Student and Family Handbook 2018-2019

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Welcome

Welcome to Creative Minds International Public Charter School!

I hope that your child will find his or her experience at Creative Minds International Public Charter School (CMI) to be one of joyful discovery and deep learning.

At CMI, your child will receive a high-quality, international, and inclusive education. Our unique program incorporates project- and arts-based activities that foster creativity, self-motivation, social and emotional development, and academic excellence. Our goal is to provide students with a well-rounded, holistic education program that taps into their individual learning styles and strengths, empowering them to be successful participants in a global society.

As a member of the CMI community, you will have many opportunities to engage in your child's education. Our school community is characterized by a spirit of collaboration, gratitude, and celebration. We consider your family's engagement to be integral to advancing our mission.

This handbook is designed to provide you with information regarding our School's programs and policies. Our goal is to provide you with a clear understanding of how we will go about ensuring that your child receives the best possible education within a safe learning environment. If you have questions, problems, or concerns regarding the handbook please contact me.

I wish all our students a happy and successful year!

Sincerely,

Golnar Abedin, Ph.D.
Executive Director

Creative Minds International

Mission

Creative Minds International Public Charter School offers Early Childhood, Elementary, and Middle School D.C. Public School students a highly engaging, rigorous international and inclusive education plan that provides them with the knowledge and skills required for successful participation in a global society through a project and arts-based international curriculum to foster creativity, self-motivation, social and emotional development, and academic excellence.

Philosophy

CMI embraces an inclusive and child-centered approach to education that respects the integrity of each and every student. We believe in the importance of meeting the educational requirements of students with a diversity of backgrounds and learning profiles, with the goal of nurturing each child's engagement and skills so they can achieve their personal and academic goals. We believe that children's progress in key social and cognitive developmental milestones is a prerequisite to academic success.

To implement our inclusive vision of education, our curriculum and teachers' professional development are based on the latest research on child development and education neuroscience.

CMI Program

CMI offers an education model that promotes high levels of engagement in learning with the goal of nurturing students' learning potential. We are committed to creating a positive and inclusive environment for all members of the school community. The following components of our program reflect our commitment to implementing an inclusive education plan in which all children can be successful and have positive feelings toward their school experience.

Our mission is to maximize each child's learning opportunities, taking into account their current skill levels and depth of understanding. The following components of our program are related to our goal of implementing an inclusive education plan in which all children can be successful and have positive feelings toward their school experience. Our research-based inclusive education practices are based on studies that support:

- A developmental approach to education (based on Dr. Stanley Greenspan's Learning Tree model)

- An international project-and arts-based curriculum that integrates:

    a. The latest education and neuroscience research
    b. The accommodation of different learning styles

- Small-group literacy and mathematics instruction

- The importance of arts integration and arts education

- Global language instruction

Social-Emotional Curriculum

The Greenspan Developmental Model

Creative Minds International Public Charter School's program incorporates Dr. Stanley Greenspan's developmental approach to education as presented in The Learning Tree (Stanley and Nancy Greenspan, 2010). The tree is used as a metaphor to describe various individual characteristics involved in the learning process. The roots represent how children process the world around them through their sensory systems (what they hear, see, smell, and touch). The trunk of the tree represents thinking skills used in both relationships and academic learning. The branches represent skills used in academic learning (speaking, reading, writing, math, and executive functioning). Individual learning rates skill levels and depth of understanding are explained by differences in the ways children process information. Understanding and supporting each child's unique development in all these areas is crucial for their future academic success.

Dr. Greenspan's approach embraces the following principles:

- It is important to know where a child is developmentally in order to plan appropriate educational goals;
- Children learn best through engagement and meaningful interactions;
- Relationships with teachers and parents are critical to a child's development;
- Children's natural interests affect their motivation to learn.

Our teachers are trained to address the various aspects of learning that affect children's academic achievement. From an early age, teachers assess and assist our students' progress in the key social and cognitive developmental milestones related to learning. For each child, individual goals are identified to nurture his/her ability to think, relate, and communicate at different developmental levels.

International Curriculum

Fieldwork Education: International Early Years (IEYC), Primary Years (IPC) and Middle Years Curriculum (IMYC)

To fulfill our mission of preparing students for success in a global society, we implement the holistic, research-based framework of the International Early Years Program (IEYC), Primary Curriculum (IPC), and Middle Years Curriculum (IMYC) developed by Fieldwork Education for students age 3 to 14. The unique international, projects- and arts-based curricula provide teachers a framework to differentiate and individualize instruction, tapping into students' unique strengths while supporting their areas of growth. The learning cycle embedded in this curriculum provides opportunities to integrate students' interests and experiences in thematic units that promote deep engagement in learning. This curriculum is designed to develop personal, academic, and international learning goals.

Early Childhood Program

International Early Years Curriculum (IEYC)

The International Early Years Curriculum is an innovative, research based curriculum that integrates play-based learning with thematic learning. The program is based on the philosophy that helping young children learn—academically, socially, emotionally, and physically—is the real purpose of schools.

The curriculum emphasizes interactive, hands-on projects that spark curiosity, engage students, encourage teamwork, and make connections to children's lives. The IEYC taps into students' interests and strengths, developing their innate love of learning.

The curriculum units focus on the following targets (called the Learning Strands): Independence and Interdependence, Communicating, Inquiry, and Healthy Living. For more information about the learning methodology and goals of the IEYC, please review Fieldwork Education's presentation for families and refer to the section below entitled "IEYC, IPC, and IMYC Learning."

Early childhood (PS-PK) classrooms at CMI have the following characteristics:

- **Play-based learning** rooted in the IEYC themes, Learning Strands, and Learning Goals. Our teachers put research and understanding of best practices of play in early childhood to work. Following the student's lead, teachers engage with students around the themes they are exploring, with the goal of strengthening their social-emotional regulation and deepening their content knowledge. In play, students practice the personal goals, with special focus on adaptability, communication, and cooperation.

- **Extensive use of small-group instruction** which provides differentiated learning opportunities and supports students in practicing respect, communication, and cooperation. In small group work, students explore and express the knowledge and skills they are developing through the work in their classrooms with teachers and peers.

- **Project-based work** gives teachers flexibility to follow children's interests, while following the IEYC unit sequence and themes.

- **Arts integration** provides both motivational and cognitive benefits for student learning. The thematic units of the IEYC provide extensive opportunities for students to deepen their understanding and express their learning through multiple forms of art. In addition to arts integration with academic subjects, students receive a well-rounded curriculum of standalone arts classes through our Enlightenment subjects (Physical Education, Global Languages, Music, and Visual Arts).

Elementary Program

The International Primary Curriculum (IPC)

The IPC provides a rigorous, thematic teaching structure designed to engage children of all abilities to be creative thinkers and problem-solvers in a globalized world. Instructional units bring together the social sciences and arts, enabling children to make links between the subjects in exciting and stimulating ways. For more information about subject and international goals of the IPC, please refer to the section below entitled “IEYC, IPC, and IMYC Learning.”

Our elementary (Kindergarten - 4th grade) program features the following characteristics:

- **The workshop approach to developing readers and writers.** In workshop, students are introduced to a new skill or strategy as a group, then provided with supported opportunities to practice the skill at their level individually and in small groups. The workshop model provides frequent opportunities for students to articulate their thinking, which reinforces the personal goals of communication and thoughtfulness.

- **Discourse-driven math instruction** that focuses on conceptual understanding and problem solving, beyond carrying out math procedures. Exploring multiple pathways of problem solving builds adaptability and resilience. Student debrief questions and exit tickets help both students and teachers monitor understanding and provide next steps.

- **Extensive use of small-group work**, which provides for differentiation and supports students in practicing respect, communication, and cooperation.

- **Inquiry-based learning**, which includes project-based/thematic learning and a focus on research. As they practice inquiry, students engage in thoughtful learning processes, with teachers as facilitators. This approach helps students learn how to frame questions and

plan approaches to solving problems. In navigating the uncertainty of less-structured questions, students practice adaptability and resilience.

- **Arts integration** provides both motivational and cognitive benefits to student learning. The thematic units of the IPC provide extensive opportunities for students to deepen their understanding and express their learning through multiple forms of art. In addition to arts integration with academic subjects, students receive a well-rounded curriculum of standalone arts classes through our Enlightenment subjects (Physical Education, Global Languages, Music, and Visual Arts).

Middle School Program

The features of the middle school program include the workshop approach to developing readers and writers, discourse-driven math instruction, extensive small group work, inquiry-based learning, and arts integration.

