



E.L.HAYNES

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

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ABOUT E.L. HAYNES

Jennifer C. Niles founded E.L. Haynes in 2004. From our humble beginnings above a CVS drugstore serving 139 students in grades PK-2, E.L. Haynes has grown steadily and strategically. We now serve 1200 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.

OUR 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.

OUR 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.

OUR MOTTO

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.

OUR COMMITMENT TO FAMILY ENGAGEMENT

E.L. Haynes believes that families are integral to student success. E.L. Haynes values families of all backgrounds and looks forward to hearing, sharing, and understanding aspects of every family's experiences, languages, and culture in order to ensure student success.

Families are encouraged to be actively involved in their child's education at school and to think of themselves as full partners in their child's education. E.L. Haynes is committed to providing multiple opportunities throughout the school year for parents: (1) to learn about curricula, standards, and assessments; (2) to participate in their child's education and receive updates on his or her progress; and (3) to provide input about any needed improvements so we can reach our mission of preparing every one of our students for the college of their choice.

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. Family participation in the school will be nurtured in various ways to create a true partnership between the school and families.

ABOUT DR. EUPHEMIA LOFTON HAYNES

Martha Euphemia Lofton was born in Washington, D.C. in 1890, the first child and only daughter of Dr. and Mrs. Lofton. After graduating from Washington D.C. Miner Normal School with distinction, she went on to earn an undergraduate mathematics major (and psychology minor) from Smith College in 1914. In 1917, she married Harold Appo Haynes.

Haynes pursued graduate studies in Mathematics and Education at the University of Chicago, earning a master's degree in Education in 1930. She continued her graduate work in Mathematics at the Catholic University of America where in 1943 she became the first African American woman to earn a Ph.D. in Mathematics. Haynes taught in the public schools of Washington, D.C. for forty-seven years. She also was a professor of Mathematics at Miner Teachers College where she established the mathematics department, and served as chair of the Division of Mathematics and Business Education at the District of Columbia Teachers College. From July 1966 to July 1967, Haynes served as the first woman to chair the District of Columbia School Board. She played a central role in the integration of the D.C. public schools. In addition to her academic work, Haynes also served as president of the Catholic Interracial Council of the District of Columbia and president of the Washington Archdiocesan Council on Catholic Women.

We are honored to have such a remarkable woman, teacher, mathematician, and community leader from whom to model ourselves. Although Dr. Haynes does not have any living relatives, we will remember her accomplishments, her courage, and her integrity through the work we do with children, teachers, and families as we grow E.L. Haynes into an outstanding school.

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.

Zenada Mahon – Principal

Ms. Zenada Mahon has over fourteen years of experience working in education. She began her career as an English teacher and has also served as a reading specialist, instructional coach, data and accountability specialist, assistant principal, and principal. Ms. Mahon was part of the first cohort for the New Leaders Emerging Leaders Program. She received national principal endorsement after successfully completing New Leaders Aspiring Principals Program. Ms. Mahon a bachelor's degree in English and Secondary Education from The State University of New York at New Paltz and an Executive Master's degree in Leadership from Georgetown University's McDonough School of Business.

Sarah Valverde – Assistant Principal

Ms. Valverde has always been passionate about serving diverse communities. Her love for education began in Baltimore City as the After-school Program Coordinator. She launched her teaching career with DC Public Schools as a DC Teaching Fellow. She has had the pleasure of being a 5th grade Bilingual Teacher for 5 years, and serving as a Math Teacher Specialist before moving into leadership. Ms. Valverde comes with 3 years of leadership experience as an Assistant School Leader and Dean of Curriculum and Instruction prior to transitioning to E.L. Haynes as Assistant Principal. She received her B.A. in Political Science from Johns Hopkins University and is the first member in her family to graduate with a master's degree. She received her Master's of Education in Supervision and Administration from The University of Houston.

Ciarra Neal – Dean of Students

Ms. Neal was born and raised in Washington D.C. and attended D.C. Public Schools. She started her career in education as an AmeriCorps member and continued in the nonprofit sector, until transitioning to DC Public Charter Schools. She was a Discipline Specialist at DC International School for 3 years, and has been the Behavior Intervention Coordinator at E.L. Haynes for the past two years. She has a Degree from Virginia State University in Mass Communications. Ms. Neal is committed to creating a restorative and inclusive culture for students and families. She is extremely excited to continue working with the middle school team.

Rohey Mbenga – Assistant Director of Student Support Services

Rohey Mbenga began her teaching career in Atlanta Public Schools with the Hands On Atlanta AmeriCorps Program, teaching math intervention. Ms. Mbenga first came to E.L. Haynes as a Capital Teaching Resident as a member of the 2012-2013 cohort. She served our students as an 8th grade ELA teacher and worked as the Literacy and Humanities Inclusion Teacher in 8th grade. Since becoming an educator, Ms. Mbengahas taken on a variety of leadership positions: Curriculum Developer for the Master Teacher Cadre, Teacher Leader Team/Curriculum Development for One World Education, and participated in Unlocking Pathways (UP) Fellowship, and 8th grade Team Leader. Most recently, Ms. Mbenga completed the Special Education Leadership Academy through the Relay Graduate School of Education. She is a graduate of Spelman College.

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
Lisa Waller, <i>Senior Director of Regulatory Affairs, 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 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 Middle School served approximately 350 students with the following demographics:

Black/African American	46%
Hispanic/Latino	41%
White	5%
Multiracial	5%
Asian	1%
ELL	15%
SPED	20%

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 school leaders into citizens committed to equity and skilled at engaging with others unlike themselves.

Each year, new 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

At E.L. Haynes, we believe the collaboration of our families and staff is integral to student success. As partners in our students' education, we will always strive to build relationships based on trust and respect. 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. We strive to develop deep, trusting relationships with our families in order to develop a two-way partnership that supports the success of every student as we prepare them for the college of their choice. When we partner effectively, students will be positioned to choose their own path to success.

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

We encourage families to express any questions or concerns 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 whereas questions or feedback on school policies and procedures may be shared with school administrators. Teachers and administrators are often in their classrooms or the hallways and lobby during arrival and dismissal and may be available for a short conversation. If you have a question, suggestion or concern that may take more than a few minutes 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 soonest opportunity. 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.

All parents and guardians are encouraged to offer their participation, time and energy to the E.L. Haynes community in a variety of ways.

ONGOING COMMUNICATION

- **EMAIL:** All staff have e-mail accounts they check daily. Addresses tend to be: first initial followed by last name, and @elhaynes.org. (example: Tanisha Jones' email address would be tjones@elhaynes.org). You can find a complete list of staff emails on our website.

