



Family Handbook 2016-2017

Inspired Teaching Demonstration Public Charter School

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Academic Calendar, 2016-2017

Inspired Teaching Demonstration School 2016-2017 School Calendar

August 2016							September 2016							October 2016						
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6					1	2	3							1
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22
28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29
														30	31					

November 2016							December 2016							January 2017						
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S
		1	2	3	4	5					1	2	3	1	2	3	4	5	6	7
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21
20	21	22*	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28
27	28	29	30				25	26	27	28	29	30	31	29	30	31				

February 2017							March 2017							April 2017						
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S
			1	2	3	4				1	2*	3	4							1
5	6	7	8	9	10	11	5	6	7	8	9	10	11	2	3	4	5	6	7	8
12	13	14	15	16	17	18	12	13	14	15	16	17	18	9	10	11	12	13	14	15
19	20	21	22	23	24	25	19	20	21	22	23	24	25	16	17	18	19	20	21	22
26	27	28					26	27	28	29	30	31		23	24	25	26	27	28	29
														30						

May 2017							June 2017							July 2017						
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6					1	2	3							1
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8
14	15	16	17	18	19	20	11	12	13	14*	15	16	17	9	10	11	12	13	14	15
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22
28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29
														30	31					

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> School Closed/ Holidays Learning Showcase Family conf – no students Half day for students Back to School Night | <ul style="list-style-type: none"> Teacher PD/Work Day - no students First and Last Day of School Intersession Lower School: Meet your Teacher/Middle School Orientation | <ul style="list-style-type: none"> * End of Trimester # 8th grade graduation ceremony |
|---|---|--|

School Day, PreSchool – 4th grade: 8:45 – 3:15 School Day, 5th-8th grade: 8:30 – 3:30
 180 days (2 are half days)
 Snow Make-up: June 15-16

Staff List, 2016-2017

Nsilo Abraham, Physical Education Teacher
Liane Alves, Lead Teacher, PreKindergarten
Jodi Ash, Master Teacher, 5th-8th grade Science
Erin Bailey, Lead Teacher, First grade
Aisha Bhatti, Master Teacher, PreSchool
Eli Blum, Lead Teacher 3rd grade
Sybil Bolden, Master Teacher, Kindergarten
Austin Broderick, Spanish Teaching Associate
Connie Brown, Master Teacher, PreKindergarten
Kelly Brown, Project Manager and Student Data Specialist
Bettya Burgess, Teaching Assistant
Catalina Chacon, Spanish Teacher
Page Christensen, Lead Teacher, Kindergarten
Latisha Coleman, Middle School Principal
Christopher Dean, Music Teacher
Hubert Dixon, Lead Teacher, Third grade
Amber Dooley, Art Teacher
Leslie Douglas, Administrative Assistant
Suriya Douglas, Lower School Principal
Michele Eaton, Special Education Teacher
Brittany Elder, Resident, Second grade
Emily Fletcher, Resident, Fourth grade
Ben Frazell, Instructional Coach
Misty Freeman, School Psychologist
Garyn Gabriel, Special Education Teacher
Kellette Gale, Lead Teacher, Middle School Math
Brandi Gardner, Behavior Intervention Specialist
Kina Gee, Teaching Assistant, PreSchool
Gabrielle Gonzales, Master Teacher, Fourth grade
Adriana Gonzalez, Paraprofessional, PreSchool
Tasha Harris, Special Education Teacher
Brittney Haywood, Special Education Teaching Associate
Lacey Head, Resident, PreSchool
Chrystena Hill, Paraprofessional, PreKindergarten

Nicole Hill, Resident, PreKindergarten
Jaleesa Honesty, Paraprofessional, PreKindergarten
Maureen Ingram, Master Teacher, PreSchool
Valerie Jones, Teaching Assistant
Jessica Julius, Special Education Teacher
Costia Karolinski, Student Support Specialist
Deanna Kearney, Dance Teacher
Kate Keplinger, Chief Operating Officer
Renana Keynes, Lead Teacher, Kindergarten
Suzanna Lane, Art Teacher
Amy Lyon, Speech Therapist
Peter Marsden, Lead Teacher, History
Daris McInnis, Lead Teacher, PreSchool
Courtney McIntosh-Peters, Lead Teacher Math & Science 5th-6th
Bevan Morrison, Special Education Coordinator
Ashley Moser, Master Teacher, Fourth grade
Melissa Moss, Resident, Kindergarten
Haley Nus, Resident, First grade
Cornelius Paige, Special Education Paraprofessional
Hannah Salisbury, Early Childhood Program and Curriculum Specialist
Neoka Smith, Lead Teacher, Second grade
Shawnicka Snipe, Leader Teacher, Second grade
Melissa Somerville, Master Teacher, First grade
Kim Spotts, Master Teacher, 5th-8th grade Humanities
Tim Street, Manager, Strategic Initiatives
James Tandaric, Resident, Fourth grade
Imani Taylor, Business Manager
Paul Thomas, Building Services Manager
Deborah Dantzler Williams, Head of School
Miranda Williams, Special Education Paraprofessional
Matt Wong, Resident, Second grade
Ra'Shaun Wright, Paraprofessional, PreKindergarten

About the Inspired Teaching Demonstration School

Mission

At the Inspired Teaching Demonstration Public Charter School, a professional learning community of master teachers and teacher residents ensures that a diverse group of students achieves their potential as accomplished learners, thoughtful citizens, and imaginative and inquisitive problem solvers through a demanding, inquiry-based curriculum. The standards-based curriculum and student goals are centered on the 4 I's: Intellect, Inquiry, Imagination, and Integrity.

The Inspired Teaching School builds on the work of Center for Inspired Teaching: to ensure that all schools make the most of children's innate desire to learn. The school is organized to meet two related, mutually reinforcing goals: to provide an excellent education for students, and to provide excellent teacher preparation and professional development for teachers and teacher leaders. As such, the school is a true learning community.

History

The Inspired Teaching School was founded by Center for Inspired Teaching, a non-profit organization that has been working with teachers and schools since 1995. Professional development, mentoring, and teacher certification programs have all been a part of Inspired Teaching's work to transform the school experience for all children. Today the staff of Center for Inspired Teaching collaborates with the Inspired Teaching School team to conduct professional development, coordinate research, and train teachers in residence. The school opened its doors for the 2011-2012 school year educating students in preschool through 3rd grade. This year Inspired Teaching School welcomes students in preschool through 8th grade.

Philosophy and Approach

Inspired Teaching is rooted in the belief that every student possesses the ability to think critically, learn and understand information, and solve complex problems and that students should spend their time in school engaged primarily in these kinds of activities. It is the teacher's responsibility to find or create a way to reach every student in partnership with his or her family.

At the Inspired Teaching School, we teach and reinforce intellect, inquiry, imagination, and integrity. Such education is a continuous process that supports and sustains all other aspects of school life and purpose.

The school is based on the following beliefs:

- Children are inherently good and have an innate desire to learn
- Every child can be successful in school
- Children's energy, unique talents, and individuality are assets, not obstacles.
- Every student possesses the ability to think critically, learn and understand information, and solve complex problems
- Every student should spend their time in school engaged primarily in these kinds of activities.

Students are expected not only to develop a familiarity with content, but also to develop a deep understanding of it. Assessment involves application of knowledge, often to new situations, and the ability to explain or demonstrate mastery of subject matter. At Inspired Teaching School this is done through multiple means such as interdisciplinary projects, writing, and oral presentations.

Teachers structure lessons using our standards-based curriculum so that students work in groups independently and collaboratively using the process of inquiry to search for answers, pose and solve problems, and meet academic standards. In each classroom teachers and students are intellectually, emotionally, and physically engaged.

Reflection, on the part of students, teachers, and every member of the staff, is a key component of Inspired Teaching. The teacher challenges students to reflect on their work and the Principals challenge teachers to reflect on their practice—their successes, and what they have yet to accomplish. This process of self-assessment involves constant examination and re-examination of the learning process, material learned, and student outcome data.

The teacher-student relationship—and the relationship of the Principals and Head of School with teachers and students—is essential to the achievement and success of the Inspired Teaching School. Discipline and motivation for high levels of success are accomplished through building a learning community, with each student, teacher, and administrator making a contribution and investing in the success of the whole. As teachers respect the right of students to make decisions about how they approach learning, students accept the responsibility to do their best work and cooperate respectfully.

Families are expected to support the mission, philosophy, and approach of the school. As partners in their child's education, families are invited to support the school's effort to cultivate students' academic, social, and emotional skills. The school celebrates the diversity of our community and the many divergent experiences that our students bring with them into the school environment while maintaining that all families will be held to the same standards for collaboration, partnership, and support for the school.

Teaching and Learning

All classrooms are organized to develop students' Intellect, Inquiry, Imagination, and Integrity—the four I's. Classrooms are student centered, and primary teaching methods of instruction are inquiry driven, with the teacher acting as an instigator of thought whose primary responsibility is to facilitate students' problem solving and investigation. Teachers are passionate about their practice and help students to become equally passionate about their learning. All classrooms are staffed with highly qualified Lead or Master Teachers who participate in ongoing professional development. Inspired Teaching School hosts a cohort of Teaching Fellows who are enrolled in the Center for Inspired Teaching Teacher Certification Program. Teaching Fellows earn their teaching credential after spending a Residency year with us, an additional year in a DC public or public charter school, and completing graduate coursework with Center for Inspired Teaching and Trinity University. Many classrooms also benefit from the support of teaching assistants and paraprofessionals. The low student to staff ratio and the collaborative approach of our faculty

allow students at all levels to benefit from a faculty committed to rigorous instruction, professional learning and innovation.

The Four I's: Intellect, Inquiry, Imagination, Integrity

The student program at the Inspired Teaching School is organized around the four I's- Intellect, Inquiry, Imagination, and Integrity. We assume that every student is capable of reaching high levels of performance in each of these areas, which are not only equally important but also interrelated and interdependent. Families are encouraged to consider students' development in these terms. We define each of the four I's as follows:

Intellect:

- Students will apply content knowledge to relevant and current situations, problems, and experiences.
- Students will comprehend and analyze age-appropriate literature and nonfiction text.
- Students will communicate powerfully through writing, speaking, and the arts.
- Students will solve math problems using both procedural fluency and conceptual understanding.
- Students will demonstrate understanding of the complexity of the social and scientific worlds.