The International Middle Years Curriculum (IMYC)
The IMYC is the extension of the IPC, and mirrors its core values: to engage children of all abilities to be creative thinkers and problem-solvers in a globalized world. The IMYC continues the educational journey of IPC learners with higher order thinking skills. The curriculum design takes into account the unique developmental needs of students aged 11 to 14 and their growing ability to engage with material on a deeper level.

Each unit of the IMYC provides opportunities for students to work with and learn from peers, lead their own learning and take risks, tackle a wide range of self-directed investigation, experience security and familiarity through a consistent learning process, reflect upon their learning, and connect their learning to the world around them.

For further information about the IMYC, please view this IMYC brochure For more information and refer to the section below.

IEYC, IPC, and IMYC Goals

The framework of the IEYC, IPC, and IMYC focuses teaching on three different types of learning: knowledge, skills, and understanding.

Knowledge	Skills	Understanding
Facts that are important to know.	Finding out how to do things. Skills are practical and can be	Developing a sense of the meaning behind why we

This is information that we know is true and the way we answer a knowledge question will be either right or wrong.	described as "being able to do something." Skills take time to develop. We learn skills in small, progressive steps.	know and do things. Understanding involves a combination of accumulated knowledge, practiced skills, and reflection over time.
"Tell Me"	"Show Me"	"Talk to me about that."

Knowledge, Skills, and Understanding are interconnected, building on each other in a continuous cycle that promotes meaningful learning for students.

Subject Goals
Subject Goals cover knowledge, skills and understanding. There are subject Learning Goals for the following: Language Arts, Mathematics, Science, Information Technology, Design Technology, History, Geography, Music, Physical Education, Art and Society.
Some examples of Subject Goals are:

Language Arts Learning Goals (Milepost 1)
- Know the basic structure elements of word structure
- Be able to recognize and use nouns, verbs, adjectives and adverbs

History Learning Goals (Milepost 2)
- Know about the main events, dates and characteristics of the past societies they have studied
- Be able to gather information from simple sources
- Understand that the past can be considered in terms of different time periods

Music Learning Goals (Milepost 3)
- Know how a number of musicians – including some from their home country and the host country – combine musical elements within a structure
- Be able to compose musical pieces combining musical elements within a structure
- Understand that musicians use music to express emotions and experiences

Science Learning Goals (IMYC)
- Know about the structure of a cell, tissue, organ, and organ system and their function
- Be able to conduct scientific investigations with increasing rigor
- Develop an understanding of the need for developing new ways of generating energy

International Goals
This pedagogical framework prepares students for success in a global society by developing their sense of international mindedness. Our child-friendly definition of international mindedness at CMI encapsulates our international goals: "I am becoming a thoughtful global citizen through learning deeply about myself and others."

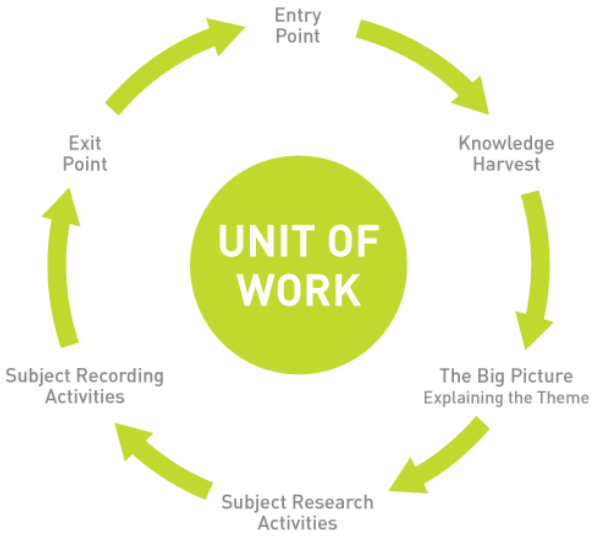
The IEYC, IPC, and IMYC are unique in defining learning goals that help young children begin the move towards an increasingly sophisticated national and international perspective. The philosophy of "independence and interdependence" runs throughout the programs and the

international perspective is based upon:

- A knowledge and understanding of one's own national culture;
  An awareness and understanding of the independence of and the interdependence between people;
- An awareness and understanding of the independence of and interdependence between countries;
- An awareness and understanding of the essential similarities between the people and countries of the world;
- A developing ability to be at ease with others who are different from ourselves.

IEYC and IPC Units of Work

Each unit is distinct in the subject it studies, but follows the same path in learning. Each unit begins with an entry point, which is an activity to introduce the subject to students and get them excited about the topic. The teachers and the children then enter into a knowledge harvest to find out what the children know and want to learn about the topic. Then the classroom enters into a series of research activities. This allows the teacher to identify topics of interest specific to each student. After researching and learning, the classroom enters into recording activities. After five to seven weeks, there is an exit point. An exit point is an activity or concluding event in which children share their work with their classmates, teachers, and families. Again, the teacher and students are able to use a variety of activities to assess and reflect upon what they have learned through the exit point. The exit point also allows the children to share their learning with their families and the school community.



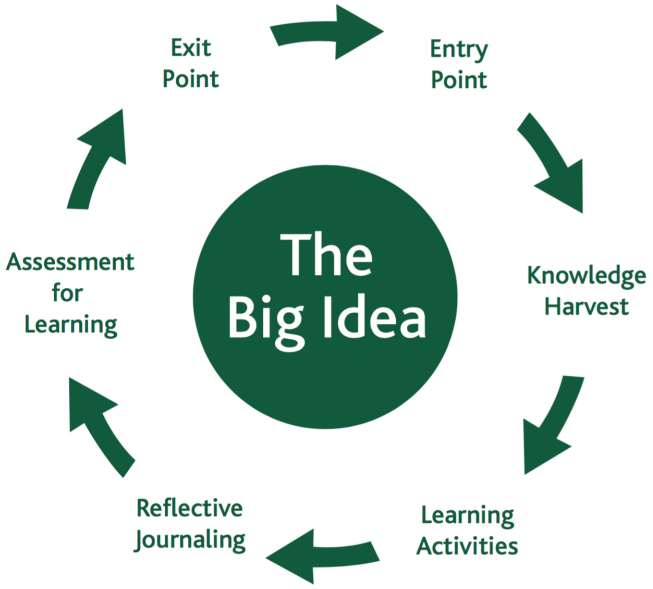
IMYC Units of Work

Learning with the IMYC follows six-week units based around a conceptual idea, called the "big idea." Students link the learning in their different subjects through the big idea, considering what they're learning from personal, interpersonal and global perspectives.

Students reflect regularly by responding to structured questions. This process is called reflective journaling and is designed to help formulate personal and conceptual understanding of the subject knowledge and skills that they're learning about, linked to the big idea.

At the end of each six-week unit, students work individually or in small groups to create and present a media project that reflects their understanding of the ways their subject learning links to the big idea. This gives students the opportunity to express their own ideas through modern, creative media.

The IMYC Process of Learning creates opportunities to connect learning and develop a personal perspective, to work with peers, take risks in a safe environment, and to help students to become confident, independent, and engaged learners.



Common Core English Language Arts and Math

Our literacy and math goals are based on the National Common Core Standards. Strong literacy skills are imperative to academic success, and our program focuses on all students' developing strong reading and writing skills. Our mathematics curriculum and instructional materials foster deep conceptual understanding required for successful future learning in upper grades.

In addition to offering students a small class size for all subjects, we further individualize literacy and mathematics instruction by implementing even smaller group size based on ongoing assessments administered throughout the school year. Students are grouped based on their strengths and weaknesses and receive targeted instruction that maximizes their learning opportunities. Knowing that students will rely for years to come on their foundational skills in literacy and math, we support students in making progress toward individual academic goals while meeting or exceeding U.S. national standards.

Arts Education and Integration

Research shows that arts education and integration into the curriculum can lead to cognitive and motivational enhancements in learning. In addition, this approach offers inclusive learning opportunities for different types of learners.

Students' success in the arts is related to the nature of the instruction, which relies on a combination of both verbal and nonverbal teaching. Arts integration taps into students' visual, kinesthetic, and auditory strengths, engaging them more deeply in learning. Research confirms that students are more motivated to learn through arts-integrated projects that include music, movement, visual art, and drama.

The IEYC, IPC and IMYC include arts-integrated, thematic curriculum units. In addition to arts-integrated learning in our academic subjects, we promote a well-rounded education that includes the arts as an autonomous part of the curriculum. We provide our students with music and visual arts classes during the school day and in our extended day programs.

