/guardian obtains specific prior approval from the Principal, written materials, handbills, photographs, pictures, petitions, films, tapes, posters or other visual or auditory materials may not be posted, sold, circulated or distributed at school or on any part of the campus. Materials without this approval will be removed. Parents or guardians may not use the student’s email account to

obtain student e-mail accounts, send emails to any student or group of students without the permission of the Principal.

COMMERCE

Students may not sell any articles on school property without the permission of the Principal. This includes the collection of monies or materials for their own purposes or for an organization to which they belong outside of the school without prior permission from the Principal. All materials and monies will be seized, and kept, by the school. No exceptions will be made. The Dean of Culture will contact the parent/guardian to inform them of the infraction and request a family meeting.

GRIEVANCE PROCEDURES

E.L. Haynes believes that all employees, students, parents, and visitors have the right to voice their complaints or grievances about matters pertaining to its schools. E.L. Haynes recognizes the meaningful value and importance of full discussion in resolving misunderstandings and in preserving good relations between community members. If a parent/guardian has a concern or disagreement about a classroom event, curricular decision, or other academic issue, she or he should first contact the teacher to attempt to resolve the disagreement through informal discussion. If the conflict is not adequately resolved, the parent/guardian should request a meeting with the Principal to schedule a follow up conversation. If the situation is not adequately resolved, the following grievance procedures should be employed to ensure that complaints receive full consideration.

What May Be Grieved

The E.L. Haynes grievance process should be used as follows: (1) to deal with complaints and concerns pertaining to educational environment, employment arrangements, or interpersonal conflicts; and (2) to resolve complaints of discrimination and harassment based upon race, color, national origin, sex, age, disability, religion, personal appearance, sexual orientation, gender identity or expression, 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 this procedure does not bar grievants 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, the school Principal, or the Chief Executive Officer.

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 school Principal or with the Chief Executive Officer. Grievants may use the Grievance Form, which is available online from the school website, the E.L. Haynes intranet (for employees only), or from the school Principal or Chief Executive Officer. The written notice shall identify the nature of the complaint, the date(s) of occurrence, and the

desired result, and shall be signed and dated by the person filing the grievance. In the event a grievance is being filed by the legal guardian or parent of a student, the student and the legal guardian and/or parent shall sign and date the grievance. The Principal and the Chief Executive Officer can be reached at the contact information provided below.

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

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

Within thirty (30) business days of receiving the written notice, the Principal or Chief Executive Officer shall respond in writing to the grievant (the "Response"). The Response shall summarize the course of the investigation; determine the validity of the grievance and the appropriate resolution.

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

Appeals

If the grievant is not satisfied with the Response, the grievant may appeal in writing to the Chair of the Board of Trustees within thirty (30) days of the date of the Response summarizing the outcome of the investigation. The written appeal must contain all written documentation from the initial grievance and the grievant's reasons for not accepting the Response. The appeal, in letter form, may be submitted to the Chief Executive Officer who will relay it to the Chair of the Board of Trustees.

Within twenty-one (21) days from receiving the written appeal, the Chair of the Board of Trustees will respond in writing to the appellant as to the action to be taken and the reasons therefor.

Prohibition Against Retaliation

E.L. Haynes 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, E.L. Haynes will not tolerate any form of retaliation against any person who makes a good faith report or complaint about perceived acts of harassment, discrimination, or concern, or who cooperates in an investigation of harassment, discrimination, or a concern. Any person who is found to be engaging in any kind of retaliation will be subject to appropriate disciplinary action.

Modification

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

Contact Information

Hilary Darilek Chief Executive Officer E.L. Haynes Public Charter School 4501 Kansas Avenue, NW Washington, D.C. 20011 hdarilek@elhaynes.org 202-667-4446	Vanessa Carlo Miranda Chief Operating Officer E.L. Haynes Public Charter School 4501 Kansas Avenue, NW Washington, D.C. 20011 vcarlo-miranda@elhaynes.org 202-667-4446
Abigail Smith Chair, Board of Trustees E.L. Haynes Public Charter School 4501 Kansas Avenue, NW Washington, D.C. 20011 absmith@elhaynes.org 202-667-4446	Emily Hueber High School Principal E.L. Haynes Public Charter School 4501 Kansas Avenue, NW Washington, D.C. 20011 ehueber@elhaynes.org 202-667-4446
Brittany Wagner-Friel Elementary Principal E.L. Haynes Public Charter School 4501 Kansas Avenue, NW Washington, D.C. 20011 bwagnerfriel@elhaynes.org 202-667-4446	Zenada Mahon Middle School Principal E.L. Haynes Public Charter School 3600 Georgia Ave, NW Washington, D.C. 20010 zmahon@elhaynes.org 202-667-4446

NON DISCRIMINATION

In accordance with Title VI of the Civil Rights Act of 1964 (“Title VI”), Title IX of the Education Amendments of 1972 (“Title IX”), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), Title II of the Americans with Disabilities Act of 1990 (“ADA”), and the Age Discrimination Act of 1975 (“The Age Act”), and the District of Columbia Human Rights Act of 1977, applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with E.L. Haynes are hereby notified that E.L. Haynes does not discriminate on the basis of race, color, national origin, sex, age, disability, marital status, personal appearance, sexual orientation, gender identity or expression, family status, family responsibilities, matriculation, political affiliation, genetic information, source of income, status as a victim of interfamily offense, or place of residence or business in admission or access to, or treatment or employment in, its programs and activities.