Inquiry:

- Students will be intellectually and physically active, self-directed learners.
- Students will demonstrate the skills of a researcher: reasoning, generating questions, collecting and analyzing information, and proposing solutions.
- Students will demonstrate the dispositions of a researcher: ongoing intellectual curiosity and collaboration, an internal motivation to learn, wonder, keen observation, attention to detail and data, and interest in possibilities for further investigations.

Imagination:

- Students will exhibit the skills of divergent thinkers: the courage to create, a joyful spirit, the ability to generate ideas and devise solutions, and the ability to play.
- Students will exhibit resourcefulness, ingenuity, and optimism when faced with a challenge or opportunity. Students will embrace and create tasks and situations that are unfamiliar.

Integrity:

- Students will demonstrate the skills and dispositions necessary to function as members of a democratic society.
- Students will be honest, stand up for their beliefs, have the confidence to make decisions according to their own value system
- Students will cultivate the ability to listen to, learn from, respect, and problem solve with others.
- Students will have empathy, compassion, and strong ethics.

About Public Charter Schools in the District of Columbia

Charter schools are independently managed public schools that are open to all students who are bona fide residents of the District of Columbia. Charter schools do not charge tuition to DC residents or have selective admissions policies. We participate in the MySchoolDC Common Lottery as established by the Common Lottery Board and comply with all policies and procedures established for the citywide lottery. Students must apply by the deadlines specified, and are selected in the public lottery process conducted by MySchoolDC. Charter schools operate under conditions of increased accountability and autonomy, and are by definition schools of choice.

The Inspired Teaching Demonstration Public Charter School is a 501(c)(3) nonprofit organization led by a Board of Directors that includes parents, educators, community leaders, financial and legal experts. The Inspired Teaching School is authorized and monitored by the DC Public Charter School Board.

Admission, Enrollment, Withdrawal, and Expulsion

Admission:

Admission to Inspired Teaching School is by lottery for all District of Columbia residents. Admission begins in the spring of the previous school year and concludes in October each year. Any student who is a bona fide resident of the District of Columbia is eligible to apply for enrollment through MySchoolDC unless they have previously been removed from the school by expulsion. Every year, all students must complete the proof-of-residency process to verify that the student is a bona fide resident of the District of Columbia. Failure to complete required documents on time may result in the student losing his or her spot at the Inspired Teaching School. Current and prospective families interested in enrolling a younger sibling should consult the school website regularly for information about application requirements. The school honors a sibling and founding group preference. After the admissions lottery families are required to complete enrollment documents, portions of which must be completed in hard copy and submitted to the school.

Enrollment:

Enrollment begins after the first round of the MySchoolDC Lottery.

1. After being offered a spot at Inspired Teaching School, students and families will be contacted via email and telephone informing them that they can obtain all necessary enrollment forms from the main office, or online. These forms will be available starting in March 1 of each year. Completed forms are due in the main office May 1 of each year.
2. Along with submitting enrollment materials, students must provide proof of District of Columbia residency. District of Columbia residency will be determined pursuant to the District of Columbia Nonresident Act of 1960.
3. The Inspired Teaching School must also obtain immunization records for each student seeking enrollment.

4. Each enrolling student must submit signed, hard copies of each student's MySchoolDC Enrollment, Official Transcript Request, and Emergency Medical Treatment forms to enable The Inspired Teaching School to obtain all academic and disciplinary records and Individualized Education Plans (IEPs) or 504 Education plans, if applicable, that may exist at other organizations.

Withdrawal or Expulsion

1. A student may withdraw from Inspired Teaching School at any time and, if otherwise eligible, enroll in the school of choice.
2. Any student who is expelled from the Inspired Teaching School is prohibited from re-enrolling at any time in the future unless other terms are explicitly provided at the time of the expulsion.

Community Expectations

Rights and Responsibilities

All members of the Inspired Teaching School community share three Rights and Responsibilities. They are:

- Everyone learns.
- Everyone is safe.
- Everyone builds the community.

By considering our community expectations as a shared compact for upholding each of our rights and our responsibilities for learning, safety, and community development we are able to cultivate students' intrinsic motivation and self-discipline and community support.

School-wide Expectations for Students

In order to uphold their rights and responsibilities, all students are expected to:

1. Speak and act with respect and care and interact with all staff and peers in a courteous manner
2. Use words to express feelings or needs and solve problems
3. Handle school materials appropriately
4. Respect the building and all physical facilities within the school and the surrounding community
5. Follow directions the first time they are given
6. Walk in the hallways, stairwells, and in classrooms
7. Approach conflict as an opportunity to learn, participating in conflict mediation and processing respectfully and reflectively
8. Manage their own belongings
9. Be present and on-time for all classes and school events
10. Cooperate in learning activities and give their best effort

Classroom Rules

Within every classroom, teachers, students, and families work together to develop agreements about what every student and community member must do in order to uphold their rights and responsibilities and the school-wide expectations. Through this process, all learners in the community develop an understanding of the rules for participation in our community. These classroom rules typically state that students are expected to do the following kinds of things, in an age-appropriate way:

1. Share classroom materials
2. Focus on class work with their best effort
3. Use kind words and friendly language
4. Touch others only in gentle and appropriate ways
5. Ask for help when needed
6. Be where they have permission to be, leaving a space only with permission
7. Respect each other's privacy, space, and belongings
8. Take care of and keep in good condition the building and all property within

When students are not meeting school-wide expectations and/or following classroom rules they will first be asked to take a break inside or outside of the classroom, to complete a reflection sheet, and then re-enter the classroom when they are ready to repair the harm they have caused and fulfill the consequence the teaching team has established. There are some behaviors for which students will immediately be removed from the classroom and not allowed to return until a family conference has been held and discipline procedures followed. There are also behaviors that will result in a student being removed from the school, either temporarily (as in a suspension) or permanently (as in an expulsion.) For more information on the school's response to disciplinary infractions, see the Tiers of Discipline (pp. 13).

Expectations for Families

Families are expected to model for students the collaboration and high standards for respectful participation that we aspire to cultivate in our students. This includes but is not limited to:

1. Respectful communication and interactions with all staff, other families, students, and neighbors of the school
2. Participation in regularly scheduled Family Conferences and meetings requested by staff
3. Regular participation in student learning events such as Learning Showcases, performances, and presentations
4. Timely responses to email and/or phone messages from school staff
5. Making sure that students are on time and prepared for learning each day
6. Ensuring that students comply with the school's dress code, discipline policies, nutrition policies and attendance policies
7. Respect the privacy of all families and students
8. Supporting the school's commitment to diversity and inclusivity
9. Showing respect for the community surrounding the school including following guidelines for drop off and pick up of students

The school reserves the right to ask individuals (family/guardians) who are not upholding school expectations for respectful communication and collaboration to leave the school premises and return to campus at a time designated by the school.

Additionally, families are expected to ensure that their students comply with the school’s dress code, discipline policies, nutrition policies, and attendance policies.

When and Where the Community Expectations Apply

The Community Expectations are in effect when a student is traveling to and from school and school events, during the school day, and during all school related/school sponsored extracurricular activities. In addition, behavior that occurs outside of school may be subject to the Community Expectations when such conduct is disruptive to the school community or neighborhood. As such, students may be held to community expectations and disciplinary responses for infractions even if their actions take place off campus or outside of school hours.

Tiers of Discipline

When responding to challenging or inappropriate behaviors, the school takes a tiered approach. Staff members respond in proportionate ways that are considerate of the student infraction and the age of the student. In accordance with the progressive discipline policy outlined below, staff will determine at what tier interventions and consequences begin. As appropriate, a school representative will administer logical consequences in response to behavioral incidents.

First Tier: Examples of Tier 1 behaviors include but are not limited to behaviors that disrupt or interfere with classroom instruction and students’ learning. First Tier behaviors are those that are considered well within the developmental norm for students in a given grade, such as trouble sharing, occasional hurt feelings, or needing lots of reminders to follow directions. These minor but undesirable behaviors are managed by the classroom teacher and support staff. Your child’s teacher will do their best to inform families about occurrences of these behaviors as deemed appropriate within 24 hours.

Tier 1 Infraction Behaviors Include:	Tier 1 Disciplinary Responses May Include:
<ul style="list-style-type: none"> • off-task behaviors that demonstrate disregard for teacher direction, • refusal to complete assignments or follow other staff directives • general signs of disrespect • running in the classroom or hallways. 	<ul style="list-style-type: none"> • verbal redirection, • student conferences and/or family conferences • formal apologies to community members, • loss of a privilege, and/or other logical or restorative consequence.

Second Tier: Examples of Tier 2 behaviors include but are not limited to directing profanity or otherwise hurtful language or gestures to members of the community, inappropriate or disruptive physical contact between students, or a documented pattern of persistent Tier 1 behaviors. When First Tier behaviors are repeated and/or escalating, consequences may include Tier 2 responses. Families will be notified within 24 hours if a student is referred to a Principal. Teachers and/or principals may request a parent conference before the student is able to return to their classroom. For repeated Tier 2 infractions, students may be referred to the Student Support Team.

Tier 2 Infraction Behaviors Include:	Tier 2 Disciplinary Responses May Include:
<ul style="list-style-type: none"> • Documented patterns of persistent Tier 1 behaviors • Hurtful language or gestures to members of the school community • Elopement from classroom • Disruptive physical contact between students • Willful destruction of peer’s work • Physical aggression with peers • Inappropriate displays of student affection (including but not limited to inappropriate touching with hands or other parts of the body, hugging, sitting in each others’ lap, kissing, unwanted advances or contact) • Inappropriate computer use/internet access • Possession of sexually explicit material • Concealment or use of non-school issued or non-approved technology (including but not limited to cell phones, e-readers, tablets, etc.) • Refusal to comply with Tier 1 consequences 	<ul style="list-style-type: none"> • Tier 1 Responses AND • Classroom behavioral contracts • Break from classroom for reflection in “buddy teacher’s” classroom • Completion of reflection sheet • Contact with parent/guardian • Afterschool restorative conference • Notification of the Principal • Short or long-term In-School Suspension • Referral to SST for continued documented problem behaviors

Third Tier: Tier 3 behaviors are those behaviors that are more serious in nature, that have escalated, or been repeated after several earlier interventions. These behaviors are considered to cause significant disruption to the academic environment and are considered to be grossly inappropriate, unsafe, or directly harmful to individuals and/or to the learning process.