STEAM

CMI's academic program is carefully developed to ensure the thoughtful integration of Science, Technology, Engineering, Arts and Math (or STEAM) in all grade levels. The IEYC, IPC and IMYC provide the frameworks needed to ensure that interdisciplinary thinking, learning goals and project tasks are connected across these subject areas. At the same time, the CMI Curriculum also meets Common Core Literacy and Math Standards, as well as NexGen Science (NGSS), International Society for Technology in Education) ISTE and (National Council for Teachers of

Mathematics) NCTM Standards. This behind-the-scenes alignment of standards and learning goals ensures that students not only develop the 21st-Century knowledge, skills and understanding they need to succeed in these critical areas, but also that they get to experience the wonder, curiosity, discovery and joy that comes with hands-on STEAM exploration. For more information about CMI's STEAM Program, please contact our Director of Technology, Mr. Derek Morton, at derek.morton@creativemindspcs.org.

Global Languages

To prepare students with the skills required to engage successfully in a globalized world, we offer students arts-integrated global language classes. Students receive instruction in Spanish and Mandarin from preschool through third grade. From fourth to eighth grade, students specialize in one language in order to achieve higher levels of proficiency.

Personal Goals and Dispositions

At CMI, we know that in order for our students to be ready to participate in a global society, they will require more than academic skills. They will need strong social and emotional intelligence in order to navigate an increasingly diverse, global society.

We teach and explore the personal goals and dispositions emphasized in the IEYC, IPC and IMYC. We thoughtfully create developmentally appropriate opportunities for our students to practice these traits throughout the school day and year. This is how we define the personal goals at CMI:

- **Adaptability** - We are okay with change. We are able to change our actions or attitude to fit new situations.
- **Communication** - We share and let others share their ideas. We can express ourselves in a variety of ways, with different types of people.
- **Cooperation** - We work together and support each other to achieve a goal. We understand that everyone can contribute something different when working together.
- **Inquiry** - We ask questions to learn new things. We plan investigations to seek truth and better understand important issues.
- **Integrity** - We are honest and we help others. We have strong moral principles and we act on them to improve the lives of others.
- **Resilience** - We try again, even when it is hard. We handle disappointments with maturity and continue to work toward our goals despite setbacks.
- **Respect** - We treat others the way we want to be treated. We learn about and accept one another's differences with kindness.

- **Thoughtfulness** - We think about what we have learned and how it affects ourselves and others. We reflect on our strengths and weaknesses to identify ways to better ourselves.

The Personal Goals and Dispositions guide staff and students in a schoolwide, proactive Personal Goals Development program during morning circles and middle school advisory.

Each month our entire community explores, in depth, what it means to show one of the following traits: Adaptability, Communication, Cooperation, Inquiry, Integrity, Resilience, Respect, and Thoughtfulness. These personal goals help our students and staff achieve our mission of International Mindedness by helping them grow from a self-centered view of the world to a more interconnected and globally aware mindset. While increasing their own sense of self, students also develop their respect and appreciation for the viewpoints of others.

Teachers embed these personal goals and dispositions within academic instruction, and acknowledge examples of community members displaying personal goals. Our teachers take care to use various community and relationship-building techniques that involve students in decision-making. These proactive approaches decrease behaviors that detract from an engaging learning environment while promoting positive social-emotional dispositions.

Inclusive Education

CMI's unique program is based on an inclusive philosophy of education and a holistic pedagogical approach. We celebrate the wisdom of diverse learning profiles and cultural backgrounds, and thoughtfully design opportunities into every school day for students to play together, work together, collaborate, listen, empathize and discuss their ideas. As many studies such as the Great British Diversity Experiment have shown, at CMI we too find that all students benefit from learning in a diverse community. Inclusion encourages our community members to be more authentic and to contribute more creatively. The possibility of making new connections dramatically increases, and students are more willing to analyze and assess ideas on the basis of merit. Please see below for some of the ways that CMI lives its commitment to inclusive education.

Differentiated Instruction

We emphasize differentiated and individualized instruction. This is central to our inclusion program, and ensures that we support students who perform on, above, and below grade level. Our approach to instruction taps into each student's unique strengths, allowing him or her to learn through multiple modalities—including verbal, visual, and kinesthetic.

All teachers receive training in Dr. Greenspan's developmental approach to education, which helps them understand how students' individual sensory processing systems affect their learning experiences.

Strategies that teachers use to differentiate instruction include:

- Standards-based goals, individualized for each student
- Individualized academic and social-emotional goals
- Multi-sensory instructional methods
- Sensory diets for students who benefit from scheduled breaks and movement opportunities
- Small-group work
- Close collaboration between classroom teachers and Special Education teachers

Student Learning Profiles

Every CMI student has an individualized Student Learning Profile which provides easy access for teachers to current testing data and informal observations, as well as notes on students' preferences and areas of interest. These living, digital documents are updated as needed..

English Language Arts (ELA) and Math Station Model

All ELA and Math classes, from Preschool through Grade 8, provide regular small group instruction using stations within the classroom. This means that in addition to receiving a general classroom lesson, students may also rotate through small-group instruction with a lead or inclusion teacher, participate in peer-to-peer learning activities (supported by a teaching assistant), enjoy personalized digital learning stations (again with support available from a teaching assistant, if needed) and a wide range of other project-based learning tasks. Our station model ensures that students can work at the level that is most appropriate for them, and also have access to preferred learning modalities.

Individualized Resources

In addition to using the station model, CMI also provides a bank of best practices for ELA and Math activities, which teachers can draw on to supplement the primary curriculum for these subjects. These optional resources help teachers to meet children's individual learning needs and preferences so that they can best master their learning goals.

Technology Integration

At CMI, instructional technology supports student achievement in all areas of CMI academics (International Curriculum, Common Core National Standards, Inclusive Education, and Arts Education/Integration), and in all programs (Early Childhood, Elementary, and Middle School). Technology is integrated into instruction in a way that empowers student voice and provides students with the skills for success in a global society. In other words, technology integration is well-aligned to CMI's vision: taking a global approach to learning, while always maintaining focus and attention on the development of the individual student.

In order to support academic achievement, CMI integrates technology so to:

- enhance instruction in all areas of the CMI program: International Curriculum, Inclusive Education, and Arts Education/Integration;
- meet and exceed learning objectives in all content areas (including technology) as defined by the IPC and IMYC, ISTE, Next Generation Science Standards, and Common Core State Standards in Literacy and Math;
- facilitate the assessment of student achievement in all content areas, eg. in Literacy and Math via the PARCC assessments; through rubrics in IPC / IMYC units; through digital portfolios throughout the curriculum;
- Provide students with engaging resources and opportunities for applying technology knowledge, skills, and understanding:
  1) Integrating the arts and technology via STEAM, 2) Coding with Scratch,
  3) Collaborating with G Suite (Google Apps for Education), and 4) promoting Digital Citizenship.

The CMI instructional technology program is guided by the ISTE Standards for Students, which describe the skills and knowledge that students need to thrive, grow and contribute in a global, interconnected and constantly changing society. These student technology standards provide a framework of seven categories outlining forward-thinking technology use by students:

1. Empowered Learner
2. Digital Citizen
3. Knowledge Constructor
4. Innovative Designer
5. Computational Thinker
6. Creative Communicator
7. Global Collaborator

CMI students use a variety of hardware and applications to achieve these goals: desktop computers, laptops, Chromebooks, and projectors, as well as a wide variety of developmentally-appropriate software and web-based applications. These applications allow students to demonstrate critical and creative thinking, build skills in communication and collaboration, create original content and access materials at a level appropriate to their needs as well as demonstrate competency in their learning goals.

Digital citizenship is another important part of the CMI Instructional Technology program. Based on Common Sense's Digital Citizenship resources, the program aims to instill in students an understanding of the rights, responsibilities, and opportunities associated with technology use. At the beginning of each school year, students agree to follow age-appropriate guidelines for appropriate technology use at CMI such as:

- Using electronic resources for educational purposes only;
- Avoiding waste of resources such as printer toner and paper;
- Respecting intellectual property and copyright laws;
- Protecting oneself and respecting others when accessing the internet;
- Reporting any incidents of cyberbullying immediately;
- Reporting any offensive materials or computer viruses immediately;
- Acknowledging that any message or files saved on, sent from, accessed, or received on CMI equipment may be inspected;
- Keeping one's passwords private and respecting the privacy of others' passwords;
- Taking care of the school's hardware, electronic systems, and network;
- Protecting one's safety by not sharing any personal information online; and
- Protecting oneself and the school's technology equipment by not viewing, sending, displaying, or downloading any illegal, inappropriate, or offensive materials.

Any questions regarding CMI's Instructional Technology program may be directed to Derek Morton at derek.morton@creativemindspcs.org.

Special Education Services

Our goal at CMI is to include students who receive special education services with their peers in the general education classroom setting as much as possible. Students who qualify and have an Individualized Education Program ("IEP") may receive specialized individual or small group instruction outside of general education if necessary. Services include small-group or individualized reading, writing, or math instruction, speech therapy, occupational therapy, physical therapy, counseling or other services as required, provided both in and out of the General Education setting.