- **STOP BY:** Teachers and other staff members are frequently around during arrival and dismissal, either in the lobby or classrooms. They are often available for short conversations or are happy to schedule meetings as necessary.
- **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. Please check your child's backpack every month for the Herald, although it will also be emailed to families for whom we have an email address on file. Extra copies will also be available with other key documents in the lobby. If you have an item appropriate to share with the school community, **please email your announcement to Jamie Sargent at jsargent@elhaynes.org.**
- **WEEKLY ROBOCALLS and EMAILS:** Each Sunday evening, parents will receive a robocall and email from the Middle School Principal, Ms. Mahon. 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
 Facebook: <https://www.facebook.com/elhaynespcs>
 Twitter: <https://twitter.com/ELHaynesPCS> (@ELHaynesPCS)
 Instagram <https://www.instagram.com/elhaynespcs/> (elhaynespcs)
- **VISIT:** Families are encouraged to visit class and volunteer within the school community.

CLASS VISITS

As part of our philosophy around parent engagement, we welcome classroom visits. Parents are encouraged to visit their child's classroom to volunteer and spend time with their child to better understand your child's learning environment and experiences. If you are interested in spending time in your child's classroom, please contact your child's teacher in advance. Typical classroom visits may include observing or shadowing your own child, 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 child 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.

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.

ACADEMICS AND PROGRAMS

E.L. Haynes Middle School creates 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.

CURRICULUM

We use various curricula throughout our grades to ensure students are mastering the Common Core State Standards and the Next Generation Science Standards appropriate to their grade level. The table below highlights curricula used throughout the middle school program.

Content Area	Curriculum	Purpose
ELA	EL Education and Wit & Wisdom Literacy Modules	To support students as readers and writers who can deeply analyze various types of text, discuss texts with others, and apply knowledge of text to their own written work.
Math	Eureka Math & Supplemental Material	E.L. Haynes Middle School predominantly uses Eureka Math- a curriculum that focuses on teaching the conceptual understanding as opposed to relying on rote facts or procedural understanding. Supplemental material is used as needed to ensure students receive sufficient practice on problems similar to PARCC. Additionally, we use supplemental material for our Algebra or Geometry tracks.
Social Studies	TCI History Alive and Geography Alive	To provide students with interactive learning experiences focused on essential questions directly related to grade-level social studies standards.
Science	FOSS Next Generation Science	To develop students' deep understanding of specific grade-level appropriate science concepts. Students participate in units of study related to physical, earth, and life sciences.

Content Area	Curriculum	Purpose
Reading Interventions	Read 180 System 44 Wilson	Wilson Reading System and System 44 develop students understanding of how English words are decoded and encoded using a research-based format for phonics knowledge. Read 180 is a blended learning program that builds a student’s comprehension, vocabulary, and writing skills.
Math Interventions	Math 180	To build and develop foundational math skills for students. This course is a combination of direct instruction and online instruction.

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 in grades 5-8 will take the PARCC assessment in the Spring for Math and Reading. This assessment is a measure of how much students learned during the course. Students will receive their scores the following school year in the Fall</p> <p>Score Breakdown</p> <ul style="list-style-type: none"> ● Level 1 – Did not yet meet expectations. ● Level 2 – Partially met expectations. ● Level 3 – Approached expectations. ● Level 4 – Met expectations. ● Level 5 – Exceeded expectations. Represented by an up arrow..

Assessment	Purpose
	<p>What to know... Passing Score: 4 or 5 Type of Assessment: Standardized Content Specific, Timed Time of Year: Spring</p>
DC Science	<p>DC Science is the District of Columbia’s statewide assessment of the <u>Next Generation Science Standards (NGSS)</u> for grades 5 and 8. It is an online assessment that focuses on sense-making and problem solving in science. During the test, students use scientific principles, skills, and behaviors to observe phenomena, generate questions, conduct investigations, create models, predict outcomes, analyze results, and engage in argumentation and communication. The DC Science assessment presents students with tasks that are built around scientific phenomena as well as engineering design challenges.</p> <p>What to know... Type of Assessment: Standardized Content Specific, Timed Time of Year: Spring</p>
ANet	<p>ANet is a standards based assessment that tests students on specific standards based on a scope and sequence. All students in grades 5-8 take the assessment in Reading and Math. The test assesses grade level mastery of standards.</p> <p>What to know... Type of Assessment: Standards Based Time of Year: 3 times a year</p>
i-Ready	<p>i-Ready is an online learning program focused on reading and math. The program starts with a diagnostic and adaptive assessment to determine a student’s individual math and reading abilities. The program also has the ability to create skill specific lessons targeted to address a student’s specific needs. The diagnostic assessment and progress monitoring features support teachers in differentiating instruction.</p> <p>What to know... Type of Assessment: Reading and Math Diagnostic and Progress Monitoring; Untimed</p>

Assessment	Purpose
	Time of Year: Beginning of Year, Middle of Year, and End of Year

Student Support Team (SST)

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 Team is committed to providing additional supports to students through wellness support, English Language Learning (ELL) support, and special education support. The Senior Director of Student Support Services, Ms. Maria Conner, manages the student support program across all three teams.

WELLNESS

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 Language Learner (ELL) Support

E.L. Haynes has developed its English Language Learning (ELL) program to support the success of our students who are culturally and linguistically diverse in the general education curriculum. The purpose of our ELL program is 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 ELL team achieves these goals through identification of students (all students who speak a language other than English are assessed using the ACCESS test to see if they would benefit from ELL services), direct instruction, consultation with general education teachers, professional development for staff, and participation in Multi-Tiered System of Supports (MTSS) and Multi-disciplinary team (MDT) meetings. Our ELL teachers monitor the progress of students' language and literacy acquisition quarterly by conducting assessments, making observations, and soliciting input from general education teachers. They prepare quarterly ELL progress reports for families of students who receive services. In accordance with guidelines determined by the D.C. Office of the State Superintendent of Education (OSSE), we use annual ACCESS test scores to track the progress of students' language and literacy development over time.

Special Education and Inclusion

E.L. Haynes values diversity of all kinds in our community. Our strong belief is that all students, including those with disabilities, can achieve at high levels. We also believe that all students benefit from the inclusion of students with disabilities in the general education classroom. Both research and our own experience demonstrate that students with disabilities perform better with greater access to the general education curriculum and non-disabled peers. Based on this belief, we only remove students from the general education classroom when absolutely necessary for the student to learn. Our special education program is designed to provide access to our students with disabilities through Individualized Education Programs (IEPs) and 504 plans.

The E.L. Haynes inclusion team includes a variety of skilled professionals including but not limited to inclusion teachers, social workers, speech-language pathologists, occupational therapists, and a school psychologist. These team members collaborate with general education teachers, ELL teachers, and each other to provide students with disabilities the necessary instructional environment, tools, and support to benefit from their special education programs and access the general education curriculum.