Tier 3 Infraction Behaviors Include:	Tier 3 Disciplinary Responses May Include:
<ul style="list-style-type: none"> • Documented patterns of persistent Tier 2 behaviors • Cheating or Plagiarism • Theft • Bullying or hazing, in person or via photo or online • Persistent harassment • Sexual harassment • Pattern of elopement from classroom or campus • Destruction of property • Fighting and other acts of physical aggression towards peers or staff • Refusal to comply with Tier 2 responses 	<ul style="list-style-type: none"> • Tier 2 Responses AND • Family conferences (in some cases, immediate) • Behavior Intervention Plan development or review by Student Support Team • In-School Suspension (1-3 days) • Out of School Suspension (1-5 days)

Fourth Tier: Tier 4 behaviors are those behaviors that threaten the physical well-being of community members, such as possession or use of a weapon, drugs, alcohol, explosives, or fighting that results in injury and may result in long-term out-of-school suspension (5-10 days) or expulsion. Repeated instances of harassment or bullying will result in automatic suspension or expulsion. Possession of a weapon will result in an automatic suspension for no less than five (5) days and may result in expulsion dependent upon accompanying behaviors such as written and/or verbal threats and/or harassment. Possession of a firearm will result in automatic expulsion.

Tier 4 Infraction Behaviors Include:	Tier 4 Disciplinary Responses May Include:
<ul style="list-style-type: none"> • Documented patterns of persistent Tier 2 behaviors • Severe, persistent, or pervasive bullying, verbal, written, or electronic, or other physical behavior that results in another student's physical or emotional distress • Repeated sexual harassment • Possession of weapon • Possession or use of drugs • Refusal to comply with Tier 3 responses 	<ul style="list-style-type: none"> • Long-Term Out of School Suspension (5 or more days) • Family conferences • Creation, Review and/Modification of Behavior Intervention Plan • Recommendation for expulsion

It should be clear that there are violations of the community standards, which alone or by repetition may require that the student committing them be separated from the school, temporarily or permanently. The student's family may also be required to attend discipline conferences to establish a behavior plan and appropriate goals for the student if the student is allowed to re-enter the community. Such disciplinary action is expected to support the school's goals of self-motivated modification of behavior by helping students to understand that in order to participate in the school community they must conduct themselves appropriately. A student's attendance at the Inspired Teaching School presupposes the family's acceptance and embrace of these standards.

Anti-Bullying & Sexual Harassment Policy

Inspired Teaching School is committed to providing a safe learning environment for all students. Bullying and harassment threatens that environment and is not tolerated. In support of our efforts to provide a safe school climate, the Inspired Teaching School will provide proactive anti-bullying education and prompt intervention to stop bullying/harassment behaviors and remedy their effects.

Definition

"Bullying" has been defined by the Youth Bullying Prevention Act of 2012 (YBPA) as any severe, pervasive, or persistent act or conduct, whether physical, electronic, or verbal that:

- (A) May be based on a youth's actual or perceived race, color, ethnicity, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, intellectual ability, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, place of residence or business, or any other distinguishing characteristic, or on a youth's association with a person, or group with any person, with one or more of the actual or perceived foregoing characteristics; and
- (B) Shall be reasonably predicted to:
 - (i) Place the youth in reasonable fear of physical harm to his or her person or property;
 - (ii) Cause a substantial detrimental effect on the youth's physical or mental health;
 - (iii) Substantially interfere with the youth's academic performance or attendance; or
 - (iv) Substantially interfere with the youth's ability to participate in or benefit from the services, activities, or privileges provided by an agency, educational institution, or grantee.

"Sexual harassment" is defined as unwelcome conduct of a sexual nature. Sexual harassment can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment includes sexual violence, which the Inspired Teaching School defines as physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent. Sexual harassment can be carried out by school employees, other students, or third parties. This policy applies to sexual harassment by other students. Complaints about sexual harassment by school employees or third parties should be

made pursuant to the Inspired Teaching School's Grievance Procedures, which can be found in the Family Handbook.

Prohibition against Bullying and Sexual Harassment

Acts of bullying, including cyber bullying, and sexual harassment whether by youth, volunteers or staff, are prohibited:

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

Retaliation against a youth, volunteer or staff member who reports bullying/sexual harassment, provides information about an act of bullying/sexual harassment, or witnesses an act of bullying/sexual harassment is also prohibited.

Publication and Contact Information

This policy will be made available on the Inspired Teaching School's website and in the Family Handbook. The policy will be distributed to families annually and will be available at any time upon request.

Suriya Douglas, Principal of the Lower School (Preschool through 4th grade) or her designee, or Latisha Coleman, Principal of the Middle School (5th through 8th grade), is responsible for coordinating Inspired Teaching School's bullying prevention efforts. All questions, comments and concerns about the policy should be directed to the appropriate Principal at 202-248-6825.

Training

Inspired Teaching School will provide training on this policy and the procedures for responding to and reporting incidents of bullying/sexual harassment.

Reporting Incidents of Bullying/Sexual Harassment or Retaliation

Inspired Teaching School expects all staff members and volunteers to report incidents of bullying/sexual harassment or retaliation they witness or are made aware of. Staff members should immediately record all such incidents in accordance with school procedures for reporting behavior incidents and notify the appropriate Principal. Any student who believes that they have been bullied/sexually harassed, or who has seen another student being bullied/sexually harassed,

should report the problem immediately to a teacher or other adult on campus. Any parent who witnesses or becomes aware of an incident of bullying/sexual harassment should report it to the appropriate Principal. Reports may be made anonymously, although no formal response will be taken solely on the basis of an anonymous report. However, such a report may trigger an investigation.

Investigating Incidents of Bullying/Sexual harassment or Retaliation

If an incident of bullying, harassment or retaliation is reported, the appropriate Principal will respond quickly and appropriately to investigate and intervene. Complaints or reports of bullying/sexual harassment/retaliation will be investigated in an adequate, reliable and impartial manner. Each investigation will include, as necessary, interviewing witnesses, obtaining documents and allowing parties to present evidence. All documentation related to the investigation will remain confidential. Inspired Teaching School will take steps to ensure the safety of all parties involved and determine whether the incident was one of bullying/sexual harassment/retaliation. Inspired Teaching School will also take steps to provide the complainant with periodic updates on the status of the investigation. Once bullying/sexual harassment/retaliation behavior has been determined, the following groups will be notified as needed by Inspired Teaching School, making every effort to protect confidentiality of those who report bullying/sexual harassment/retaliation:

- Parents and guardians: Inspired Teaching School will notify the parents or guardians of victims, instigators, and witnesses as appropriate, about the nature of the incident and the steps in place to respond to it. The Principal will determine if parents or guardians should be informed prior to or after the investigation of the incident.
- Law enforcement agencies: If Inspired Teaching School determines that the reported incident may involve criminal activity or could become the basis for criminal charges, information about the incident must be conveyed to the appropriate law enforcement agencies.

Within ten (10) school days of receiving a report of bullying, the Principal will conduct the investigation and respond to the parents of the students involved in writing, summarizing the course and outcome of the investigation and identifying an appropriate resolution. If it is determined that bullying/sexual harassment has occurred, appropriate corrective and remedial action will be taken. Inspired Teaching School will make determinations as to whether a reported incident constitutes bullying/harassment based on all of the facts and circumstances surrounding the incident. Inspired Teaching School will use a preponderance of the evidence standard (i.e., more likely than not that bullying/sexual harassment occurred) when resolving complaints.

Steps will be taken as necessary to protect suspected victims of bullying/sexual harassment during the course of the investigation process. Inspired Teaching School will make every effort to protect confidentiality during the course of the investigation. The individual responsible for conducting the investigation will be responsible for making determinations about confidentiality.

Appeals regarding Bullying and Sexual Harassment

Any party who is not satisfied with the outcome of the initial investigation and response from Inspired Teaching School may appeal in writing to the Head of School. Appeals must be made within 30 days of the conclusion of the initial investigation. The written appeal must contain the person's reasons for not accepting the response from Inspired Teaching School. The Head of School or designee will review all information presented as part of the initial investigation and may include additional investigation or meeting with the individuals involved if necessary. Within fifteen (15) school days of receiving the appeal, the Head of School will respond in writing summarizing the outcome of the appeal and any corrective or remedial action necessary. The secondary investigation shall be completed within 30 days of receipt of an appeal, unless: (1) circumstances require additional time to complete a thorough investigation; (2) the higher level authority sets forth those circumstances in writing; (3) the additional time is not to exceed 15 days. The party not satisfied with the outcome shall be informed of his/her right to seek further redress under the Human Rights Act.

Sanctions and Remedies for Bullying/Sexual Harassment

Inspired Teaching School takes a tiered approach to responding to inappropriate behavior. The same approach will be taken when responding to bullying/sexual harassment. Inspired Teaching School's tiers of discipline are designed to (a) appropriately correct the bullying/sexual harassment behavior; (b) prevent another occurrence of bullying/sexual harassment or retaliation; (c) protect the target of bullying/sexual harassment; and are flexible and can be varied in method and severity based on: (i) nature of the incident; (ii) developmental age of the person committing the act at issue, and; (iii) any history of problem behavior from the person committing the act at issue. The Principal may apply more than one consequence, or skip a step, depending on the severity and nature of the violation. Consequences for bullying/sexual harassment are outlined in the Tiers of Discipline section of the Family Handbook.

Policy of Zero Tolerance

Our Community Expectations include a zero tolerance policy that relates to weapons, drugs and alcohol, violence, and threats of violence. If a student violates the zero tolerance policy they are subject to immediate expulsion. Circumstances will be taken into account on a case by case basis. The Inspired Teaching School abides by the Individuals with Disabilities Education Act (IDEA) when suspending or expelling student who are a part of the Special Education Program.