If a student referred by parents or teachers is suspected of having a disability requiring special education, a psycho-educational evaluation is conducted to gain more insight. Parents or teachers who are concerned that a student may have a disability should contact CMI's Special Education Coordinators to request an evaluation of the student. Written parental consent is required before an evaluation for special education may be conducted. Once the evaluation is completed, a meeting with the student's parent/guardian and a multidisciplinary team will be held to determine if a child requires special education services based on the results of the evaluation. For students who require special education services, an IEP will be developed and implemented.

For questions about the special education program or process at CMI, or to learn more about the rights of students with disabilities and their parents, please contact the Maura Hoyson at maura.hoyson@creativemindspcs.org (for students in preschool through third grade), and Birdie Vergamini at kelly.vergamini@creativemindspcs.org (for students in fourth through eighth grade).

English Language Learners Program (ELL)

When students have English language learning needs, the school provides them with additional services. In our ELL program we offer Content-Based ESL ("CBE") and Pull-Out ESL ("POE"). The purpose of the program is to increase the English language proficiency of eligible students so they can attain academic standards and achieve success in the classroom.

ESL staff hold an Instructional I or II Certificate and have appropriate training to teach ESL classes. Lead teachers are also provided with appropriate training in modifying instruction for ELLs.

Progress Monitoring

All students in the ESL program receive progress reports on their mastery of the English language with each report card distribution. These progress reports are written in the student's native language to ensure that parents are able to understand the progress their child has made in mastering the English language.

Annual Assessment of ELLs

The school's assessment processes for ELLs comply with all state and federal laws. ELLs take the WIDA ACCESS for ELLs test annually. ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) is a secure large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English language learners. All students in Grades three through eighth take the

PARCC Assessment to assess their mastery of the Common Core Standards with allowable accommodations. Students who score less than a 5 are entitled to accommodations on the PARCC. Newcomers (students who have been in the United States for less than one year) are exempt from the PARCC.

Exit Criteria

In order to be exited from the ESL program, students must achieve a composite score of 5.0 on the ACCESS for ELLs test. Students are monitored for two years after exiting ESL using a review of grades, benchmark tests, standardized assessment scores, and teacher observations. Records of these reviews are kept in the student's file.

Grading of ELLs

ELLs are graded using the same grading system as all other students. A student may not be retained in a grade based solely on his/her ESL language proficiency.

ELLs with Disabilities

ELLs may be eligible for the full range of Special Education services as appropriate.

Parent Involvement

Parents of ELL students are provided notice within thirty days from the beginning of the school year regarding their child's identification and placement in the ELL program. Parents have a right to decline or opt their children out of the ESL program. Parents of ELL students are afforded the opportunity to meet with the school staff, with the assistance of an interpreter, in order to understand the CMI program and to offer their input. All information disseminated to the students and their parents is provided in the language or mode preferred by the parents.

Evaluation

The ESL program is evaluated annually to ascertain that it is meeting its goals for the students. ESL students and their parents are guaranteed full access to all CMI programs and services.

Assessments

Ongoing assessment is an essential component of effective teaching and meaningful learning at Creative Minds International.

Assessment serves the following important purposes:

- Gives teachers an understanding of how children are learning
- Gives students important feedback and offers them the opportunity to reflect on and improve their own learning
- Allows teachers to monitor each student's progress toward learning goals.

IEYC, IPC and IMYC Assessments

CMI uses the IEYC, IPC and IMYC Learning Portfolios to assess student's knowledge, skills and understanding of subject and learning goals. Within each unit, teachers work toward targeted learning goals by:

- Sharing the learning goals with the students in clear, child-friendly language;
- Explaining whether each goal relates to knowledge, skills, or understanding;
- Implementing effective instructional strategies to promote progress toward each learning goal;
- Encouraging students to engage in self and peer evaluation through the use of child-friendly rubrics;
- Giving effective verbal and written feedback and offering students the opportunity to reflect on their learning.

Learning Portfolios showcase student work, and provide added documentation of student progress in international, personal and subject goals.

Standardized Testing

In addition to our International Curriculum assessments, formal assessments allow teachers to gauge students' progress according to grade-level standards. Our formal assessments are fully aligned with Common Core State Standards, and give our teachers important benchmarks by which to gauge academic growth and respond to needs for further instruction or "re-teaching" key subject matter.
Formal assessments in place at CMI include:

- **Teaching Strategies GOLD**: Given to our preschool and prekindergarten students, Teaching Strategies GOLD assesses students' growth in literacy and math standards three times over the course of the school year.

- **Developmental Reading Assessment (DRA)**: All students from kindergarten through second grade take the DRA, which assesses each student's instructional level in reading. The DRA is given three times over the course of the school year.

- **Northwest Evaluation Association - Measures of Academic Progress (NWEA-MAP)**: A computer-based, adaptive assessment, NWEA-MAP measures students' performance on grade level standards in math for our kindergarten through eighth grade students. Our third through eighth graders take the NWEA-MAP assessment for English Language Arts as well. These assessments are given three times over the course of the school year.

- **i-Ready**: A computer based adaptive diagnostic and instructional tool for reading and mathematics which pinpoints student needs down to the sub-skill level. There is ongoing progress monitoring which shows whether students are on track to achieve end-of-year

targets. Our students in Kindergarten through eighth grade will participate in this assessment. Parents and students have access to iReady 24/7 to allow for extended learning in outside of school time.

- **Partnership for Assessment of Readiness for College and Career (PARCC)**: PARCC is the District of Columbia's annual standardized assessment, given to all students from third through twelfth grade to measure performance in ELA and math.

Report Cards

CMI Report Cards are aligned to Common Core State Standards for literacy and math. They also indicate each student's development with regards to the IEYC, IPC and IMYC Learning Goals. Our Report Cards use the language of the International Curriculum's rubrics to measure a student's level of mastery in each subject area goal (Beginning, Developing, or Mastering). CMI sends report cards home three times a year.

Auxiliary Program - Extended Creative Day

Our auxiliary program Extended Creative Day (ECD) includes Before School, After School, Creative Clubs, and Individual Music Lessons. The goal of CMI's ECD program is to provide CMI students with a safe, healthy environment in which they can continue to learn, grow, and experience enrichment activities aligned with their interests.

Before School

Preschool through 8th Grade
Our Before School program offers families the convenience of early drop-off in the morning. Before School takes place between 7:30 a.m. and 8:15 a.m. Students attending Before School play games, read, and have breakfast before school begins.

Enrollment
You may enroll your child in Before School for a fixed monthly rate of $150. Please note that the first payment for August/September Before School is due on August 25th. Payment for October and all subsequent months will be due on the 1st of the month.

Enrollment for Before School takes place in late July / early August through an online process. If you need to enroll in Before School after the start of the school year, there will be a link to an online enrollment form available on the CMI website. The monthly price

has been calculated taking into account that some months have more school days than others, and represents an average over the ten months of the school year.

Before School begins August 20. Please note that we do not offer a per-diem rate for Before School. If you need to drop off your student prior to 8:15 a.m., you must enroll in a monthly Before School plan.

Withdrawal

If you wish to withdraw your student from Before School, you must provide written notice two weeks prior to the end of the month to cancel your enrollment for the upcoming month.

After School

Preschool through 4th Grade

Our After School program runs from 3:30 p.m. until 6:00 p.m. and provides students with homework supervision, a nutritious snack, as well as indoor and outdoor (weather permitting) free play. Students participate in informal activities such as chess, music, dancing, and art projects, while enjoying social interactions with their friends and academic reinforcement from our talented staff members. Our After School staff consists of CMI teachers, student support staff, childcare professionals, and local university graduate and undergraduate students.

Enrollment

You may enroll your child in After School for a fixed monthly rate of $350, or $125 if you qualify for free or reduced lunch. All students enrolled in After School may stay until 6:00 p.m. All students must be picked up promptly at 6:00 p.m. Following all after school programs, students must be signed out by guardians or, if applicable (for older students), by themselves.

After School begins on August 20th for students in preschool through 4th grade. Preschool students have a modified schedule during the first week of school and therefore begin After School during the second week). The first payment for After School is due no later than five days of invoice issue, which typically occurs on the last business day of the preceding month. Payment for October and all subsequent months will be due on the 1st of the month.

Enrollment for After School takes place in late July / early August through an online process. If you need to enroll in After School after the start of the school year, there will be an online enrollment form available on the CMI website. The monthly price has been calculated taking into account that some months have more school days than others, and represents an average over the ten months of the school year.