The special education program and team has two main priorities:

- To identify students with disabilities through a rigorous and timely referral, evaluation, and eligibility process; and
- To provide excellent services to students with disabilities so that they may meet their IEP goals.

GRADING

Homework is graded at least once a week by each teacher. This grade is returned to students within 48 hours of submitting the homework.

Letter Grade	Numeric Score
A+	98 – 100
A	94 – 97
A-	90 – 93
B+	87 – 89
B	84 – 86
B-	80 – 83
C+	77 – 79
C	74 – 76
C-	70 – 73
D+	67 – 69
D	61 – 66
F	0 – 60

Promise Roll

Scholars earning an overall GPA of 3.0 or higher during each semester will earn Promise Roll recognition. Scholars earning an overall GPA of 3.0 or higher in addition to a 3.0 or higher in their core academic classes for each semester will earn distinguished Promise Roll recognition.

Student Promotion Policy

We take promotion decisions very seriously and only consider retention when a student is significantly behind or has accumulated excessive absences. We seek to communicate concerns about the possibility of retention with families early on. While teachers may recommend retention, the ultimate decision rests with the Principal and is made based upon many factors including input from a variety of team members, including of course, the student's family. Families may request retention but this must be done so in writing before lottery results are announced.

The following guidelines assist with decisions regarding student promotion/retention:

1. A range of academic and/or behavioral strategies and interventions must be utilized and documented before retention is explored.
2. Retention is not to be used as punishment
3. Retention is not to be used to postpone or determine other educational services such as special education
4. Promotion decisions will made based upon a variety of factors and considerations

We will communicate with families before the end of Quarter 2 if retention is being considered for their child for the following school year. Teachers will meet with families in to discuss progress, problem solve and determine if retention will continue to be considered. We will communicate promotion decisions before the My School DC enrollment lottery closes.

REASSESSMENT

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 relearning 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. However, reassessment should take place within two weeks of the assignment.

HOMEWORK

Homework is an integral part of achieving our academic goals. Homework provides time and space for students to practice skills learned in class. We believe that practice makes permanent (credit: Doug Lemov in Practice Perfect). Homework is given regularly when school is in session and may also be assigned over breaks. Homework is given on a daily or weekly basis and is due either the following morning or the following week, depending on the grade level system. Teachers will explain their homework policies in their welcome letters and/or at Back to School Night. Some homework assignments may include work on longer-term projects, which may have multiple deadlines for completion.

Homework is practice of skills that have already been introduced to students so those skills become automatic. Homework is NOT a time to learn new skills or figure out something unknown unless students are working on a long-term project that requires research outside of the classroom. Additionally, we expect that each night students will be reading independently or with an adult.

Teachers review homework and monitor homework completion for all students. Depending upon the grade level, students may or may not receive a grade or feedback on their homework. If a student is absent and did not receive the homework, s/he should ask their teachers for homework, complete it, and turn it in the following day or as agreed upon with their teacher. It is the student's responsibility to ask for, complete, and return his/her homework.

TEXTBOOKS

Students are to protect textbooks from damage. If you notice a problem with the textbook when it is checked out to you, let staff know within the first 2 weeks so you are not held responsible for the damage.

Students are not to write, underline, or highlight textbooks, including novels checked out for English classes (use sticky notes). HOWEVER, you should write your name in the front inside cover or its facing page of the book when it is issued to you, so that when you return it at the end of the course, you know that you're returning your textbook and not your friend's. 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. If a textbook or material is lost or damaged, the student is required to pay all costs for the textbook or material that was checked out to him or her.

FIELD TRIPS

Teachers plan trips to offsite locations to enrich student learning throughout the year, often to help deepen understanding of a particular topic or theme that is being covered in class. When a class plans a trip, each child will bring home a permission slip, which must be signed and returned to the teacher in order for the student to participate. We cannot accept verbal permission for students to attend a field trip. Parent and/or guardian volunteers are welcome to serve as chaperones on most trips. In some instances, a parent/guardian may be required to attend a field trip with their child. If a child does not go on a field trip, the school will make arrangements for the child to have a productive day.

Family members who volunteer to chaperone a field trip must be at least 18 years of age. Depending upon the transportation method, we may ask families to find their own means of transportation, often because of space restrictions. We ask that family members who are responsible for supervising additional children, refrain from volunteering to chaperone field trips.

STUDENT EXPECTATIONS

E.L. Haynes believes that every child can and will reach high levels of student achievement and social development. As a school, we hold ourselves responsible for each student's success and do everything possible to ensure it, including proactively engaging families in helping a student achieve their potential.

ATTENDANCE

Attendance is critical to every student's success at E.L. Haynes. Therefore, we expect students to attend school every day, arrive on time, and leave on time. The school will recognize excellent attendance.

For all E.L. Haynes's middle school students, on Monday through Thursday, school begins at 8:30 AM and ends at 4:00 PM. On Friday, middle school begins at 8:30 AM and ends at 1:30 PM for all students.

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.

ABSENCES

Attendance will be recorded in each classroom shortly after the beginning of the school day. An absence is defined as attending less than 80% of a school day.

If you know your middle school student will be absent, please send an email to attendance-MS@elhaynes.org or send in a note when your child returns to school.

In order to excuse an absence, the school must receive a note or email from the family or a doctor. In the case of an absence longer than three days, a doctor's note is required. Notes and emails must be received within 5 school days of the absence. You may call the school's front office to inform us that your child will be absent; however, this call WILL NOT excuse the absence and is for our information only.

The note/email 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 Attendance Coordinator, the absence will be considered unexcused. Reporting the absence does not automatically excuse the absence.

Excused absences are granted in accordance with the following school 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.

<p>5 unexcused absences (cumulative)</p>	<p>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:</p> <ul style="list-style-type: none"> ● A letter mailed to the student’s family regarding absences ● Referral to programs for truancy prevention support.
<p>8 unexcused absences (cumulative)</p>	<p>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.</p> <p>E.L. Haynes staff may conduct a home visit to ensure the safety of the student.</p>
<p>10 unexcused absences (cumulative)</p>	<p>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. law¹.</p> <p>Additionally, the school will send a letter home notifying the family of their student’s truancy status.</p>
<p>15 unexcused absences (cumulative)</p>	<p>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 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>

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

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

20 or more consecutive unexcused absences and withdrawal	<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>
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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.

Skiping Class and Leaving Without Permission

Students are expected to attend every class, every day. Skiping 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 skiping 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 skiping 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.

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

³ D.C. Code § 38-203 (f-2) (2017).

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.