Zero tolerance offenses include:

- Behavior that violates the Gun Free Schools Act
- Use, possession, or bringing a weapon to school. Weapons include but are not limited to: loaded or unloaded firearms, pistols, blank pistols, starter pistols, revolvers, rifles, shotguns, toy guns, knives, razor blades, explosives, fireworks, mace, tear gas, and tazers.
- Possession or distribution of alcohol
- Selling or distribution of marijuana, prescription drugs, controlled dangerous substances, imitation controlled substances, inhalants, other intoxicants, controlled or drug paraphernalia
- Assault/attack on a member of the school community that results in bodily injury

- Threats, intimidation, or other comparable conduct which causes or attempts to cause severe physical injury, substantial disruption, or obstruction of any lawful mission, process, or function of Inspired Teaching School
- Gang, activity, or recruitment
- Sexual violence
- Any behavior or other conduct not specifically enumerated in any other level in this section that is illegal, causes significant disruption to the school's operation, or causes substantial harm to self or others.
- Repeated acts of bullying and/or sexual harassment

Suspension

Suspension of a student is a consequence for inappropriate behavior choices that warrant the removal of a student from the classroom for a period of time. This is done with great care since it will result in loss of instructional time and absence from classroom and school activities.

- **Step 1:** The Principal or designee will call the parent/guardian to inform them of the reason(s) and the decision to suspend the student, as well as provide the details of the suspension. All notices regarding disciplinary action will be given to the parent/guardian in writing and must be signed by the Principal or designee. Suspensions may take the form of in-school suspension or out-of-school suspension, and may last from one to 10 school days at the Principal's discretion.
- **Step 2:** Students who are suspended will be given school work for the duration of time they are out of the classroom. It is, however, the responsibility of the student and his or her parent/guardian to ensure the timely completion of any additional assignments that were missed during this time. During the period of out-of-school suspension, the student is not allowed to return to the school grounds or participate in any school sponsored activities, field trips, or programs. During the period of in-school suspension, the student is not allowed to be anywhere other than the in-school suspension classroom, completing their assignments and other spaces as deemed appropriate by the Principal or her designee.
- **Step 3:** For students with disabilities (this includes students with IEPs or 504 Plans and students who are in the process of being evaluated for Special Education) who are suspended for more than 10 school days in a school year, a multi-disciplinary team will review all relevant educational records contained in the student's file or in possession of the school to determine whether the student's violation of school rules was a manifestation of the student's disability according to published guidelines for conduct of a Manifestation Determination.
 - a) If it is determined that the student's behavior was a manifestation of the student's disability, the circumstance will be reviewed with consideration for the student's disability and the act or behavior warranting the review.
 - b) If it is determined that the student's behavior was not a manifestation of his/her disability, the student's file will be reviewed to determine disciplinary action in accordance with the policies contained in this section.
- **Step 4:** The parent/guardian of a student returning to the classroom after a suspension must first meet with the designated Principal at the time designated by the Principal. Additional school staff as appropriate and the classroom teacher(s) are also asked to be in attendance.

The purpose of the meeting is to develop a plan of action or student contract that identifies desired behavior and how the student will be supported in this plan both at home and at school. Parents and students are also asked to review and affirm their commitment to the school discipline policy. Failure to attend the conference is a violation of the agreement set forth in this handbook. *Any days missed after the suspension period due to the family's lack of participation in the re-entry process are considered unexcused absences.*

Expulsion

Expulsion is an action taken only as a last resort. It is a consequence used for repeated offenses by a student who shows an inability to correct his or her behavior after repeated measures and options have been exhausted. It is also the consequence for a behavior that violates The Inspired Teaching School's Zero Tolerance Policy.

Expulsion Process:

- If a student is under consideration for expulsion, the Principal will notify the parent via phone and in writing of the recommendation. The student will be considered suspended until the expulsion is final.
- Once the student is placed under consideration for expulsion, the parent/guardian is asked to pick up their student. The student is not allowed to return to the school grounds or participate in any school-sponsored activities, field trips, or programs.
- The Principal determines when to recommend expulsion. The recommendation will then be sent to the Head of School and a meeting will be held with the family/guardian to confirm the circumstances and the reason for the recommendation.
- The Head of School will make a final decision on the expulsion. The parent/guardian will be notified by phone and mail of the decision within 48 hours.

Appeals Process: Parents/guardians may appeal the decision to expel a student through a formal appeals process that includes a hearing before an appeals committee consisting of The Head of School, the Principal, and other members of the school's team as deemed appropriate. The appeal must be made in writing within 48 hours of notification of expulsion and be delivered by email, or by hand to the Head of School.

Once the appeal is received, a hearing is scheduled no more than three (3) business days after the Head of School receives notice of the appeal from the parent/guardian. To ensure that the student does not fall behind academically while the appeal is underway, the student will receive homework until the appeal process is complete.

1. At the appeals hearing, the Principal will present written and oral statements as well as documentation supporting the recommendation to expel.
2. At the appeals hearing, the parent/guardian will present oral and or written statements as well as documentation supporting the appeal.
3. Students (age eleven and older) may have the option to attend and present an oral or written statement.
4. The appeals committee will consider the testimony of all participants and render a written decision within 48 hours of the hearing.

5. The decision of the appeals committee in affirming OR reversing the Head of School's decision is final.

Manifestation meetings, as required by law, will proceed regardless of whether a family appeals an expulsion decision.

Learning Support

The Inspired Teaching Demonstration Public Charter School aspires to support every child's innate desire to learn. The curriculum and school culture are designed to support the development of students' Intellect, Inquiry, Imagination, and Integrity- four I's. We consider these four Is to be interdependent and complementary to all components of balanced socio-emotional development and academic preparation. Recognizing that some learners at the Inspired Teaching School need additional support to reach their full potential, we have designed a comprehensive system for learner support that includes professional development for all staff, family participation, tiered levels of student and teacher support, special education services, enrichment opportunities, and constant monitoring and assessment of student growth.

We are committed to meeting the needs of all of our students. We focus on students' assets- the unique skills, characteristics, and dispositions that they bring with them to school- and invest in the supports that will capitalize on these assets while supplementing the students' critical areas of need. This focus on students' assets is shared across general and special education at the Inspired Teaching School. In line with the spirit of IDEA and NCLB, we hold all children to rigorous academic standards. We believe that a collaborative, scientific approach will ensure our success in differentiating instruction- a key aspect of developing the four I's in students with a broad range of academic backgrounds. Most learning support happens in the general education classroom. Teachers endeavor with the support of families to develop a plan that will help a student succeed using classroom-based strategies. Students will not be referred to the Student Support Team until documented classroom based interventions, which include the support of the family, have been attempted and evaluated.

Student Support Team

When family members or teachers are concerned that a student is not reaching his/her full potential and classroom based interventions have not been effective, they may make a referral to the Student Support Team by contacting the school psychologist, Misty Freeman, Psy.D., Misty.Freeman@inspiredteachingschool.org, phone 202-248-6825.

The Student Support Team (SST) is a multidisciplinary team consisting of family members, classroom teachers, the school psychologist, and the Principal. The student's parent/guardian is always informed of recommendations made by the SST and is invited to attend the SST meetings. This team works together to compile relevant data about a student's academic and social-emotional progress, creates a support plan for the student, implements appropriate in-class and/or out-of-class interventions, and continues to monitor the student's progress. The progress

of students is monitored utilizing a problem-solving model throughout the year by classroom teachers and other specialists.

The school psychologist is also available as a resource for students to address social, emotional, or academic needs. Students may be referred to counseling services in the following ways:

- Parent/guardian request to the Principal or designee
- Student may ask to speak with the counselor by submitting a request
- Teachers, staff, and Principal may refer students

Inspired Teaching School has a part time Social Worker provided by the DC Department of Behavioral Health. Jasmine Tingling-Clemmons, LICSW, is the clinician assigned to our school. Ms. Tingling-Clemmons is working with us to develop and implement our early intervention curriculum addressing needs identified by school staff. She can be reached on (202) 438-1810.

Special Education Services

The Inspired Teaching School implements a continuum of services model for our Special Education students. This continuum allows the school to design Individualized Education Programs that are tailored to meet each student's needs. Special education services are reserved for students who have been found eligible through the special education process and have an individualized education plan. Special Education Services are coordinated and provided by a team of in-house teachers and contracted related service providers. This team may include a Special Education Coordinator, Special Education Teachers, and related service providers. The school responds to both the letter and spirit of Special Education law, and aspires to meet all students' needs through close partnership and collaboration with families.

Families may be contacted by teachers or administrators to discuss ways in which the school staff would like to work together to support the student's success. Families may refer their child for Special Education by contacting the Special Education Coordinator. Questions about special education services should be directed to:

Bevan Morrison, Special Education Coordinator
Bevan.Morrison@inspiredteachingschool.org
202.248.6825

English Language Learner Support Services

As a DC public charter school, the Inspired Teaching School is a member of the DC consortium that uses WIDA to assess students' language development. Students for whom English is not the primary language will be assessed in order to determine whether they qualify for supplemental English Language Learner (ELL) support services. More information can be found at <http://www.wida.us/aboutus/mission.aspx>

Families with questions about their student's progress with English language development should contact Kelly Brown, Project Manager and Data Specialist, Kelly.Brown@inspiredteachingschool.org, 202-248-6825.

Programs for Students with Disabilities

Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act (ADA) prohibit discrimination against persons with a disability who seek admission to or are enrolled at The Inspired Teaching School. Section 504 and the ADA define a person with a disability as anyone who has a mental or physical impairment, which substantially limits one or more major life activities. The Inspired Teaching School has the responsibility, to the best of its ability, to provide adjustments, modifications, and necessary services to eligible individuals. The Inspired Teaching School acknowledges its responsibility under Section 504 and the ADA to avoid discrimination in policies and practices regarding its students. No discrimination against any person with a disability will be permitted in any program or practice in school.

Students, parents and/or guardians with questions regarding The Inspired Teaching School's compliance with Section 504 or the ADA or who wish to file a complaint regarding compliance should contact the campus specific Section 504/ADA coordinator as designated by The Inspired Teaching School. The name and contact information for the Section 504/ADA coordinator is below:

Bevan Morrison
Special Education Coordinator
Inspired Teaching School
200 Douglas St., NE
Washington, DC 20002
202-248-6825; bevan.morrison@inspiredteachingschool.org

School Policies and School Business

Student Arrival and Dismissal

Arrival time:

Early Childhood and Elementary (PreSchool – 4th grade) students may arrive in classrooms beginning at 8:30am. Students must be in class and ready for learning by 8:45am.