Withdrawal

If you wish to withdraw your student from After School, you must provide written notice two weeks prior to the end of the month to cancel your enrollment for the upcoming month.

Creative Clubs

Preschool through 4th Grade

Our Creative Clubs offer targeted enrichment activities that are designed to complement the child-centered and academically rigorous instruction of our school day. Creative Clubs instructors are CMI teachers, student support staff, and DC-based organizations that offer unique enrichment opportunities. For the most up-to-date club offerings, please see our school's website.

Enrollment

Our Creative Clubs offerings will be published on our website in late July / early August each year for the fall clubs, and December each year for the spring clubs. All enrollment for Creative Clubs occurs online. An online form will be available in the online welcome packet and on the CMI website. Please check the weekly newsletter for updates.

In rare cases that a Creative Club has more students signed up than it can accommodate, we will make every effort to accommodate all students who have registered. If we cannot accommodate all students CMI will conduct a random lottery approximately one week before the start of school to determine the final roster. Clubs that do not reach a minimum enrollment target by two weeks prior to the start of the school year may be cancelled.

Payment

Payment for Creative Clubs is due at the time of enrollment. Most clubs have 15 - 17 sessions in the fall and 17 - 20 session in the spring. Depending on holidays, however, some clubs may have more or fewer. Rates for Clubs are fixed at $255 per club and include participation in After School both before and after the Creative Club. The rate for families who qualify for free or reduced lunch are $125 per Creative Club and includes participation in After School both before and after the Creative Club.

Creative Clubs Policies & Procedures

Creative Club instructors pick up students from a designated After School meeting point at 4:00 pm and bring them to the location of the Creative Club. At 5:00 pm, Creative Club instructors return students to their designated After School classroom. Families may pick students up from the After School classrooms after 5:00 pm.

Withdrawal

In order to ensure appropriate staffing for the Creative Clubs and maintain our financial obligations, we have a strict policy on withdrawals from clubs.

Reimbursements for withdrawals are as follows:

- 50% refund through the 2nd week of class.
- No refund will be provided after the 2nd week of class.

If you wish to withdraw your student from the program, please provide written notice two weeks prior to the end of the month in order to cancel enrollment for the upcoming month.

Cancellations

In the event an instructor cancels two or more sessions we will offer a credit to your account for the missed classes. The credit will be communicated to parents via email.

5th through 8th Grade

The Creative Club program for Middle School has been designed to allow our oldest students the opportunity to make choices and exercise leadership and self-direction. Our goal is to provide a safe, healthy environment for continued learning, exploring interests, and developing skills.

Students will have a menu of options each day during After School which will include intramural sports, athletics, coding, performing arts, and homework help/tutoring. This list will change each fall and spring.

Enrollment

Enrollment will take place in late July / early August for the fall session through an online process. Once your child is enrolled in the program, he or she will be able to choose activities to participate in. The menu of options will be published on our website.

Payment

Payment for Creative Clubs is due at the time of enrollment. Most clubs have 15 - 17 sessions in the fall and 17 - 20 session in the spring. Depending on holidays, however, some clubs may have more or fewer. Rates for Middle School Creative Clubs are fixed at $255 per club and include participation in After School both before and after the Creative Club. The rate for families who qualify for free or reduced lunch are $125 per Creative Club and includes participation in After School both before and after the Creative Club.

If an activity does not reach minimum enrollment (enough students to play on a soccer team, for example), we may adjust the activity accordingly. Families will be notified, and will have the opportunity to withdraw from the program with a full refund if desired.

Withdrawal

In order to ensure appropriate staffing for the Creative Clubs and maintain our financial obligations, we have a strict policy on withdrawals from clubs.

Reimbursements for withdrawals are as follows:

- 50% refund through the 2nd week of class.
- No refund will be provided after the 2nd week of class.

If you wish to withdraw your student from the program, please provide written notice two weeks prior to the end of the month in order to cancel enrollment for the upcoming month.

Cancellations

In the event an instructor cancels two or more sessions we will offer a credit to your account for the missed classes. The credit will be communicated to parents via email.

Individual Music Lessons

Students ages 4 +

ECD offers music lessons for students seeking one-on-one instruction in piano, voice, violin, guitar, percussion, and other instruments through B&B Music Lessons. We are continuing our successful partnership with B&B Music Lessons (http://www.bnbmusiclessons.com), a company that provides professional, experienced music teachers to CMI's ECD program to complement school day music lessons, or to enhance or engage new individual abilities.

Enrollment

CMI uses an online form for signing up for music lessons in the After School program. The form for signing up for all music lessons will be available on the CMI website.

Subscription Pricing & Payment

Registered families are automatically charged on or after the 1st of each month directly by B&B. The subscription rate for lessons is $110/month. Additionally, a site service fee of $20 per month, per student will be assessed by the ECD program. If you cancel a lesson during the month you will not receive a refund. However if the teacher cancels you will receive a credit for the missed lesson on next month's payment.

Suspending or Cancelling Lessons

In the event that you can no longer continue music lessons, please send an email to info@BnBMusicLessons.com. Be sure to notify B&B before the 1st of the month to avoid being charged for that month.

Important Notes on Music Lessons

Spaces for individual lessons have traditionally been limited based on space constraints and instructor availability. Having more flexibility regarding the day of the week and time of the lesson will make it more likely that your child will be able to sign up for lessons.

Please note that Individual Music Lessons and After School are separate programs. In order to participate in Music Lessons, unless your student is being picked up from the school at 3:30 and returned for their music lessons, the After School fee ($10 per lesson day) must be paid in full by the first of the month.

Typically two annual student showcases (or recitals) are held at the school. Attendance is free and strongly encouraged (but not mandatory).

Music lessons are available for students age four (4) and up.

ECD Policies and Procedures

Payment

Invoices for ECD services may be paid online or in person with a check, credit card, money order, or cash. There is a $25 fee for returned checks.

Invoices are typically issued on the last business day of the month. Families have five (5) days to pay the invoice. If after five (5) days an invoice remains unpaid a reminder is sent indicating payment *must* be made within ten (10) days of the invoice issue date. If no payment is received within ten (10) days of the invoice issue date families will receive a letter indicating a student's ability to participate in the program has been terminated and participation in the program will be withheld until payment in full is received. Late fees may also be assessed.

If you are experiencing hardship and need to discuss payment options, please contact ECD manager Shannon Smith at shannon.smith@creativemindspcs.org.

Policies & Procedures

At school dismissal, all students who are enrolled in After School, Creative Clubs, and Music Lessons are brought to a designated meeting place. At 3:45 pm, students who are not enrolled in After School but who have not been picked up will be sent to wait for pickup near the front desk.

Students in After School receive a nutritious snack provided by our meal vendor. For more information about snacks, please see the school menus posted on our website under Health & Nutrition.

After School ends at 6:00 pm. Please call the school immediately if you know you are going to be late; we are obligated to call the police if we are unable to reach parents, guardians or emergency contacts and it is past the end of After School.

Late pick up after 6:00 pm also requires that the person who picks up the child pay a fine directly to the ECD manager upon arrival. This fine is $1.00 per minute ($5.00 minimum) per family.

The following procedures will be followed regarding late pick-up:

- First instance: The ECD manager will remind parents or others authorized to pick up the child of the programs hours and collect the associated fine.

- Second instance: The ECD manager will follow procedures from the first instance as well as inform the COO who will contact the parents to discuss the situation.

- Third instance: The ECD manager may, at their discretion, contact DC Child Protective Services and terminate your ECD contract. In addition the ECD Coordinator will notify both CMI's COO and Executive Director who will follow up with you.

Scholarships
We strive to make our after school programs available to all students. CMI provides as many scholarships as possible to students who qualify for the Free & Reduced Lunch Program to attend Creative Clubs and receive individual music lessons. The Creative Families Association (CFA), our partners, and other individual donors, provide additional scholarships to increase access to activities.

Students are nominated by their teachers for enrichment opportunities and selected by leadership based on financial, academic, and social needs. If you would like your child to be considered for a scholarship, please contact the ECD manager. Scholarships are distributed anonymously in order to protect the privacy of students and families.

Questions and Concerns
Please send any questions or concerns (including billing) to the Director of Extracurricular Activities at shannon.smith@creativemindspcs.org.

Safety & Discipline

Student Code of Conduct

At the beginning of each school year, students and families will receive a Student Code of Conduct with explicit expectations for student behaviors relevant to your child's grade and development. It is important that you review the information and understand that your signature on the Student Code of Conduct means that you have read and understand the Code and the conditions under which they may be implemented. Not returning the Code of Conduct implies agreement and consent to the policies listed within the document.