DRESS CODE

The E.L. Haynes Middle School student dress code allows students a sense of personal choice. The following guidelines help us ensure a safe and productive learning environment and must be adhered to at all school related activities and events:

- Children should wear or have available clothing suitable for both our air-conditioned and heated building and the outdoors.
- Students may not wear clothing that presents a safety risk or is distracting or offensive to others.
 - No backs or midriffs may be exposed.
 - Pants and/or jeans with excessive tears and/or holes that expose thighs
 - Shorts and skirts must reach at least knee length.
 - There may be no graphic or violent images on clothing.
- Students should not wear hoods or hats in the building unless needed for medical or religious reasons.
- Students must wear footwear at all times and that footwear should allow them to participate actively in dance, fitness and recess. Wheeled shoes are not permitted, and shoes with heels or open toes, such as slides and sandals, should not be worn.

Failure to follow these guidelines will result in a parent being called for a change of clothing. Students will not be allowed to attend class until dressed appropriately.

TOYS, VALUABLES AND OTHER PERSONAL ITEMS

Students should not bring toys, games or other personal belongings to school unless invited to share by their teacher. On these occasions, students will be expected to keep the items in their backpacks until the appropriate time in class or have their teacher hold on to the item(s). If students have toys or other personal belongings that are interfering with the learning environment, an adult may decide to hold onto it and return it either to the student or a family member.

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, 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 CULTURE

E.L. Haynes' approach to school culture is derived from the Developmental Design model that incorporates social learning into the daily program. Through implementation of the Developmental Designs approach, staff at E.L. Haynes create a safe environment where students recognize the importance of kindness, appreciate differences, and develop critical social skills such as assertiveness, empathy and problem solving.

DEVELOPMENTAL DESIGNS

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

- 1) social-emotional
- 2) relationship 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.

Goal Setting

Goal setting takes several forms in the *Developmental Designs* approach, like having students set long-term and daily academic and social goals for themselves, and periodically assessing how well they have met those goals, as well as goals set by the teacher.

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 routines.

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.

Circle of Power and Respect

Circle of Power and Respect advisory meetings bring students together in a fun, lively, safe, respectful meeting format that includes a greeting, sharing, activity, and daily news message.

Logical Consequences

All consequences need to be:

- Relevant: **related to the issue**
- Realistic: **doable and productive**
- Respectful: **without sarcasm or an “edge”**

When students act inappropriately, staff will give them reminders and redirection. When reminders are ineffective, staff will tell students to take a break to regain self-control. Afterwards, the student will return to the lesson or activity. If a student continues, they will lose a privilege. Teacher will take away the privilege that has been abused; for example, a student who is being unsafe with scissors cannot use the scissors for a short while. If this redirection doesn't fix the behavior, a student will be referred to the office for an office referral. If a student is referred to the office, they will have to attend a mandatory parent meeting with their parents to determine their action plan to change the behavior. The student will not be able to attend the class in which he/she was referred until a parent meeting is held. If a student engages in an act that causes emotional or physical harm the student will have a chance to “fix the problem.” The student will set a plan for fixing the mistake and making things right with the person they harmed.

DISCIPLINE AND BEHAVIOR EXPECTATIONS

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 Middle 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 as well as our core values, which include: Perseverance; Responsibility, Respect, Reflection and Refinement; Integrity and Inclusiveness; Daring to have Courage; Excellence and Equity; and Achievement.

The school's core values and resulting 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. Please see the intervention categories and strategies below that are used to correct student behavior. Examples of possible disciplinary responses are detailed in the Tiers of Discipline – included here as Appendix 1 and available on our website. Depending on the nature of the action and/or referral, may include, but are not limited to:

All interventions and consequences need to be:

- Relevant: related to the issue
- Realistic: doable and productive
- Respectful: without sarcasm or an “edge”

PROACTIVE INTERVENTIONS

- Non-Verbal Cues
- Positive Group Correction
- Anonymous Individual Correction
- Private Individual Correction
- Lightning Quick Public Correction
- Issue Affective Statements
- Ask Restorative Questions
- Remodel Routines
- Restorative Circle for Entire Class
- Loss of Privileges
- Fix It or Redo It

- Quick Impromptu Conference Inside Classroom
- Quick Problem Solving Conference Outside the Classroom
- TAB (Take a Break)
- TAB OUT (take a Break Outside the Classroom)
- Fix the Problem or Redo
- Parent Phone Call

RESPONSIVE INTERVENTIONS

- Grade in Class Effected
- Quick Problem Solving Conference with Dean of Culture
- Infinite Campus Log
- Mediation/Restorative Conference with Student, Teacher, Dean of Culture
- Parent Meeting
- Parent Shadow Day
- Youth Peer Court
- Wellness Referral and/or Assessment
- Student Reflection or Project
- Exclusion from Class
- Problem Solving Meeting/ Circle with Entire Class
- Conspiracy of Care Meeting

INTENSIVE INTERVENTIONS

- Lunch Reflection
- Before or After School Detention with Teacher
- Formal Conference
- Student Judicial Committee Hearing
- Suspension
- Family Group Conferencing Meeting
- Expulsion Hearing

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, restore harm, foster understanding and adjust behavior.

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

RESTORATIVE PRACTICES PRINCIPLES

1. Restorative Practices focuses on harms rather than rules or persons and the consequent needs of victims, offenders and communities.
2. Restorative Practices addresses obligations of the offender resulting from those harms, as well as the community's obligations to both victims and offenders.
3. Restorative Practices uses inclusive, collaborative processes.
4. Restorative Practices involves all individuals (victims, offenders, parents, students, staff, and faculty) who have a legitimate stake in a given situation.
5. Restorative Practices seeks to put right the wrongs that have been done, so that victims feel safe and valued, and offenders feel restored to the school community.

RESTORATIVE DISCIPLINE

1. Acknowledges that relationships are central to the building of the school community.
2. Must establish policies and procedures that harm and misbehavior in a way that strengthens relationships.

3. Focuses on harms done rather than rules broken.
4. Gives voice to the person who has been harmed.
5. Engages in collaborative problem solving.
6. Empowers change and growth for all involved.
7. Enhances responsibility for actions and attitudes for all involved.

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.

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 have to attend a Formal Restorative Meeting and/or a School Judiciary Committee Meeting. If a student is a candidate for expulsion, the family will be invited to a meeting with the School Judiciary Committee 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 profane or extremely disrespectful 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) Leaving the school or classroom without the permission or consent of the teacher or supervising adult;
- g) Possession of profane material, sexual harassment, sexual assault, or the display of sexually indecent or lascivious behavior;
- h) Possession of alcohol, tobacco, illegal drugs; and
- i) 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 longer than 4", 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. 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 and Expulsion

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 (SJC), which the Chief Academic Officer (CAO), or his/her designee, facilitates. SJCs meet 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 Student 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.