Middle School (5th - 8th grade) students may arrive in classrooms beginning at 8:20am. Students must be in their classroom and ready to learn by 8:30am.

Dismissal time:

- 3:15-3:30pm for Preschool – 4th grade
- 3:30-3:40pm for 5th – 8th grade
- Half days: 12:00 noon for all students.

Students may arrive at school as early as 7:15am if the family is participating in the before school program, run through YMCA After Care. Students will be signed into the school according to the procedures outlined for their age bracket. The school does not assume responsibility for a student until they are in the building and have been signed in appropriately. All students may arrive at school beginning at 8:00am, at no cost to families. Breakfast is

available for all students beginning at 8:00am. Students are required to remain in the assigned breakfast area or sign in to Before Care until it is time to transition to classrooms. Families are asked not to enter the school before 8:00am unless their student is enrolled in Before Care. Supervised breakfast is provided for all students at no charge from 8:00-8:20am for middle school students and from 8:00-8:30am for elementary students.

Teachers are prohibited from making before and after care arrangements with families and must escort students not picked up by 3:30pm to the YMCA Aftercare Program. Regular fees will apply. If a family arrives after 3:30pm, they will find that their student has been escorted to YMCA After Care. The student's family is responsible for the drop-in fee and other daily charges unless they are already registered.

Family volunteers will staff a curbside system of "Kiss and Go" for morning drop off. An announcement will be shared with the school community to confirm the start of the Kiss and Go program. This allows drivers with students old enough to get themselves out of the car independently to pull into the drop off lane in front of the school where a volunteer will welcome them to school. In order to use this system, students must be old enough to undo their own seat belts and make their way independently to their classroom once escorted to the front door. Families are also encouraged to contact the Inspired Family Association to schedule a time to volunteer for "Kiss and Go" duty, as this is an entirely family led effort. Families are asked to make sure your student is ready to exit the car when entering the Kiss and Go Lane. This is to make it possible for all families to benefit from this option and guarantee that students enter the building in a timely manner. If your student requires time to gather items and or otherwise prepare to leave your vehicle you are asked to park and escort your child to the building.

No family should cross the street outside of the crosswalks. This is not only hazardous behavior that teaches a dangerous lesson to children, but is particularly dangerous given the flow of Kiss and Go traffic and most importantly is a violation of laws governing pedestrian movement. Families are asked to refrain from making U turns on Douglas Street. Students must not be dropped off or picked up across the street from the school. The space immediately in front of the main entrance is always available for drop off and pick up.

The Inspired Teaching School asks that all families follow all parking signs and restrictions in the neighborhood. This not only makes ticketing less likely, but also helps us to maintain positive relationships with our neighbors and the community surrounding the school.

Photo identification will be required to pick up students during the beginning of the school year as staff get to know families in order to ensure that students are only sent home with approved adults. The school staff also reserves the right to require photo identification of any parent, family member, or guest picking up a student at any time and for any reason. Students will also not be dismissed to adults who appear to be under the influence of drugs or alcohol, or who otherwise present as unsafe.

Dismissal

Lower School families are asked to pick up students from the cafeteria between 3:15-3:30pm. Middle School families should pick up students at the middle school entrance and exit located on 3rd Street. between 3:30-3:40 After the dismissal window closes students are taken to the YMCA After Care Program and all program fees are the responsibility of the family. Please take care to attend to your student(s) after pickup. We ask that you pay extra close attention to children when using the playground before and after school to ensure that the playground area and equipment are used safely.

Before and After School Program

The Inspired Teaching School's after care is provided in partnership with the YMCA After Care Program . Families must register directly with YMCA and financial assistance is available; eligibility is determined using data from the Free and Reduced Price Meal Application. For information, speak to the YMCA site coordinator.

Attendance

Attendance is critical to every student's success at the Inspired Teaching School. We expect all students to be at school every day, arrive on time and leave on time. When a student is absent for any reason, please check with the teacher regarding missed work. Experience has shown that catching up after an absence can be difficult and stressful for a child, and for this reason we discourage absences for reasons other than illness or emergency.

If a student must be absent, families MUST notify the school and provide a reason for the absence.

Please call the school office at 202-248-6825 or email attendance@inspiredteachingschool.org by 8:30 am to report each day that a student will be absent. This report must be made on every day that a student is absent from school.

Upon your student's return to school, the school must have on file a written explanation of the absence. If you did not send an email on the day(s) of the absence, a written note or email, with your child's name, date of absence and reason for absence must be turned into the school. If a student is absent for more than five (5) consecutive days he/she must return to school with a note from a doctor or other acceptable documentation explaining the absence.

Any absence for which no excuse is provided within 5 days of the student's return to school will be considered an unexcused absence. Unexcused absences will not be changed to excused unless documentation of the reason for the absence is consistent with the laws of the District of Columbia (see below).

Excused Absences

Absences will be excused only for the following reasons as dictated by the laws of the District of Columbia:

- Illness of the student;

- Medical or dental appointment for the student;
- Exclusion due to contagious disease, infection or other condition requiring separation from other students for medical or health reasons;
- Other immediate family emergency which requires the presence of the student outside of the school;
- Death in the student’s immediate family;
- Religious Observance;
- Necessity for the student to attend judiciary or administrative proceedings as a party to the action or under subpoena;
- Lawful suspension or exclusion from school by school authorities.

If a student is ill, he or she will not be permitted to attend school. Please do not send your child to school in the morning if the student:

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

Parents will be called to pick up students who show signs of illness. Students are expected to be picked up within one hour of parent contact. At the discretion of the school Principal, students who are not picked up in a timely fashion may be transported to a local medical facility to receive appropriate care. Students must be symptom free for 24 hours prior to returning to school.

Please contact the school if your child has a contagious disease (i.e. chickenpox, pink-eye, head lice) so that the school can respond appropriately.

Truancy

In order to ensure that the Inspired Teaching School is aware of the whereabouts of its students, and to ensure that the school is in compliance with local laws, policies and procedures of the Office of the State Superintendent of Education and the Public Charter School Board the following steps will be taken in response to unexcused absences:

UNEXCUSED ABSENCE	The Inspired Teaching School Response:
Each unexcused absence	Parent/guardian will be contacted
At 4 unexcused	A letter and <i>Attendance Verification</i> form will be sent home to be signed and a copy will be placed in the student’s record.
At 5 unexcused	The student will be placed on the “Promotion in Doubt” list for

	truancy and the school social worker will meet with the family to develop an attendance intervention plan.
At 8 unexcused	Parent/guardian will be contacted by the Principal, and documentation will be placed in the student's school records.
At 10 unexcused	Students in grades K-8 will be referred to the Child and Family Services Agency (CFSA) in accordance with D.C. Law
At 15 unexcused	Students 14+ must be referred to DC Court Social Services & Office of the Attorney General, Juvenile Division per D.C. Law.

Tardiness

Prompt and regular attendance at school is essential to ensure a positive and productive learning experience for all students. Teachers take attendance in their classrooms promptly and students who arrive late must present the teacher with a late slip from the front desk so that school records accurately indicate late arrival to school. Families who accumulate twenty (20) tardies will be referred to the school social worker for attendance support. A pattern of persistent tardiness may also warrant referral to the Child and Family Services Agency of the District of Columbia.

Please Note: D.C. Law requires students to attend at least 80% of the school day to be considered present. Students missing more than 20% of the school day will be considered Absent. See chart below for times.

Grades	Arrive after	Dismissed before
PK3 – 4 th	10:00AM	2:00PM
5 th – 8 th	9:45AM	2:15PM

Early Departure

Students are expected to remain in class until the end of the day. Students who are picked up early miss important information and disrupt class because the teacher has to accommodate their early departure. Students will not be allowed to leave the school grounds before dismissal without the physical presence of a parent/guardian to sign them out of school in the main office. We ask families to inform the school by email, attendance@inspiredteachingschool.org, of any planned early dismissals by 11:00 AM. This allows school staff to have students ready when families arrive. Families arriving early to pick students up must complete an early leave slip from the front desk. All early pick-ups must occur before 2:45. Families who accumulate ten (10) early dismissals will be referred to the social worker for additional support and may be referred to the Child and Family Services Agency of the District of Columbia.

Truancy

Students who have a pattern of lateness or are regularly absent from school will receive support and intervention from the school. This may include letters to the family reminding them of school arrival times and the reasons for missing school that would be considered “excused” and

family conferences. If attendance does not improve, families will be asked to meet with school administrators to review DC law and school policies, and develop a truancy action plan. In accordance with DC law, if a student accumulates ten (10) unexcused absences from school, they must be referred to Washington, D.C.'s Child and Family Services Agency as a chronically absent student. At the same time, the school must report the student to be truant to the Office of the State Superintendent for Education for follow up. Excessive absences and tardies impact retention and re-enrollment decisions.

Dress Code

All students are expected to be dressed for school in clothing that they can be active in and learn comfortably in without distractions. Parents will be contacted and expected to bring a change of clothes for students who are in violation of the dress-code. Repeated violation of the dress code may result in disciplinary action. The dress code requires:

- Clothing that students can paint, draw, play, rest, or build in without fear of being in trouble for getting dirty or wrinkled.
- Shoes students can run, jump, skip, and walk in comfortably and safely. Flip-flops and high heels are prohibited. Athletic shoes that students can get on and off themselves are strongly recommended.
- Clothing students can get on and off themselves (considering that three year olds, for example, often have difficulty with buttons and zippers).
- Pants, skirts, or shorts must cover the upper thigh area (finger-tip length) and allow students to play, sit on the floor or in a chair comfortably without showing undergarments. Pants, shirts, shorts, skirts must sit comfortably on the waist.
- Baseball or other hats/caps may not be worn in class unless it is a designated opportunity for special clothing,
- T-shirts, tank tops, or long sleeve shirts that cover students' entire abdomen, and chest area and does not show undergarments (students may not wear undershirts alone).
- Images or language on clothing must uphold community standards, safe choices and respectful relationships. This means that graphics may not include any profanity or direct references to violence, drug or alcohol use, or the derogation of any gender, sexual orientation, race, ethnicity, religion, or community group.

All students are encouraged to keep a complete change of clothes in their backpack or cubby so that if they need to change while at school they are able to do so. If a student is inappropriately dressed families may be called and asked to bring a change of clothing to school.