CMI Core Beliefs about Student Behavior

CMI staff share a set of Core Beliefs about Student Behaviors. These beliefs, in line with the Greenspan model approach to child development, inform the actions that staff members take to improve and respond to student behaviors. We have adopted and created policies and procedures to ensure a safe environment with these values in mind. The Core Beliefs are as follows:

- We believe that every attempt should be made to maintain the dignity of both the adult and the student.
- We believe that there should be a logical connection between misbehavior and resulting responses.

- We believe that misbehavior should be viewed as an opportunity for individual problem solving and preparation for the real world as opposed to a personal attack on the school or staff.
- We believe that students should have the opportunity to tell their side of the story (due process hearing) when consequences appear to be unfair.
- We believe that it is best if a student does most of the thinking.

Student Behavior Expectations

While this language of Core Beliefs is shared primarily between staff members and families, all students learn in the first week of school that at CMI we expect the following:

- Students will treat everyone they encounter with respect
- If you cause a problem, we will ask you to solve it.
- If you choose not to solve it, we will have to do something.
- What we do will depend on the special person and special situation.
- If at any time you feel we have not been fair, you can whisper, “I don’t think this is fair,” and we can talk.

As our beliefs and expectations point out, our goal is to create a culture where community members practice the Personal Goals, but are creative, responsible problem-solvers when faced with challenges. Our mission is for students to do most of the thinking about problems because we know that is how mistakes become learning opportunities and how children build the life skill of self-discipline. These values are promoted across grade levels, from our youngest learners to our middle schoolers. By utilizing the common language of Personal Goals and shared expectations for common areas throughout grade levels, our students will understand that we are united in our expectations for the community. This common experience provides students with the needed structure to feel safe and comfortable. Each teacher uses these points as conversation starters, allowing students to have thoughtful discussions about what it means to problem-solve and respect the boundaries of others throughout the school day. These expectations manifest themselves very differently throughout developmental levels and all families will receive more specific classroom guidelines for their individual child’s classrooms.

A Restorative Response to Misbehavior

CMI has created a research-based behavior system tailored to our unique mission and philosophy to provide a structured and safe learning environment while teaching students skills that will benefit them as the engage within the real world. Our approach aligns to the Greenspan model’s dedication to positive relationship-building between adults and children while viewing every child as a unique individual. Whenever possible, staff deliver restorative responses geared toward providing the student an opportunity to right the wrong they committed. Balancing accountability with a desire to provide supports to prevent the misbehavior in the future,

restorative consequences are related to the function of the misbehavior, are respectfully delivered, and are reasonable in duration and severity depending on the child's developmental level. These are not arbitrary punishments, but meaningful opportunities for students to make restitution, realizing the real weight of cause and effect when it comes to their decision-making. As students grow in their development, the goal is to empower students to solve their own problems and identify ways to right a wrong that they have caused. Staff also utilize restorative conferencing with those affected in order to restore damaged relationships and reintegrate the student back into the learning community. Throughout the year, the school will offer workshops on how parents can better partner with the school to ensure we are collaborating to support students who may be encountering behavioral challenges.

If rules are continuously broken in ways that interfere with our students' safety, security, or ability to learn, and we are unable to address a student's negative behavior through positive interventions and classroom redirection, families will be contacted and administrative disciplinary action will be taken. As our school's philosophy views each individual and behavioral situation as unique, we do not utilize a one-size fits all approach, but tackle each situation by thoughtfully prioritizing the physical and emotional safety of all students.
We know that parents play an important role in supporting positive behaviors at school. We encourage your support and involvement in problem-solving difficult behaviors as they arise. Our staff will document students' social, emotional and behavioral challenges and communicate with parents as needed.

Bullying Prevention & Intervention Policy

Objectives & Purpose

CMI expects all students and staff to behave in a way that promotes an understanding of the Personal Goals outlined in the social-emotional curriculum, derived from the IEYC, IPC & IMYC. These Personal Goals allow us to maintain a safe and inclusive environment for all students, CMI staff, and community members. CMI expects students and staff to treat each other with respect and does not tolerate acts of harassment, intimidation, or bullying. Similar to violent or highly disruptive behaviors, this type of conduct violates the rights and abilities of students to engage in learning and makes it difficult for CMI staff to adequately educate students in a safe environment. CMI has created a bullying prevention and intervention policy in order to protect our school culture, safety, and wellbeing of all members of our school community. CMI staff will utilize this policy to immediately investigate reports of bullying, harassment, and intimidation and determine appropriate next steps for all involved in an incident.

Definition of Bullying

CMI defines bullying as any severe, pervasive, or persistent act or conduct, whether physical, electronic, or verbal that:

1) May be based on a youth's actual or perceived race, color, ethnicity, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, intellectual ability, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, place 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
2) Shall be reasonably predicted to:
   a) Place the youth in reasonable fear of physical harm to his or her person or property;
   b) Cause a substantial detrimental effect on the youth's physical or mental health;
   c) Substantially interfere with the youth's academic performance or attendance; or
   d) Substantially interfere with the youth's ability to participate in or benefit from the services, activities, or privileges provided by an agency, educational institution, or grantee.

Prohibition Against Bullying

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

1) On CMI grounds and at CMI sponsored or related events on and off the CMI grounds, on any vehicle used for CMI business, at any transit stop at which youth wait to be transported to CMI business, or through the use of any electronic devices owned by CMI, leased by CMI or used for CMI business;
   AND
2) At a location or function unrelated to CMI, through the use of any electronic devices, including those not owned or leased by CMI, if the acts of bullying or cyberbullying create a hostile environment at CMI for the victim or witnesses, infringe on their rights at CMI or materially and substantially disrupt the orderly operation of CMI.

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

Reporting Bullying Concerns

The Bullying Prevention & Intervention Policy, and age appropriate versions thereof, will be distributed to CMI students and parents annually through the Student & Family Handbook as

well as the Code of Conduct. All CMI staff will be trained on the bullying policy and reporting procedures annually. Our School Wellness Team are responsible for coordinating CMI's bullying prevention efforts. All questions, comments, and concerns about the bullying policy and CMI prevention efforts can be directed to our School Social Worker or School Counselor by calling 202-588-0370.

Reporting Incidents of Bullying or Retaliation

CMI expects all staff members to report incidents of bullying or retaliation they witness or are made aware of. Staff members should immediately report all such incidents to the School Social Worker or School Counselor. Students, parents, and guardians, are encouraged by CMI to report any incidents of bullying that they witness or become aware of. Reports of bullying may be made to the School Wellness Team by completing an online reporting form, a paper form, or calling 202-588-0370.

Reports of bullying by students, parents, and guardians may be made anonymously, but disciplinary action cannot be taken by CMI solely on the basis of an anonymous report, though such a report may trigger an investigation that will provide actionable information. All reports received as part of this process will be transcribed onto a CMI Bullying Incident Report Form.

Investigating Incidents of Bullying

An investigation of an incident will be initiated no more than one day after the School Wellness Team (SWT) receives a report of bullying and will conclude no later than 30 days after the receipt of such a report. As part of the investigation the SWT will interview any involved or relevant parties. Prior to the investigation of an incident, the SWT will take steps to ensure the safety of the alleged victim referenced in a reported bullying incident. These steps will be designed to restore a sense of safety to the victim and to protect them from further incidents if necessary. Examples of such actions may be to establish a staff "safe" mentor, create preferential seating, or to change the alleged bully/bullies' school schedule when necessary. Once an investigation is concluded, further steps will be taken as needed to assure the continued safety of the victim from additional incidents of bullying or retaliation.

Once a report of bullying has been received by CMI, the following groups will be notified as needed by the School Wellness Team:

> Parents and guardians: CMI will notify the parents or guardians of victims, bullies, and if appropriate, witnesses to an incident of bullying behavior about the nature of the incident and the procedures and steps in place for responding to it.

Law enforcement agencies: If Creative Minds International PCS determines that the reported incident may involve criminal activity or the basis for criminal charges, information about the incident must be conveyed to the appropriate law enforcement authorities after approval of the school principal. As part of making this determination the School Wellness Team may wish to consult with either a law enforcement officer or legal counsel with the respective Program Director's guidance.

Notification will be undertaken to ensure that services are provided to victims and bullies and to protect victims from further or sustained victimization. CMI will make every effort to protect the confidentiality of those who report bullying incidents.

The School Wellness Team is charged with making determinations as to whether a reported incident constitutes a case of bullying. These determinations will be made in consideration of the totality of the facts and the circumstances surrounding the incident. If the SWT determines that an incident of bullying has occurred, appropriate disciplinary steps will be taken in conjunction with the school administration to prevent the recurrence of an incident and restore the safety of a victim.