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.

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. Typically, the SJC meeting results in a behavior contract to promote the student's success in school and monitor his/her progress. A school administrator monitors the behavior contract unless the student has an IEP, in which case the student's caseworker will monitor the contract, or unless the student has a Behavior Improvement Plan, in which case the Behavior Intervention Coordinator will monitor the student's behavior contract.

After meeting with the student to discuss the behavior at hand, the SJC may determine the offense(s) warrants recommendation for a long-term suspension or expulsion. If a student is recommended for a long-term suspension or expulsion hearing, written notice of the recommendation and basis for that recommendation will be provided to the student and parent and a hearing will be scheduled. The hearing will typically be held no more than 5 days after the recommendation is made. A school administrator 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.

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 provided in a letter to the parent/guardian. Decisions can be appealed within five (5) days of the final determination to the Board of Trustees, and their decision is considered final.

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.

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.

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 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

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 Appendix 7 or our website for our comprehensive [Anti-Bullying and Sexual Harassment Procedures](#).

CALENDAR AND SCHEDULE

CALENDAR

The official school calendar can be found on our website, www.elhaynes.org. Please note that the nature of our school model makes our calendar different than many other school calendars so please be sure to visit our website for a current school calendar.

HOURS OF OPERATION

The start and end times of the academic day at our Elementary, Middle and High School campuses are staggered to accommodate parents with students at both campuses.

At our Middle School, the academic day starts promptly at 8:30 AM every day for all students in grades 5-8. Students should arrive by 8:20 to ensure that they are in their classroom, ready to learn at 8:30 AM. Students may arrive any time after 8:10 AM, unless they are enrolled in the Before School Program, which begins at 7:30 AM. If a student arrives between 8:10 and 8:30 AM, he/she will walk directly into the cafeteria. Payment should be returned immediately for continued drop off privileges. Parents are strongly encouraged to register their child for before care.

On Monday through Thursday, the school day ends at 4:00 PM. On Fridays, the school day ends at 1:30 PM so that teachers can meet for professional development. The After School Program begins at 4:00 and ends at 6:00 PM Monday through Thursday and begins at 1:30 and ends at 6:00 PM on Friday.

Students arriving after 8:30 AM are considered tardy, and a parent must sign the tardy list at the front desk in the Lobby if the student arrives after 9:15 AM. If a parent is not present, he/she will be called and notified. The school will address families who repeatedly bring their children to school late.

In the afternoons, students who are regularly picked up at 4:00 PM on Monday through Thursday and 1:30 PM on Fridays will gather in the lobby. All other students who are not enrolled in after school activities or sports will be asked to leave the building. Families who pick up students from

the After School Program will check in at the Front Lobby. Staff will radio up for their student to be sent to the Lobby. Families will not be able to pick up their students directly from the classroom.

E.L. Haynes' Middle School dismisses students at 1:30PM every Friday. Students will either go directly to the Extended Day Program (if they are enrolled), are picked up by adults, or have permission to walk home.

Day	Before School Begins	Drop-Off	School Day Begins	School Day Ends	Pick-Up	After School Ends
Monday – Thursday	7:30 AM	8:10 – 8:30 AM	8:30 AM	4:00 PM	4:00-4:15 PM	6:00 PM
Friday	7:30 AM	8:10 – 8:30 AM	8:30 AM	1:30 PM	1:30-1:45 PM	6:00 PM

YEAR ROUND PROGRAMS

E.L. Haynes offers Year Round Programs to ensure Haynes students have a high quality educational option available to them outside of the classroom hours. Year Round Programs consists of the Extended Day Program and the Intersession Program.

The Extended Day Program

The Extended Day Program consists of our Before School and After School Programs. On the Georgia Avenue campuses, the Before School Program starts at 7:30 AM and ends at 6:00 PM.

For students enrolled in the breakfast program, breakfast is served before 8:25 AM at Georgia Avenue campus. Students must arrive before these times to receive breakfast.

The Middle School Clubs and Activities Program begins at 4:15 PM on Monday through Thursday and at 1:30 PM on Friday; it ends at 6:00 PM every evening. All students must be picked up by no later than 6:00 PM, the school will charge a fee of \$1.00 for every minute after 6:00 PM that the student is still at school. Parents will receive an invoice including any late fees.

Please note that there will be no Extended Day Program on Parent/Student/Teacher Conference days and on days when there is no school.

INTERSESSIONS

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.

SCHOOL EVENTS

Throughout the year E.L. Haynes hosts events for parents, guardians, and family members. The purpose of these events is to connect families to the school and one another, build community across grade levels, share important information with E.L. Haynes stakeholders, and gain from the talents and gifts families bring to E.L. Haynes. As such, community meetings include:

- All School Meeting
- Back-to-School Night
- Student Performances (e.g. culminating events for expeditions, concerts, plays, etc.)
- Sports events
- Award Ceremonies
- Promotion
- Science Fair
- National History Day
- Celebrations of Student Achievement

A more detailed list of events is posted on our website.

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 parents/guardians. 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

To support 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 at each campus. That said, the first-aid care the school can provide is very limited. If a child is hurt or complains of an illness, the teacher or administrator will give the student a pass to the nurse's office. The School Nurse 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 in the event of a more serious injury or illness, and the student will be kept in the office until the parent/guardian arrives to get the child.

ILLNESS

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

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 your child has lice, we ask that the child is treated thoroughly. Upon return, your child needs to be re-checked by our nurse or designated staff member BEFORE returning the classroom. If additional nits/eggs are found, the child will need to return home for additional treatments. Our nurse is available for consultation regarding the most effective treatments for lice removal.

MEDICATIONS

Medication cannot be administered without a completed Medication Administration Authorization Form. The Medication Administration Authorization Form is available at the Front Desk. 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 and kept in the Front Office. We strongly encourage parents/guardians to administer short-term medications, such as antibiotics, at home.

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.

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 given the situation. IT IS OF UTMOST IMPORTANCE THAT WE HAVE CORRECT CONTACT INFORMATION AT ALL TIMES. If your phone numbers change, please notify the Operations Manager. If the Georgia Avenue campus must be evacuated, all students will walk to the Kansas Avenue campus.

FIRE 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.

STUDENT TELEPHONE USE

In order to limit disruption to the classroom, students will not be called to the telephone except in cases of extreme emergency. Only with permission from a member of the staff may students use the office telephone to make a phone call.

DELIVERIES

If a student leaves any necessary items at home, the items may be delivered to the school and left in the main office for the student to pick up.