Technology

Cell Phones

Cell phones are a significant responsibility for students and require a great deal of trust between students and their families. Students do not need a cell phone while present in the school building. Students may not use a cell phone inside the school building, during lunch/recess, or during after school activities. Students bringing cell phones to school must turn them off. They may store them in their backpacks or give them to Ms. Douglas at the front desk or their

homeroom teacher at the start of the day for safe keeping. Students may not use their cell phones in the building or keep them on their person throughout the day. Cell phones will be confiscated for failure to adhere to the policy. Students may pick up their cell phones at dismissal. Students who are in After Care may pick up their cell phones prior to leaving After Care. Families needing to reach students during school hours must call the school. Students needing to contact their families must ask a teacher or principal for permission to use a school phone. Unauthorized cell phones – either being carried or used by a student inside the school building – will be confiscated.

1st offense: The cell phone will be returned to the student at the end of the day.

2nd offense: Families will be contacted. The confiscated phone will be returned directly to the family but not directly to the student.

3rd offense: Families will be contacted and the student will no longer be allowed to carry a cell phone to school.

4th offense: Tiered discipline responses including after school restorative conferences, family conference and suspensions will be applied.

Families are encouraged to discuss their student's vulnerability to theft and/or physical harm when they carry expensive electronics. In addition, cell phones, iPods, iPads, and other electronic devices increase the chance of locker break-ins. The school will not be responsible for the loss, damage, or theft of cell phones and other electronic devices. Staff will not investigate the theft of devices that were not appropriately stored in a teacher's locked cabinet.

Other Electronics

Personal electronic devices such as student owned iPods, iPads and other electronic devices are not allowed in classrooms, the cafeteria, or the halls without the permission of the classroom teacher. All such devices are subject to confiscation. E-readers such as Kindles and Nooks are permitted in the building and may be used exclusively during designated periods for reading. Use of games or other content that is not specifically allowed will result in confiscation of the device.

Internet Use

The internet provides opportunities to access a wide array of resources. It also presents risks to students. A strong family partnership is needed to ensure internet safety. Families are expected to monitor student internet use and content at home. Computers (including handhelds and peripherals), network, and Internet access are privileges available to students at school. We require students to use the internet responsibly. Our goal in providing access to the internet and online educational services is to promote educational excellence by facilitating resource sharing, innovation, and communication. The right to use computers at school may be revoked if a student does not adhere to school guidelines.

Acceptable Use Policy

Students' use of computers, the Internet, and the school network must be in support of education and research within the expressed goals and objectives of the Inspired Teaching School. Unauthorized access to any network, computer or other electronic device is strictly prohibited.

Personal Responsibility

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

1. Computers will be used for school recognized purposes only. The use of technology to play music/games or to serve any purpose outside of a class activity is prohibited.
2. 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.
3. Keep passwords private.
4. Use appropriate language and refrain from using profanity, disrespectful or insulting language.
5. Offensive messages that originate outside of school, but disrupt the school's educational process may be subject to disciplinary action by the school.
6. Respect school equipment. Computers and all electronic equipment should be handled with care to prevent damage. Vandalism or passing of computer viruses is expressly prohibited.
7. Use only approved software.
8. Access or download only approved sites designated appropriate for school classes or activities.
9. Do not give out personal information such as full name, address, or telephone number.
10. Do not correspond or meet with anyone met through the Internet without the permission of a school official, parent or guardian.
11. Report immediately any technology use that makes the student uncomfortable or violates school policies.
12. Use only authorized e-mail accounts at school with the prior permission of a teacher.
13. Instant messaging and chat rooms are prohibited unless authorized for school use by school staff.

Cyber bullying

"Cyber bullying" means bullying or harassing through the use of technology or other electronic communication including, but not limited to, a transfer of signs, signals, writing and images. Examples of conduct that may constitute cyber bullying include, but are not limited to:

1. Posting racial or sexual slurs or spreading rumors about a student
2. Posting misleading or fake photographs, or altering photographs or images without the school's permission

3. Sending e-mail, text messages, IM, or leaving voice mail messages that are mean or threatening, or so numerous as to bombard the target's e-mail account, IM account, or cell phone;
4. Using a camera phone or digital still or video camera to take and/or send embarrassing, sexual or otherwise inappropriate photographs of self or of others;
5. Any messaging, posting, or communication that is disparaging to another person.

Cyber bullying is a serious offense. Students engaged in cyber bullying are subject to Tier 3 disciplinary action (please see bullying and discipline sections). Students and families who are aware of cyber bullying and inappropriate online exchanges are required to inform the classroom teacher and Principal immediately.

Health and Wellness

Illness

Students who are sick should not be at school. Absences due to illness are automatically excused when verified by the parent/guardian. In order to maintain a healthy school, parents/guardians must not send children to school with any contagious disease such as the flu, strep throat, chickenpox, 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. Families are expected to pick up sick students within one hour of contact by the school. The school may require a physician's note clearing the student to return to school if they have been sent home because of a contagious illness, repeated vomiting, nose bleeds and fevers.

To return to school students should be well and have been fever-free for at least 24 hours without the use of a fever-reducing medicine. For example, this means that if a child goes home with a fever at 2pm on Tuesday, they may return to school on Wednesday and should not be at school until they have had no-fever for at least 24 hours and are well (absent symptoms). Students with persistent coughs or other signs of being ill should not be at school. Absences must be phoned in or emailed to the school on each day that a student is ill in order to be excused. Parents/guardians are asked to present a note from a physician or health professional upon the return of a student who has been absent due to illness for three or more days.

If your child has lice, the child must be treated thoroughly. Upon return, your child needs to be re-checked by a staff member before returning the classroom. If additional lice or nits are found, the child will need to return home for additional treatments.

When children are diagnosed with a contagious condition or illness, families should notify the school. By sharing a child's diagnosis and course of treatment, families enable the school to communicate with families that there may be specific symptoms to watch for and address. If a child is taking a course of antibiotics or using a medication at home please notify teachers so that they can monitor the child for any side effects or latent reactions. Staff members who believe students are repeatedly unwell or have untreated medical concerns, are required by law, to report their concerns to Children and Family Services. Students with chronic medical conditions may

also be eligible for a 504 Plan if their condition significantly limits participation in a major life activity. Families should contact Bevan Morrison, Special Education Coordinator, if they have a concern of this nature: Bevan.Morrison@inspiredteachingschool.org

Toileting

All students are expected to be fully toilet trained by the first day of school. Families and teachers work together to support and nurture a child's development. Students who have toileting accidents are expected to clean themselves. If school staff believes a student is unable to clean herself or himself sufficiently to ensure a hygienic environment, families will be called to come to the school to pick up their child. If a student has a significant number of toileting accidents (4 or more in a week) the teaching team and principal may determine that the student is not toilet trained and will be un-enrolled. Students in diapers and pull-ups are not considered toilet trained.

First Aid and Medication

Inspired Teaching School has a nurse on site daily, except when the nurse is required to attend training as required by the District of Columbia government or the Public Charter School. In an emergency, the school will first attend to student's safety, and then proceed to contact the student's family via phone and email. If staff determine that emergency medical or police attention is required, 911 will be called and parents/guardians notified immediately thereafter. The school maintains the right to call 911 and secure emergency medical, police, or mental health services for students and their families at any time. In these circumstances, the school may require families to provide appropriate documentation to confirm that the student is well enough to return to school. When emergency psychiatric services are determined necessary for students, the school will notify Washington D.C.'s Child and Family Services Agency to ensure that appropriate follow up support is provided to the child and family.

Medication or any over the counter product containing an "active ingredient" cannot be administered without a completed up to date Medication Administration Authorization Form and Hold Harmless Letter. The Medication Administration Authorization Form is available on the website, and there are also copies available at the front desk. All medications must be checked in directly to the school nurse. No medications, including over-the-counter medications, should be sent to school with your child. All medication that is provided by families will be kept in the nurse's office. With the exception of emergency medicines (such as an inhaler or epinephrine injection) families must always administer the first dose of medication at home. We strongly encourage families to administer short-term medications, such as antibiotics, at home. Some students may be able to self-administer medications, such as sunscreen or an inhaler, but must still have their medications submitted to the school with official paperwork so that all doses can be documented. When an emergency medication is administered, parents will be notified by the school nurse within one hour and asked to pick up their child to provide adequate monitoring. These medical policies and procedures are subject to change according to current local, state, and federal policy. Families should contact the school nurse if they have questions. The school nurse may be reached on (202) 248-6825.

Allergy Policy

In order to reduce students' exposure to common allergens, we require that students not bring nuts or nut products to school. We ask for your cooperation to ensure the health and safety of all of our students. We do not, however, guarantee that we are a nut-free facility. We will not be in the practice of screening students' lunches on a daily basis. We will take appropriate safety precautions in every classroom and throughout the facility. Emergency medicines to treat allergic reactions will follow students when they go to the cafeteria or to an elective classroom and when they go on field trips.

Adults visiting the school may not smoke within 500 feet of the school. This distance includes the carpool and playground area, and when students are on a field trip includes any areas within 500 feet of Inspired Teaching School students and staff.

Nutrition

Healthy eating is critical to students' academic and social development. The Inspired Teaching Demonstration Public Charter School supports the development of lifelong healthy choice making for every student.

For the health and safety of our students with allergies, students and families are asked to refrain from bringing any nuts or nut products into the school. This includes special snacks and all school events.

Students may choose to bring their own snacks and lunches to school. Students may not, however, bring with them nut or nut products (including peanut butter, trail mix, almond milk, etc.), candy, or soda. These items may be taken from students. Students are encouraged to bring a refillable water bottle to school daily.

Breakfast is provided to all students free of charge and is served before school begins. Lunch/snacks are served either in the classroom or in the multipurpose room.

Guidelines for foods brought for consumption at school

Allowed foods include:

- Fruits and vegetables
- Crackers and pretzels, preferably without sugar or hydrogenated oils
- Sandwiches, salads, soups
- Leftovers from dinner
- Whole grain, baked chips

Foods that are not allowed include:

- Any nuts or nut product (including peanut butter, nut milks, granola/protein bars, trail mix, etc.)
- Candy (including mini-candy in pre-packaged lunches and sugar-free versions)
- Soda and caffeinated beverages

- Athletic or energy drinks (such as Gatorade) except for during sporting events

School meals are provided through Revolution Foods. Revolution Foods has been selected by the Inspired Teaching School for the high quality and healthiness of their food. Families must pay for the food program or may qualify for a free or reduced price lunch. Applications for Free or Reduced Price Lunch are available at the school office and on the school's website. Breakfast is provided to all students at no charge.