Consequences of Bullying and Retaliation

CMI recognizes that for sanctions to be an effective component of a bullying prevention plan, they must be applied consistently, fairly, and equitably. To this end, CMI shall ensure that staff follows these guidelines as closely as possible, while allowing for flexibility to adapt sanctions to individual contexts. Furthermore, to ensure equitability in applying sanctions, measures will be applied on a graduated basis determined by the nature of the offense, the disciplinary history of the student(s) involved, and the age and developmental status of the student(s) involved. Responses to incidents of bullying are outlined in the student handbook. Potential consequences of bullying include, but are not limited to:

- Change in proximity
- Loss of privileges
- In or Out of School Suspension

To ensure that single incidents of bullying do not become recurring problems, CMI's response to an active incident of bullying will always include the referral of both victim(s) and bully/bullies to the School Counselor for remedial mental health services. CMI does not endorse the use of punitive strategies associated with "zero-tolerance" policies when applying sanctions to an incident of bullying. CMI shall communicate to students these consequences that students can expect for participating in bullying behavior.

Appeals

Parties dissatisfied by the outcome of a bullying investigation may appeal the determination of the School Wellness Team at Creative Minds International PCS. This appeal should be submitted no later than 30 days after the initial determination. Upon receipt of an appeal, the Program Directors in consultation with the Executive Director will conduct a secondary investigation within 30 days of the receipt of an appeal. This 30-day period may be extended by up to an additional 15 days if the Creative Minds International PCS indicates why more time is needed to conduct an investigation.

Suspension and Expulsion

Suspension and expulsion are the school's most serious disciplinary actions and will only be considered when serious or repeated conduct violates the rights of others to feel safe and engaged in learning. CMI works hard to be a low-suspension and no expulsion school by implementing consequences that give students an opportunity to restore their relationships, fixing the problem they have caused, rather than be excluded from a learning environment. In keeping with our Core Beliefs, our goal is to keep students in class and learning, and we believe that punishing students does not alter behaviors, but that interventions do. Suspension is defined as the denial of the right of a student to attend CMI, including all classes and school activities, for a defined period of time, not exceeding ten school days. Expulsion is the denial of a student's right to attend CMI, including all classes and school activities, for at least one school year or longer.

The Executive Director and Director of Student Culture will determine the number of days for a suspension based on the severity of the infraction, the developmental stage of the student, and any previous infractions. CMI requires that a parent/guardian attend a meeting with the administrative team before a student may return to school after such a consequence.

In the event that a student is suspended or expelled, the parent will be contacted and informed of the suspension and will need to pick up the student from school. If the parent is unable to pick up the student that day, the suspension will begin on the next immediate school day. A copy of the suspension letter will be sent home with the student and another will be retained in his or her permanent school file. Parents wishing to appeal a suspension must do so by making an appointment with the appropriate leadership staff.

Long-Term Suspensions and Expulsions

Any student involved in a very serious discipline incident (e.g. Tiers 4 or 5, defined in Appendix 3) may be a candidate for long-term suspension or expulsion. According to the Student Fair Access to School Amendment Act of 2018, no student may be subject to an out of school

suspension for longer than five consecutive days for grades K-5 and ten consecutive days for grades 6-12. IDEA discipline provisions are observed in cases regarding students with disabilities. Only the Executive Director will make the decision regarding long term suspensions or expulsions. Expulsion is an action taken as a last resort. It is a consequence used for repeated offenses by a student who shows an inability to correct his/her behavior after repeated measures and options have been exhausted.

Expulsion Process

The final decision for expulsion lies with the Executive Director. If a student is under consideration for expulsion, the Executive Director will contact the parent/guardian to arrange a meeting for a review of the conduct which led to the consideration for expulsion. The student will be considered suspended until the expulsion is final. Students and families must follow the rules in the suspension policy outlined above. Once under consideration for expulsion, the parent/guardian is asked to pick up the student, and the student is not allowed to return to the school grounds or participate in any school sponsored activities, field trips, or programs. The Executive Director will then convene the school's disciplinary committee to make a final decision regarding expulsion and notify the parent/guardian by telephone and in writing.

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 Board Chair (or his/her designee) and two other board members. The appeal must be made in writing within 48 hours of notification of expulsion and delivered by email or regular mail to the Executive Director. Once the appeal is received, a hearing is scheduled no more than 48 hours after the Executive Director receives notice of the parent/guardian's appeal. At the appeals hearing, the Executive Director may present written and oral statements as well as documentation supporting the decision to expel. At the appeals hearing, the parents/guardians may present written and oral statements as well as documentation supporting the appeal. The student's parents are encouraged to attend and present an oral or written statement. The Appeals Committee will consider the testimony of all participants and render a decision within 48 hours of the hearing.

Disciplinary Procedures for Students with Disabilities

CMI abides by the Individuals with Disabilities Education Act (IDEA) and DCMR Chapter 25 and Chapter 30 when suspending or expelling special education students. When a student with an IEP demonstrates significant behavioral challenges at CMI, the following procedures will apply:

1. If the student's IEP includes specific disciplinary guidelines, the student will be disciplined in accordance with those guidelines. If the disciplinary guidelines appear to be ineffective, or if there is concern for the health and safety of the student or others, if

the guidelines are followed with respect to a specific infraction, the matter will be immediately referred to the Special Education Coordinator for action;

2. Students for whom the IEP does not include specific disciplinary action may be disciplined in accordance with standard school policy related to DCMR Chapter 25 relating to each infraction. If the Program Director decides to suspend the student, the Special Education Coordinators will arrange for appropriate alternative instruction;
3. If a student identified as having a disability is suspended during the course of the school year for a total of ten days, the student must be immediately referred to the Special Education Discipline Committee ("SEDC") for a manifestation meeting. The SEDC is made up of the Executive Director, the Special Education Coordinator, and the student's teacher. The SEDC will explore whether the infraction is a result of the disability. Special Education services are not to be interrupted during the manifestation process or long-term suspension. If it is determined that the behavior was a manifestation of the student's disability and the student is suspended beyond 10 days, educational services, including access to the general curriculum, must continue.

Parental Rights and Responsibilities

Parents and guardians also play an integral role in helping CMI create a Safe and Supportive School Environment. Parents/guardians have the right to:

● Be a partner in a supportive and safe school environment that fosters quality relationships, mutual respect and effective communication;
● See their child experiencing success through meaningful and relevant curriculum;
● Feel safe;
● Be treated with care, cooperation, courtesy and respect.

Parents/guardians have a responsibility to:

● Actively support and contribute to the development of a safe and supportive school environment;
● Support and encourage their children to participate to the best of their ability in all aspects of the curriculum;
● Behave and communicate in a way that respects and supports the safety and well being of self and others;
● Treat others with care, cooperation, courtesy and respect.

Parents and Guardians are encouraged to

● Inform the school of any situation or information that is relevant and concerns their children's behavior;
● Encourage their children to follow the school expectations and Personal Goals;
● Support their children in taking responsibility for their behavior by using problem solving strategies;

- Attend any meetings arranged by the school to discuss their children's behavior; and
- Work in partnership with CMI to develop a safe and supportive school environment.

Policy on Children and Youth in Transition (Homelessness Policy)

CMI acknowledges that homelessness exists in our community. Many young people leave their homes due to abuse, neglect, and family conflict. Children and youth who have lost their housing live in a variety of places, including motels, shelters, shared residences, transitional housing programs, cars, campgrounds, and others. Lack of permanent housing can lead to potentially serious physical, emotional, and mental consequences. Creative Minds International Public Charter School will ensure that all children and youth receive a free and appropriate public education and are given meaningful opportunities to succeed in our school. We will also follow the requirements of the McKinney-Vento Homeless Assistance Act.

Under federal law, children and youth in transition must have access to appropriate public education, including preschool, and be given a full opportunity to meet state and local academic achievement standards. They must be included in state- and district-wide assessments and accountability systems. CMI will ensure that children and youth in transition are free from discrimination, segregation, and harassment. More information regarding our full policy can be found on our website and will be distributed to all students upon enrollment and twice during the school year, provided to students who seek to withdraw from school, and posted in the school. Our school's liaison and point of contact for more information is our school social worker, Miriam Kahn, miriam.kahn@creativemindspcs.org.

Policies

Penalties For Providing False Information

Any person, including any District of Columbia public school or public charter school official, who knowingly supplies false information to a public official shall be subject to the payment of a fine of not more than $500, or imprisonment for not more than 90 days, or any combination thereof. The case of any such person may be referred to the Office of the Attorney General for consideration for prosecution.

The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents certain rights with respect to the student's education records. These rights are:

- The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) 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.

- The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate. Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the School principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it is inaccurate. 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 advise them 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.