Students, parents and/or guardians having inquiries concerning E.L. Haynes compliance with Section 504, ADA, Title VI, Title IX, the Age Act, and/or D.C. Human Rights Act as they apply to students, employees or third parties or who wish to file a complaint regarding such compliance should contact: Vanessa Carlo-Miranda, Chief Operating Officer at vcarlo-miranda@elhaynes.org or 202-667-4446 who has been designated by E.L. Haynes to coordinate its efforts to comply with the regulations implementing Section 504, ADA, Title VI, Title IX, the Age Act, and the D.C. Human Rights Act.

FEDERAL NOTIFICATIONS

Title I School

Title I of the federal Elementary and Secondary Education Act (ESEA) is designed to help close the achievement gap between low income and minority students and their peers. With more than 40% of E.L. Haynes students eligible for free or reduced price lunch, the school is considered a Title I school as defined by the law and receives ESEA funds.

Parents' Right to Know—Teacher and Paraprofessional Qualifications

Parents of Title I students may request certain information from the Front Office on the professional qualifications of the student's classroom teachers and paraprofessionals providing services to the child.

Parents' Right to Know—Non-Highly Qualified Teachers

Parents of students who are taught for four or more consecutive weeks by a teacher who is not highly qualified will be notified by the school.

Family Involvement Policy

E.L. Haynes PCS recognizes that family involvement is vital to achieve maximum educational growth for students in Title I programs. Therefore, in compliance with federal parental involvement requirements, Title I schools will meet with families to provide information regarding their school's participation in the Title I program and its requirements.

E.L. Haynes will ensure that such meetings are held annually and at a convenient time. All parents will be invited to attend. Title I funds may be provided for transportation, childcare, home visits, or other parental involvement services, as appropriate. E.L. Haynes will ensure equivalence among schools in teachers, administration, and other staff and in provisions of curriculum materials and instructional supplies.

Parents will be informed of their right to be involved in the development of this E.L. Haynes family involvement policy and the overall school wide plan.

This family involvement policy will be developed, agreed upon, and reviewed annually with families. E.L. Haynes will ensure:

- Involvement of families in the development of the E.L. Haynes overall school wide plan and the process of school review and improvement.
- Coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective family involvement activities to improve student academic achievement and school performance.
- Development of activities that promote the schools' and families' capacity for strong parent involvement.

- Coordination and integration of family involvement strategies with appropriate programs, including the requirements of other federal title programs, as provided by law.
- Barriers to participation by families who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority are identified.
- Findings of annual evaluations are used to design strategies for more effective family involvement and to revise, if necessary, the requirements of this policy.
- Involvement of families in the school activities and are provided a flexible number of meetings.
- Designation of a minimum of 1 percent of the Title I, Part A allocation for family involvement.
- Provision of the policy to families in an understandable and uniform format and, to the extent practicable, in a language the families can understand. The policy will also be made available to the local community.

Notification of Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are: 1. The right to inspect and review the student's education records within 45 days after the day the E.L. Haynes Public Charter School ("School") receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. 2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the School to amend a record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. 3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. 4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are: Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202.

See the list below of the disclosures that elementary and secondary schools may make without consent. FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible

students have a right to inspect and review the record of disclosures. E.L. Haynes PCS may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- A. To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met.
- B. To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. E.L. Haynes PCS will forward such records upon request.
- C. To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.
- D. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
- E. To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38.
- F. To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.
- G. To accrediting organizations to carry out their accrediting functions.
- H. To parents of an eligible student if the student is a dependent for IRS tax purposes. I. To comply with a judicial order or lawfully issued subpoena.
- I. To appropriate officials in connection with a health or safety emergency
- J. To an agency caseworker or other representative of a State or local child welfare agency or authorized tribal organization when that organization is legally responsible for the care and protection of the student, pursuant to the Uninterrupted Scholars Act of 2013.

- K. Information the school has designated as “directory information” unless the parent or student over the age of 18 notifies the school in writing that they do not wish for directory information to be disclosed without prior consent. Directory information at E.L. Haynes PCS includes:
- a. Student Name; Mailing Address and Telephone Listing
 - b. Photograph • Date and Place of Birth
 - c. Participation in Officially Recognized Activities and Sports
 - d. Weight and Height of Members of Athletic Teams
 - e. Honors and Awards Received
 - f. Major Field of Study
 - g. Dates of Attendance, Grade Level, and Enrollment Status
 - h. Most recent prior school of attendance
 - i. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot and will not be used for this purpose.)

LINKS TO OTHER IMPORTANT RESOURCES

1. [School Calendar](#)
2. [Haynes' Internet Policy](#)
3. [Family Education and Privacy Act \(FERPA\)](#)
4. [Protection of Pupil Rights Amendment \(PPRA\)](#)
5. [E.L. Haynes Anti-Bullying and Sexual Harassment Procedures \(English\)](#)
6. [E.L. Haynes Anti-Bullying and Sexual Harassment Procedures \(Spanish\)](#)
7. [E.L. Haynes Asbestos Letter](#)
8. [Students in Temporary Living Situations](#)
9. [E.L. Haynes Notice of Non-Discrimination \(Bi-lingual\)](#)
10. Grievance Forms
 - a. [Grievance Form \(English\)](#)
 - b. [Grievance Form \(Spanish\)](#)