Field Trips

Students at the Inspired Teaching School spend a significant amount of time off campus in surrounding parks, neighborhood facilities, and local attractions. Families will typically not be asked for additional permission slips for learning opportunities that take place within a mile from the school. For more significant travel or visits to special venues, families must sign the appropriate permission form in advance of the trip. Prior to a school-facilitated field trip outside the immediate school neighborhood, teachers will send home specific permission slips. Students who have not returned signed permission slips in a timely and complete manner will not be allowed to participate.

The Inspired Teaching School encourages family members to volunteer as chaperones. Teachers and administration, however, may limit the number of family members and guardians who attend based on the guidance from the hosting organization, type of trip or venue.

There may be an additional cost for special field trips (e.g. entrance fee) which families will be asked to contribute. These contributions are voluntary, and regardless of a family's contribution all students are invited to participate in class trips.

The Inspired Teaching School expects excellent behavior during field trips. If a student's behavior compromises the student's safety or the safety of others, families may be asked to accompany their student on future field trips or the student may be required to remain on campus.

Volunteers

We encourage family members to volunteer. Volunteers are expected to uphold community expectations and comply with staff requests. The first point of contact for family volunteers should be the child's teacher, who will share specific classroom needs. There may be times when families volunteer to be in the classroom and teachers may decide it is best that they decline the offer. Families are asked to respect this decision, and trust that it reflects teacher's best judgment about the classroom community they are building and the particular learning needs of students. Family members and guardians may contact the school office to volunteer to support school-wide needs. Individuals who volunteer in our classrooms and/or accompanying our students on field trips must refrain from posting on social media without the expressed approval of the Principal (Lower School or Middle School). **Student confidentiality is of the highest importance and individuals who volunteer with Inspired Teaching School must refrain**

from discussing student behavior, achievement, personal circumstance or other attributes observed while volunteering with the school.

Family volunteers who come to school for a special occasion, such as a read-aloud day or field trip, may do so simply by making arrangements with the teacher and signing in at the front office. If a family member is volunteering regularly, to the extent that they have an established presence in a classroom or in the school, they must complete the school's volunteer registration process. This includes securing permission from the teachers involved and the Principal, having their fingerprints taken, completing a formal background check with the Metropolitan Police Department and being screened through the National Sex Offender Registry. The requisite paperwork is available in the main office.

School Visitors

The Inspired Teaching School serves as a demonstration school. As such, we welcome visitors who wish to learn about Inspired Teaching's work with students and teachers. We require that all guests coordinate their visit with the School office. Visitors typically tour classrooms, talk with teachers and students, and meet with administrators. We also host tours for prospective students and their families at specific times of the school year in conjunction with recruitment season. Visitors are expected to uphold community expectations and comply with staff requests.

Students may not bring visitors to school without pre-arranging the visit directly with the Principal. Families are asked to speak with the Principal prior to the day of the visit to request permission to bring a visitor or visit during the school day.

Celebrations

Should families plan an at-home birthday party or other social gathering, we suggest that it be held on a weekend. We strongly encourage that either all of the class or less than half the class be included. The disappointment of being one of the few excluded can be hurtful to a child. We sincerely request that families keep in mind the importance of being inclusive. Please do not pass out invitations at school, or ask teachers to distribute party-related information.

Lower School

If a Lower School family wishes to celebrate a student's birthday at school, they should contact the classroom teachers to coordinate something appropriate. Classroom teachers have the prerogative to determine what is developmentally appropriate and suitable for the school day. Families may bring a small nutritious treat to share with the class at the end of the day, but must make plans at least three days in advance with the child's teacher and comply with the school nutrition policy. There may be food allergies and scheduling issues to take into account, so families must work out the specifics of the celebration with the child's teacher. Classrooms are not the place for individual student's birthday parties, and families are asked to refrain from bringing special guests, presents, balloons, or other decorations to school. Food that does not fit with the school's nutrition policy will not be served but sent home with the student.

Middle School

Middle School does not permit birthday celebrations during the school day. Families are encouraged to network with each other and organize celebrations outside of the regular school day.

Lost and Found

The Inspired Teaching School will host a lost and found box. The box will be cleaned out regularly, and unclaimed items will be donated to charity. It is strongly recommended that parents put name labels on every item of students' clothing.

Student Records/FERPA

Families are responsible for updating the school in the case of a change in their contact information. Changes in address, phone number, email for home or work and/or pick up authorization list must be reported to the school via the Change of Information form available from the receptionist. Families must also alert the school to any change in a student's medical record so that in the case of an emergency the school may respond appropriately. All medical and emergency information is confidential. Please submit any record changes to the receptionist using the Change of Information form as soon as possible in order to ensure that school records are up to date.

Families will be able to communicate with each other with the aid of a school directory. Families can opt out of the School Directory by e-mailing info@inspiredteachingschool.org. The information in the directory may be used solely for the purposes of supporting the students, and not for commercial, religious, or political purposes.

Families can review their children's school records and request copies if desired; see below for specific information on the Family Educational Rights and Privacy Act (FERPA). Special education records are filed separately from the regular student files. Requests to view these records should be made directly to the student's special education case manager.

FERPA Rights for Families

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 Inspired Teaching 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 Inspired Teaching 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.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Inspired Teaching School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

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

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

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some

judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). 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. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))

- Information the school has designated as “directory information” under §99.37. (§99.31(a)(11))

Mandated Reporting of Suspected Abuse and Neglect

All staff members of the school are Mandated Reporters, meaning that there are certain student statements, behaviors, or physical symptoms that must be reported directly to social service or law enforcement agencies. Staff members are not permitted to use their discretion and must make calls to the appropriate authorities. Families will not be notified before this reporting takes place. See below for additional information on the school’s Mandated Reporter Procedures. Members of the school community may contact the District of Columbia Child and Family Services Agency directly (202) 671-SAFE or (202) 671-7233 (your call to the hotline is confidential) or may contact Misty Freeman, Psy.D., School Psychologist if they have concerns about members of the school community. Misty.Freeman@inspiredteachingschool.org 202-248-6825.

MANDATED REPORTER PROCEDURES: RESPONDING TO SUSPECTED CHILD ABUSE OR NEGLECT

It is the policy of the Inspired Teaching School to ensure the safety and well-being of every student. When a concern of possible abuse/neglect arises, the expectation is that we as a school will act swiftly and in an organized manner to respond.

In accordance with *D.C. Code § 4-1321.02* (2008), the Inspired Teaching School faculty members will comply with the following legal guidelines:

§ 4-1321.02. Persons required to make reports; procedure [Formerly § 2-1352]

(a) Notwithstanding § 14-307, any person specified in subsection (b) of this section who knows or has reasonable cause to suspect that a child known to him or her in his or her professional or official capacity has been or is in immediate danger of being a mentally or physically abused or neglected child, shall immediately report or have a report made of such knowledge or suspicion to either the Metropolitan Police Department of the District of Columbia or the Child and Family Services Agency.

(b) Persons required to report such abuse or neglect shall include school officials, teachers, athletic coaches, social service workers, and mental health professionals. Whenever a person is required to report in his or her capacity as a member of the staff of a school, he or she shall immediately notify the person in charge of the institution or his or her designated agent who shall then be required to make the report. The fact that such a notification has been made does not relieve the person who was originally required to report from his or her duty under subsection (a) of this section of having a report made promptly to the Metropolitan Police Department of the District of Columbia or the Child and Family Services Agency.

Preventive Measures

ALL staff members and personnel are to participate in a Mandated Reporter training at least one

time during each school year. Attendance will be tracked to ensure full participation.

In order to minimize risk in the school environment, every staff member will be informed that one-adult/one-student situations should occur only when necessary. If they are to occur, the interactions and/or activities should take place where they can be seen by others and interrupted easily.

Reporting Procedures

The following procedures shall be followed when a staff member suspects abuse and/or neglect:

1. If a staff member observes a student being abused in any capacity, it is the responsibility of that staff member to ensure the child's immediate safety by taking realistic and appropriate steps. Only after the child's safety has been secured, should the staff member begin the reporting process.
2. If staff members receive a disclosure of abuse or neglect from a student or observe something of concern (incident, marking on child, etc.), they are to IMMEDIATELY report their concern to the school psychologist. If the mental health provider is unavailable, the report should be made to the Principal.
3. The staff member who originally initiated the response shall complete an incident report *immediately following the incident or disclosure*. The mental health provider or other designee will provide the incident report form to the staff member. The report will include the circumstances around the disclosure, incident, or observation, including the specific words of the student if applicable and steps taken in response (e.g. reported the concern to the AP, brought the student to the counselor's office, etc.). The staff member is to turn in the completed incident report form to the mental health provider or designee by the end of the same school day. *All incident reports are to be kept in a confidential mental health file.*
4. After returning the incident report, the staff member who originally initiated the response must determine if he/she should make a report to Child and Family Services Agency (CFSA) or to the Metropolitan Police Department (MPD) based on the information they have received*. The staff member can request that the mental health provider or designee be present when the report is made if they so desire. *If a report to CFSA or MPD is made at this time, the Head of School must be notified when the call is made, if possible.*
5. When a staff member reports concern of abuse and/or neglect, school psychologist or other designee will meet with the student to obtain additional information about the concern that same school day. *To ensure confidentiality, no other staff member should question the student about the concern/disclosure.*
6. The school psychologist or designee shall determine next steps (call to parent, report to CFSA or MPD, etc.). *A parent should be notified if, in doing so, no further harm will come to the student. Staff will NOT notify parent or caregiver if these individuals are*

suspected to be involved in the suspected abuse and/or neglect.

7. If the school psychologist or designee determines a call to CFSA MPD is warranted based on any additional information received during student interview, he/she will call to make the report. This call may be in addition to a previous call to CFSA or MPD made by the staff member who received the initial disclosure.
8. After a call is placed, the following documentation is required: when the call was made, the *Agent number* of the hotline worker who you spoke with, what the response was from the hotline worker (accepted the report, did not accept the report, etc.), and what follow-up can be expected (CFSA or MPD will investigate report, CFSA or MPD to come see the student at the school, etc.) if this information is provided.