CELL PHONES

E.L. Haynes has a strict cell phone policy. If a student carries a cell phone into the school, the cell phone must be turned off and kept in the student's locker. It is the student's responsibility to secure their locker with a combination lock. Students are not allowed to carry their phones on their person while in school. Turned off means off – not on silent or vibrate. Students may not use a cell phone inside the school building, during lunch/recess, or during after school activities. Unauthorized cell phones – either being carried or used by a student inside the school building – will be confiscated. Any cell phone that is visible while in the school building will be confiscated. Any cell phone that is heard during school hours will be confiscated.

Consequences

- 1st Incident: The phone will be confiscated and returned to the student at the end of the school day.
- 2nd Incident: The phone will be confiscated and a parent/ guardian will be contacted the parent/guardian must collect the confiscated phone from the Dean of Students in the main office.
- 3rd Incident: A contract or agreement will be made with the student that requires the students to turn the cellphone in daily. The cellphone will be secured and returned to the student at the end of the school day.

E.L. Haynes is not responsible for the loss or damage of any electronic device brought on campus.

ELECTRONICS AND OTHER NUISANCES

Electronics are not allowed to be used in classrooms, the cafeteria, or the halls. If you are using an iPod, iPad, or other electronic device on the way to or from school, it must be turned off before entering the building. Turned-off devices must be stored in lockers while in school. All electronic devices are subject to confiscation if found with them.

Laser pens and other similar nuisances are not allowed at E.L. Haynes and will be confiscated and discarded.

LOCKERS

Each student will be issued an E.L. Haynes locker and they must store their book bags, jackets, and other belongings in their locker. Combinations will be logged by each advisory or first period teacher. 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 with handheld metal detection wands 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.

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 US 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 the acceptable use policy is not adhered to.

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.

SKATEBOARDS, SCOOTERS AND ROLLERBLADES

If you ride a bicycle, skateboard, or scooter to school, please be cautious as you near school property. During arrival and dismissal, the driveway becomes busy with pedestrians and cars. Students are encouraged to approach the school slowly and aware of the people around them. Families are reminded that the D.C. Bicycle Law requires children under the age of 16 to wear a helmet while cycling in the District of Columbia. For information about the District's Bicycle Helmet Distribution Program, families can call (202) 576-9264.

There is a bike rack on the side of the building at Georgia. Students. Be sure to secure your locks before entering the building. While E.L. Haynes makes enormous efforts to ensure security, the school is not responsible for bicycles parked in the bike racks on school property.

If the use of your skateboard or scooter causes a distraction to learning or a safety concern, the skateboard will be confiscated, and you will lose your privilege to bring it to school.

COMMUNICATION

COMMUNICATING IN LANGUAGES OTHER THAN ENGLISH

In order to support students whose families speak a language other than English, E.L. Haynes translates key documents into Spanish and has bilingual staff members who are fluent in Spanish and other languages. E.L. Haynes provides Spanish interpretation at all parent meetings and most school-wide events. In addition, parents/guardians who speak Amharic or other languages may request translations or interpretation for student-led conferences in September, February, and June. Please let administrators know if you or a parent you know needs translation into languages other than Spanish or Amharic.

STUDENT AND FAMILY CONTACT INFORMATION

The school must have up-to-date contact information for each student and his or her family at all times for emergencies, changes in schedule, or other important information. If telephone numbers on file do not work, then emergency contact numbers will be called. Please visit the front office to fill out a form with changes in telephone numbers or address.

COMMUNICATIONS BETWEEN FAMILIES AND STAFF

E.L. Haynes believes partnering with families is critical to our success as a school. If you have an issue or concern that you would like to speak about with an E.L. Haynes staff member, you may set up a meeting by calling our Middle School at (202) 667-4446. Each staff member has an email account and a voicemail box and will check messages regularly. Staff members will make every effort to meet with parents/family members as soon as possible.

As partners in your child's education we are committed to developing a strong relationship with all of our families. You can expect all staff members to listen and assume the best intent from you. We ask that you extend the same respect to all staff members. Although some issues and concerns may be urgent and important, all staff and family members must model appropriate language and behavior for our students when resolving challenging issues.

Listserv for E.L. Haynes Parents/Guardians and Communicating by Email

E.L. Haynes parents have instituted an electronic listserv for E.L. Haynes families. If you would like to join the parent listserv, please visit our website at www.elhaynes.org and select *Belong/Families/Stay Connected*. Any family member may also sign up to receive regular emails from E.L. Haynes, by contacting Pauletta Jernagin at pjernagin@elhaynes.org or (202) 667-4446.

Newsletters

Grade level teams prepare monthly newsletters for families, which are sent home on Fridays. E. L. Haynes also sends home a monthly Haynes Herald that highlights upcoming events, school-wide news, and key school accomplishments.

Parent/Student/Teacher Conferences

E.L. Haynes staff share important assessment information with each student's family at the September, December, and March Conferences. Parents/guardians receive progress reports before or at conferences. It is mandatory for parents/guardians to attend conferences.

WEBSITE

E.L. Haynes' website (www.elhaynes.org) contains useful information for families including a calendar, announcements, lunch menus, and re-enrollment information. With the help of family volunteers, we expect to use it more and more to provide key information to our families both in Spanish and in English.

TRANSPORTATION

E.L. Haynes Public Charter School does not provide transportation to and from school. Students are 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 fieldwork, 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.

DROP-OFF AND PICK-UP PROCEDURES

Vehicle Traffic at the Middle School: During drop-off and pick-up times, parking on Otis Place on the school side of the block is prohibited. During drop-off and pick-up times parents may pull up, let their children out or pick them up, and quickly continue down Otis Place. If parents need to exit the vehicle for any reason, they must park on the opposite side of Otis Place, past the visitor parking lot on the right or left side of Otis Place, on Georgia Avenue, or on New Hampshire to ensure that traffic flows smoothly, especially during the busiest times of the day. Please do not park in or block the staff parking lot on Otis Place.

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 of campus if there is a significant nexus to our school environment (like fighting a student from E.L. Haynes at the metro station). Please keep the following best practices in mind when driving to and from school:

- Never allow children to exit the vehicle while in the driving lane on Otis Place.
- Never back up down a one-way street.
- Always use the crosswalk.
- Follow all D.C. parking signs and driving laws (please pay the meters as required).
- Come to a complete stop before allowing anyone to exit the vehicle.
- Have students exit the vehicle on the curb side.
- Pull forward as far as possible before allowing your child to exit. Please do not stop in front of the door to maximize efficient drop-off and pick-up.

For All Students Getting Picked Up

Students will not be permitted to exit the building with any unauthorized individual. E.L. Haynes requires authorization on file and a photo ID for anyone picking up a student. The school will not release a student to any person not on file as an "authorized pick-up," even to someone the student knows. This list can be amended by a student's parent/guardian at any time in the office.

If a student needs to leave early for a doctor's appointment or urgent matter, family members are asked to let teachers and the front desk know in advance that the student will be picked up early, and the adult must sign the log at the Front Desk. **Please note, students will not be released early for any reason starting 30 minutes before dismissal (3:30pm on Monday-Thursday and 1:00pm on Fridays).** Students are called down for dismissal once a parent or guardian arrives to pick them up. Students will not be called to wait for parents to arrive in the Lobby. Please plan accordingly and give students ample time to be dismissed. Students should not be picked up before dismissal except for a doctor's appointment or urgent matter.

Students in the Extended Day Program must be picked up by 6:00 PM. Please note that late pick-up from the Extended Day Program costs \$1 per minute.

For Older Students Who Walk Home

Students who walk home from school must have signed permission from a parent/guardian on file in the Front Office.

For Families with Multiple Households

Unless otherwise indicated through official court order, the school presumes that both parents of the student have equal rights to access to the student, student documents and to make changes to the "authorized pick-up" lists. If you wish to limit the rights of any co-parent, you must supply the school with appropriate detailed documentation of the limitations. Additionally, if you need items mailed to multiple households, please notify our front office staff and we will make the necessary accommodations.

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, sending in snack, or planning a celebration 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

Parents/guardians should not send candy, gum, chips, sodas, or fast food to school with children. If children arrive at school with these items, they will be confiscated and thrown away immediately.

The school breakfast and lunch are catered by our vendor which was selected by the E.L. Haynes faculty for the high quality, healthiness, taste and presentation of their food.

NUT, SEAFOOD, AND SHELLFISH

E.L. Haynes is a nut, seafood, and shellfish free school. There are several students who have severe reactions to these items. Please refrain from bringing those items into the school. If these items are found on the premises, those items will be confiscated and thrown away immediately.

BREAKFAST

The breakfast program is available to students before the school day begins from 7:30 – 8:25AM in the Middle School.

LUNCH

Students who are eligible for free or reduced-price lunch under National School Lunch Program are automatically entitled to receive a 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 for the school to 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 food may be consumed. For children who 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.

FACILITIES & RESOURCE POLICIES

VISITORS

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.

ELEVATORS

Students and teachers use the stairs throughout the day. If a student has a medical reason to use the elevator (e.g., the student is on crutches), a parent must submit a doctor's written recommendation including the anticipated duration of the elevator accommodation to the Front Office.

Parents are encouraged to use the stairs when visiting the school but may use the elevator as needed.

LOST AND FOUND

All students' clothing and belongings should be labeled for identification. Any articles found in and around the school will be kept in the lobby. At the end of each quarter, any unclaimed articles will be donated to charitable organizations.

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 shall 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.

GRIEVANCE POLICIES

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.

GRIEVANCE PROCEDURES

It is the policy of E.L. Haynes 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 management and employees. Accordingly, the following grievance procedure 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 attached hereto and is also 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
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	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
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	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 shall 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 schoolwide 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 schoolwide 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 \(Spanish\)](#)

APPENDICES

APPENDIX 1

E.L. HAYNES TIERS OF DISCIPLINE

In accordance with E.L. Haynes School Policy, the school Principal and Culture Team will administer logical consequences in response to behavioral incidents. The consequences listed in the Tiers of Discipline are meant as a guide for potential consequences in response to specific behaviors and are not exhaustive. Students with disabilities are also entitled to additional procedural safeguards.

Definitions of Disciplinary Responses

- TAB Out and Back of 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. TAB Out and Back of Classroom typically results in a full problem solving conference and may result in disciplinary action.
- Full Problem Solving Conference: A full problem solving conference occurs in response to repeated rule breaking and takes 15 to 20 minutes. The purpose of the conference is to identify the reasons for the behavior and ways to avoid it in the future. In the meeting, the staff and student work together to identify where behavior has gone off track and why, and how to get back on the path to achieving success.
- Restorative Meeting: A restorative is a meeting involving students who have been involved in wrongdoing, their parent or guardian, those directly impacted by the wrongdoing, their parent or guardian, as well as others from the school community. The meeting explores what happened, the impact of the behavior, and what can be done to repair the harm done. Restorative conferences result in a written agreement called a ‘Restorative Plan’ that dictates what the offending students agrees to do to repair the harm done which could also include community restitution.
- Family Team Meeting: A Family Team Meeting (FTM) will be arranged if a student receives 5 disciplinary referrals (including any of the above referrals) within a single quarter. Prior to the FTM, the parent or guardian will be asked to observe the student in class. During the FTM, the student, staff and the parent or guardian will explore behavior and academic strengths and concerns. A plan will be developed that dictates what the student agrees to do to improve his or her behavior. If the plan is not followed, additional disciplinary steps may be considered, including another FTM, detention, suspension or other restrictions.

- Detention: If referred to detention, the student will attend detention from 4:00 PM - 4:30 PM on Tuesdays and Thursdays. Detention is a silent space for students to reflect on their behavior, understand its impact on themselves and others, and to develop a plan to repair the harm done or to make the situation better.
- Short-term suspension: Off-site suspension for one (1) to five (5) school days.
- Long-term suspension: Suspension for six (6) or more school days.
- Expulsion: The denial of the right of a student to attend E.L. Haynes, including all classes and school activities, for one calendar year.

BEHAVIOR TIERS	RECOMMENDED RESPONSES
TIER 1	
<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 behaviors that demonstrate disengagement from classroom learning 	<p><i>Classroom teacher should implement proactive, Developmental Design and Restorative strategies. The response should be grounded in the E.L. Haynes social contract/school-wide rules and school wide policies. This includes specific classroom norms and expectations that should be in place and executed with fidelity.</i></p> <ul style="list-style-type: none"> ● Non-verbal correction ● Verbal correction ● Reminders and redirection ● Written reflection or apology ● Seat change ● TAB ● Fix it on the spot ● Contact parent or guardian via phone call, email or text with permission
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 interventions aim to teach correct, alternative behavior so students can learn and demonstrate safe and respectful behavior. Teachers are</i></p>

Tier 2 behaviors may result in school-based and administrative disciplinary responses.

- 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
- Using computer or technology equipment without permission
- Using or throwing objects in an unsafe manner
- Elevator use without permission
- Using a staff bathroom.

encouraged to try a variety of teaching and classroom management strategies.

- Non-verbal correction
- Verbal correction
- Reminders and redirection
- Seat change
- Written reflection or apology
- Contact parent or guardian via phone call, email or text with permission
- Full problem solving conference with appropriate staff members
- Parent or guardian accompany student to school for restorative conference
- Loss of classroom privileges
- Teacher or student conference with staff member
- Detention
- Logical and restorative consequence

TIER 3

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. All behaviors Tier 3 and above will be investigated by Administration.