*Note: If a staff member reports a concern and the school psychologist or designee does not think a call to CFSA or MPD is warranted or cannot be contacted, it remains the responsibility of that staff member to make the report if they feel it should be done. Reporting is an individual responsibility and failure to report can lead to penalty. The school psychologist shall maintain a record of all reports made, whether it is deemed appropriate to contact CFSA or MPD or not.

Family Communication

Student Folders and Binders

Preschool-4th grade students will have an orange family folder to support regular communication between the school and family. For elementary students, this should travel back and forth to school everyday in the student's backpack, and should be reviewed daily. For early childhood students (preschool-kindergarten) these folders are sent home on Wednesdays.

One side of the folder will contain materials that can stay at home, such as student work or letters to families. The other side of the folder includes things that should come back to school, such as forms families must sign and return.

Middle school students will carry a binder and an agenda. Students will be responsible for recording daily homework and announcements. Students will place school fliers in their binders. Families should develop a routine for regularly checking student agendas and binders.

Google Group for Inspired Teaching Families

A Google Group supports communication among Inspired Families. To sign up for the Google Group, go to googlegroups.com and search for "inspired families" and click on "apply for membership." Families will typically be approved within five days of applying for membership. The group is intended to allow for communication about school related events and not for private marketing. The school will not use the Google Group for official communications. Families are always encouraged to ask questions directly to staff when possible.

Class Websites

Lower School classrooms will maintain a class website to share news, a calendar, and photos to highlight student learning. The goal of these websites is to facilitate family understanding of student activities. These websites are not intended to document every moment of instruction, but rather to capture meaningful highlights.

Teachers for grades 5-8 will maintain a GoogleClassroom page. Families will find important information such as homework and class projects on the GoogleClassroom page. Families must use their student's Inspired Teaching School email account to access the GoogleClassroom page.

School Website

The school's website provides basic information for families about the school. The website has the school calendar and important school related documents and applications, including Lunch sign-up, Free/Reduced Lunch applications, before/after care information, and enrollment materials. The web address is www.InspiredTeachingSchool.org.

Text Alert Service

In cases of emergency or extremely time sensitive information, the school will send a message via the Text Alert System. If you are enrolling in this free text alert program, visit <http://bit.ly/19SSqIE>. You will be prompted to input your name, email address and mobile phone number. The service is free, but standard usage charges from your mobile service provider will apply.

Inspired Family Association Facebook Page

The Inspired Family Association (IFA) maintains a Facebook page for family events and school related information. By "liking" this page, families will see content from the IFA load to the Facebook news feed. The page address is: <https://www.facebook.com/inspiredteachingIFA>

Social Media and Student Privacy

The school will not use the image of any student in school social media without consent from that student's family. However, the school cannot guarantee that other families are equally mindful of these family preferences. All families are encouraged not to post pictures or names of other students in the school on their own social media outlets without first consulting with those students' families. There are not only privacy preferences that may be relevant, but in some cases there are serious safety reasons for a family to prefer that their child's image and name not be published.

Room Parents

Room parents are teams of volunteers who help teachers to build the classroom community and strengthen learning experiences. Room parents are selected by school staff. Family members who would like to volunteer for this position should speak with their Principal. Room parent responsibilities include organizing snack rotations, organizing class play dates, supporting special programming in the classroom, rallying volunteers and donations for special projects, and reminding families about class or school events. Room parents are not available to receive complaints or concerns about classroom or school issues, as these should be brought directly to

school staff. Room parents do not serve as mediators, and do not decide on which students or families participate in school events.

Media Release

As a part of the enrollment process all families are asked to inform the school if it is their preference that their student's image not be shared in school publications. This entitles the school and its partners to use images of the student in documentation and to publicize the school's programs. Students' full names will not be shared. Families who wish to withdraw from the school's media release policy must do so in writing.

Inspired Family Association

The Inspired Family Association (IFA) is a voluntary organization of families working to support the school and strengthen the school community. The IFA is open to all families and all families with children enrolled in the school are automatically members of the IFA. At IFA meetings families share updates on fundraising and community programming, hear updates from school staff, and are often joined by teachers and administrators for family education workshops.

Diversity Statement

The Inspired Teaching Demonstration School is committed to creating a diverse co-educational community and actively seeks students, faculty, and staff from different racial, cultural, religious, and economic backgrounds who have a range of abilities. The Inspired Teaching Demonstration School nurtures and values a rich intellectual environment that embraces authentic respect for individual talents, perspectives, and opinions.

Notice of Nondiscrimination

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 ("Title II"), and the Age Discrimination Act of 1975 ("The Age Act"), applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the Inspired Teaching Demonstration Public Charter School (Inspired Teaching School) are hereby notified that the Inspired Teaching School does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in, its programs and activities.

Anyone having inquiries concerning the Inspired Teaching School's compliance with Section 504, ADA, Title VI, Title IX, and/or the Age Act or who wish to file a complaint regarding such compliance should contact:

Misty Freeman
School Psychologist

Inspired Teaching School
200 Douglas St., NE
Washington, DC 20002
202-248-6825
misty.freeman@inspiredteachingschool.org

Non-Discrimination and Anti-Harassment Policy

The Inspired Teaching School is committed to providing an environment in which all individuals are treated with respect and dignity. Each student has the right to learn in an atmosphere that promotes equal opportunities and prohibits discriminatory practices, including harassment of any sort including sexual harassment. Sexual harassment may be defined as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature. The Inspired Teaching School does not discriminate on the basis of actual or perceived race, color, creed, religion, sex, national origin, age, personal appearance, sexual orientation, gender identity or expression, family status, family responsibilities, political affiliation, disability, genetic information, status as a victim of an intrafamily offense, place of residence, or any other protected characteristics as established by law.

Conduct deemed harassment includes, but is not limited to: epithets, slurs or negative stereotyping, threatening, intimidating or hostile acts, denigrating jokes, display or circulation of written or graphic material that denigrates or shows hostility or aversion toward an individual or group (including through email), and unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature.

Family Grievance Procedures

Inspired Teaching School is committed to providing the best possible conditions for all members of the school community including students, families, visitors, teachers and administrators. Part of this commitment is encouraging an open and frank atmosphere in which any problem, complaint, suggestion or question receives a timely response from school supervisors and administrators. Inspired Teaching School strives to ensure fair and honest treatment of all students, families, visitors and employees. Everyone is expected to treat each other with mutual respect. If a student, parent/guardian, or visitor disagrees with established rules of conduct, policies or practices, or their treatment, he or she may express his or her concerns through the following problem resolution procedure. No person will be retaliated against or penalized formally or informally, for voicing a complaint with Inspired Teaching School in a reasonable, business-like manner or for participating in the investigation of a complaint pursuant to the grievance procedure.

A student, parent or guardian may initiate the grievance procedure to appeal any final decision of school personnel except as provided in section 1 below. Any person may initiate the grievance procedure to resolve complaints of discrimination based upon race, color, national origin, sex,

age or disability. This grievance procedure does not bar individuals from filing claims in other forums to the extent permitted by state or federal law.

- This policy does not apply in the case of suspension or expulsion or in the case of alleged sexual harassment where the provisions of the Sexual Harassment Policy apply.
- Step I – Principal Conference – A parent or guardian wishing to invoke the grievance procedure shall make a written request for a conference with the Principal to discuss the grievance and seek resolution. If a complaint of discrimination is being made against the Principal, the written request can be submitted to the Head of School, who will designate an appropriate individual to investigate the complaint. The request shall state in detail the basis for the grievance, name the specific policy, rule or law believed to have been violated, and specify the relief being sought. The written complaint can be sent or delivered to 200 Douglas St., NE, Washington, DC 20002. The following additional guidelines shall be observed in Step I:
 1. No grievance will be heard unless it has been filed in writing within thirty (30) calendar days after the act or condition giving rise to the grievance and such filing must state with particularity the basis for the grievance, the policy regulation and/or procedure, rule or law believed to have been violated, and the remedy sought.
 2. The Principal shall initiate an adequate, reliable and impartial investigation and grant a conference within five (5) school days following receipt of the written complaint.
 3. The person making the complaint will be permitted to present any information, documents, or witnesses that he/she would like to be considered as part of this conference and investigation. All information related to the conference and investigation will remain confidential.
 4. Within ten (10) school days of the conference, the Principal will respond to the complaint in writing summarizing the outcome of the investigation and any corrective or remedial action necessary.
- Step II – Appeal to Head of School – If the grievance is not resolved at Step I, the grievant may appeal the decision in writing to the Head of School. The written appeal can be sent or delivered to 200 Douglas St., NE, Washington, DC 20002. The appeal must be made within five (5) school days following receipt of the Principal’s written response. The Head of School or designee shall review the complaint, Principal’s response, and all information presented as part of the investigation, and meet with the individuals involved if necessary. Within 15 school days of receiving the appeal, the Head of School or will respond in writing summarizing the outcome of the appeal and any corrective or remedial action necessary.
- Step III – Appeal to the Board of Directors – If the grievance is not resolved at Step II, it may be appealed in writing to Chair of the school’s Board of Directors. Contact information for the Board Chair is as follows: Board Chair, Inspired Teaching School, 200 Douglas St, NE, Washington, DC 20002; boardchair@inspiredteachingschool.org

Notice of Grievance Procedures

Anyone who believes that the Inspired Teaching School has violated Title VI, Title IX, Section 504, Title II, and/or the Age Act may submit a complaint pursuant to the Inspired Teaching School's Grievance Procedures. A copy of the grievance procedures can be found in this handbook or obtained by request through:

Misty Freeman
School Psychologist
Inspired Teaching School
200 Douglas St., NE
Washington, DC 20002
202-248-6825
misty.freeman@inspiredteachingschool.org

Changes To This Handbook

Changes to this handbook may occur throughout the year, and will be sent to families in writing. Feedback is always welcome and can be shared directly with the Lower School or Middle School Principal for consideration. As we will be growing over the coming years and expanding into our permanent facility, we anticipate needing to ask for flexibility and attentiveness from all members of our school as modifications to our policies may be needed.