- Pushing, hitting, kicking where there is no physical harm or weapon used
- Pushing, hitting, kicking which results in minor harm
- Academic dishonesty; plagiarism
- Actively evading or running away from an adult
- Directing profanity or offensive gestures toward peers or staff
- Gambling

These interventions can involve the school administration 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.

- Parent or guardian notification
- Teacher or student full problem solving conference
- Student to student restorative conference
- Parent or guardian restorative conference
- Parent or guardian accompany student to school
- Loss of privileges
- Change in schedule or class
- Restitution

<ul style="list-style-type: none"> ● 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) 	<ul style="list-style-type: none"> ● Referral to Student Support Team ● Mentoring ● Develop Functional Behavioral Assessment and Behavioral Intervention Plan ● Daily progress sheet on behavior ● Community Service ● Detention ● Out- of- school suspension ● Log in Infinite Campus
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 ● 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 	<p><i>Referral to support and administrative staff. 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.</i></p> <ul style="list-style-type: none"> ● Parent or guardian notification ● Formal parent or guardian restorative conference ● Referral to Student Support Team ● Referral to IEP team for manifestation determination for students with disabilities ● Revision to IEP or 504 (students with disabilities) as needed ● Develop Functional Behavioral Assessment and Behavioral Intervention Plan ● Referral to substance abuse counseling ● Referral to community organization ● Service to school ● Restitution ● Out- of- school suspension ● Log in Infinite Campus

<ul style="list-style-type: none"> ● Retaliation for reporting harassment (including sexual harassment) ● Unauthorized possession, use, or distribution of over-the-counter medication 	
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>Referral to support and administrative staff. 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.</i></p> <ul style="list-style-type: none"> ● Formal Parent or guardian restorative conference ● Functional Behavioral Assessment and ● Behavioral Intervention Plan ● Referral to community organization ● Restorative conference ● Referral to IEP team for manifestation determination for students with disabilities ● Revision to IEP or 504 (students with disabilities) as needed ● Referral to substance abuse counseling ● Out- of- school suspension ● Expulsion (serious behavioral infractions; more than 45 days) ● Permanent expulsion for serious offenses, as outlined in policies and regulations ● Log in Infinite Campus

Definitions of Disciplinary Interventions and Responses

PROACTIVE INTERVENTIONS

- Non-Verbal Cues: Non-verbal cues, gestures, or eye contact
- Positive Group Correction: Quick verbal reminder to the group about what students should be doing and not what they shouldn't be doing
- Anonymous Individual Correction: Quick verbal reminder to the group that not everyone is where they still need to be.
- Private Individual Correction: Teacher addresses the off-task behavior as quietly as possible with the student.
- Lightening Quick Public Correction: Teacher addresses the student quickly in public to shorten the time a student is off-task.
- Issue Affective Statements: The teacher makes statements about how the off-task behavior is affecting them personally as well as the class
- Ask Affective Questions: Teacher asks a series of open-ended scripted questions to find out what happened and more importantly, how the student will make the situation right
- Remodel Routines: The teacher will remodel routines for the student or class
- Restorative Circle for Entire Class: Teacher and students take time to discuss challenges or misunderstandings within the classroom and collectively decide upon ways to make it better
- Loss of Privileges: For an agreed upon time, the student will lose privileges until they demonstrate they can participate appropriately
- Fix It or Redo It: Student is given the opportunity immediately to fix the situation or redo it.
- Quick Impromptu Conference Inside Classroom: Teacher asks affective questions to quickly find out the root cause of the off-task behavior and reset expectations for the student.
- Quick Problem-Solving Conference Outside the Classroom: Teacher and student step outside the classroom to discuss the off-task behavior and reset behavioral expectations for the student.
- TAB (Take a Break): Student is allowed space, within the classroom, to 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. TAB Out and Back of Classroom typically results in a full problem-solving conference and may result in disciplinary action.

- Parent/Guardian Phone Call: Student's parent/guardian will be contacted so they will be informed of the situation as well as possibly be able to assist the teacher in de-escalating the situation.

RESPONSIVE INTERVENTIONS

- Grade in Class Impacted Negatively
- Quick Problem Solving Conference with Dean of Students: Sometimes students need an additional space to discuss off task behavior and reset behavioral expectations before returning to class.
- Infinite Campus Log: Staff member will log negative incident in student's behavior file.
- Mediation/Restorative Conference with Student, Teacher, Dean of Culture: Meeting between all parties facilitated by the Dean of Students. The goal is to understand one another's perspectives, restore the relationship, fix the situation, and reset expectations.
- Parent/Guardian Meeting: Parent/Guardian is called in to meet with staff and their student to discuss a concern with their student.
- Parent Shadow Day: Parent spends an entire day at school shadowing their student to observe their behavior.
- Youth 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.
- Wellness referral and/or assessment: Sometimes students exhibit behaviors and verbally express that they may need additional supports from our wellness team in order to be healthy and successful.
- Student Reflection or Project: Students may be asked to create a reflection piece or project as a part of repairing the situation.
- Exclusion from Class: When the behavior of the student is so disruptive, that the student is asked to leave class for the remainder of the period and do their work in another space. Exclusion from class is usually followed by a restorative/mediation meeting between the student and staff member and facilitated by the Dean of Culture
- Problem Solving Meeting/ Circle with Entire Class: Teacher with the possible assistance of another staff member, discusses any challenges or issues that may be reoccurring in the classroom community and find ways to work together to remedy the situation.
- 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.

INTENSIVE INTERVENTIONS

- Lunch Reflection: Student may be asked to spend their lunch time with a teacher or Dean of Culture to work on a project or reflection piece as part of their restorative plan to fix a situation.

- Before or After School Detention with Teacher: A teacher may assign a student detention for that particular class. The teacher and student will agree upon the time and date of the suspension.
- Formal Conference: Formal conference where all those involved and affected by an incident come together with a trained facilitator to explore what happened, who was affected and what needs to be done to make things right. The facilitator of the meeting is normally the Dean of Students.
- Student Judicial Committee Hearing
- Suspension: Student is formally removed from the community for a given period of time.
- Family Group Conferencing Meeting: formal conference where meetings are characterized by a high level of family involvement and often include extended family and friends. In this conference, the family and student are given an opportunity to work together to develop a written plan of action and presents it to the administrator facilitating the meeting.
- Expulsion Hearing: A hearing to determine, based on a student's behavior, if the Haynes academic community is the appropriate educational setting for the student and family.
- Expulsion: When it is decided that a student and family, based on the student's actions, is not a good fit for the Haynes academic community and are removed from the school environment.