- The right to consent to disclosures of personally identifiable information contained in 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); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or 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.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the *School District* to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

FERPA requires that CMI obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, CMI may disclose appropriately designated "directory information" without written consent, unless you have advised CMI to the contrary in accordance with CMI's procedures. If you want to limit the disclosure of directory information about your child, please advise the school by August 20.

Non-discrimination and Anti-Harassment Policy

CMI 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.

Harassment on the basis of any protected characteristic is strictly prohibited. Under this policy, harassment is verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of his/her race, color, national origin, sex, disability, age, religion, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, political affiliation, or source of income in its programs, and that: (i) has the purpose or effect of creating an intimidating, hostile or offensive environment; (ii) has the purpose or effect of unreasonably interfering with an individual's performance.

Harassing conduct includes, but is not limited to: epithets, slurs or negative stereotyping; threatening, intimidating or hostile acts; denigrating jokes and display or circulation of written or graphic material that denigrates or shows hostility or aversion toward an individual or group (including through e-mail).

CMI does not discriminate on the basis of race, color, national origin, sex, disability, age, religion, marital status, personal appearance, sexual orientation, gender identity or expression,

familial status, family responsibilities, political affiliation, or source of income in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

In addition, we do not allow discrimination of any kind in the workplace. We are an equal opportunity employer and also take affirmative action measures against discrimination in all aspects of employment and School business. This policy applies not only to personnel decisions, but to all aspects of the School.

We ask that everyone in the CMI community respect everyone around them—students, family members, teachers, staff, and management alike.

Anyone having inquiries concerning the CMI nondiscrimination policy or who wish to file a complaint alleging discrimination by CMI should contact our Human Resources Manager.

Any person who believes that CMI has discriminated on the basis of race, color, national origin, sex, disability, age, religion, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, political affiliation, or source of income, or otherwise may submit a complaint pursuant to CMI's Grievance Procedures. A copy of the grievance procedures can be found in this document or obtained by request through the individual(s) identified above.

Grievance Procedure

Any person who would like to file a grievance with CMI may do so following the procedures outlined below. Grievances may include a belief that CMI has discriminated on the basis of race, color, national origin, sex, disability, age, religion, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, political affiliation, source of income, or otherwise. Other grievances or complaints may involve, but are not limited to, an alleged violation of applicable law, the personal health and safety of students or staff related to physical, social-emotional, sexual, well being, the health and safety of students or staff related to facilities (hazardous conditions, unsanitary conditions), special education or ELL violations, financial improprieties or allegations of mismanagement, improper exclusions of students, withholding of diplomas or transcripts, or systemic concerns triggered from anything mentioned above due to number, type, or severity.

The grievance procedures outlined below establish how complaints will be investigated and resolved. These grievance procedures are intended to provide for a prompt and equitable resolution of complaints. These grievance procedures may be used by employees, students,

parents, or third parties. These grievance procedures do not bar individuals from filing claims in other forums to the extent permitted by state or federal law.

CMI encourages individuals to discuss their concerns with appropriate school officials before resorting to a formal complaint. However, individuals are not required to do so before filing a formal complaint.

CMI will not retaliate against any person who files a complaint or participates in an investigation in accordance with these procedures. A formal complaint may be filed by following the steps outlined below:

Step 1

Within 90 days of the complaint or grievance, written notice of the complaint must be filed with CMI's Chief Operations Officer (COO). If the complaint is being made against the COO, the complaint may be submitted to the CMI Executive Director. The written notice must include the nature of the complaint, the date(s) of the occurrence, the desired result, and must be signed and dated by the person making the complaint.

Upon receipt of the written notice of the complaint, the designated individual to whom the complaint was submitted will immediately initiate an adequate, reliable and impartial investigation of the complaint. 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.

Within thirty (30) business days of receiving the written notice of the complaint, the individual investigating the complaint will respond in writing to the complainant. The response will summarize the course and outcome of the investigation, and identify an appropriate resolution. If, as a result of the investigation, it is determined that actions related to the complaint or grievance did occur, appropriate corrective and remedial action will be taken.

Step 2

If the complainant wishes to appeal the decision from Step 1, he/she may submit a signed statement of appeal to the CMI Executive Director, within ten (10) business days after receipt of the response. The Executive Director will review all relevant information and meet with the parties involved, as necessary. Within twenty-one (21) business days of receiving the statement of appeal, the Executive Director, will respond in writing to the complainant summarizing the outcome of the appeal and any corrective or remedial action to be taken. If the complaint is being made against the CMI Executive Director, the appeal may be submitted to the Board of Trustees.

The Board Chair, Ornella Napolitano, may be reached by email at ornella.napolitano@verizon.net.

Step 3

If the complainant is not satisfied with the decision of the Executive Director, he/she may appeal through a signed written statement to the school Board of Trustees within ten (10) business days of the receipt of the Executive Director's response. A statement of appeal to the Board may be submitted to the Executive Director who will provide the statement to the Board. In an attempt to resolve the grievance, the Board shall review all relevant information and meet with the concerned parties and their representatives within thirty (30) days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within fifteen (15) business days of this meeting.

Grievances may also be filed with the Office for Civil Rights by: (1) mailing the complaint to Director, District of Columbia Office, Office for Civil Rights (OCR), U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-1475; (2) faxing it to (202) 453−6021; or (3) filing it electronically at: www.ed.gov/ocr/complaintprocess.html. For more information, you can contact OCR at (202) 453-6020 (voice), (877) 521-2172 (TDD), or ocr.dc@ed.gov.

Notice: Programs for students with Disabilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prohibits discrimination against persons with a disability in any program receiving federal financial assistance. Section 504/ADA defines a person with a disability as anyone who has a mental or physical impairment which substantially limits one or more major life activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. The school has the responsibility to provide adjustments, modifications and provide necessary services to eligible individuals with disabilities. Creative Minds International Public Charter School acknowledges its responsibility under Section 504/ADA to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability shall knowingly be permitted in any program or practice in the school.

CMI does not discriminate on the basis of race, religion, color, national origin, sex or disability in providing education or providing access to benefits of education services, activities, and programs, in accordance with Title Vi of the Civil Rights Act of 1964, as amended; Title IX of

the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; and Title II of the Americans with Disabilities Act.

Child Family Services Administration Reporting Policy

All Creative Minds International PCS, school personnel are mandated by law to report child abuse and neglect. If a staff member believes he/she has reasonable and probable grounds that a child requires protective services, they are obligated by law to report the suspected abuse or neglect to The Child Protective Services Division of the Child Family Services Agency (CFSA), via the CFSA 24-hour Child Abuse and Neglect Hotline (202-671-SAFE (7233)). CFSA is required by law not to disclose the name of the reporters to the family. It is the responsibility of the mandated reporters to support families and ensure that children are safe in their homes and community. At times, it may be challenging to apply the legal definitions and standards of abuse and neglect to a specific circumstance. For more information, please visit www.cfsa.dc.gov. For any questions or concerns, please contact the school.

Admissions and Enrollment

Creative Minds International Public Charter School admission policies meet the enrollment guidelines set forth by District of Columbia Public Charter School Board (DC PCSB) and are based on the School Reform Act (i.e. free and accessible to any District student, not designed to exclude any student).

Creative Minds International PCS follows the Public Charter Schools Common Enrollment timeline, typically beginning mid-December and ending in the Spring (each year's registration and enrollment dates will be available on our website at www.creativemindspcs.org). Children entering the school in Preschool, Prekindergarten, or Kindergarten must be at least three, four or five years old respectively by September 30th.

CMI currently fills open seats via the DC common lottery process. Information and application dates for the common lottery can be found at http://www.myschooldc.org/.

Creative Minds International Public Charter School requires currently enrolled students to re-enroll for the subsequent school year; this process takes place in the Spring to allow the school to determine the number of seats available for new applicants. In order to reserve a seat for current students, parents/guardians must submit re-enrollment forms to our registrar by the

designated date (announced in our newsletter and on our website at www.creativemindspcs.org).

Before enrollment into the school is complete, the child's family or legal guardian must present a birth certificate, current record of immunization, health certificate, and proof of residency in the District of Columbia.

Attendance Policy

Our goal is for students to attend on-time on a daily basis. In order to meet the instructional needs of all of our students, it is critical to form good habits of punctual arrival and infrequent absences. The District of Columbia Public Schools mandatory school attendance laws (D.C. Law 8-247) apply to students five years of age and older; as a public charter school, Creative Minds International PCS strictly enforces D.C. Law 8-247. Parents are held accountable for students' regular attendance to school. The attendance committee at Creative Minds International Public Charter School developed the following guidelines in an effort to document tardiness and absences. Students who have ten or more unexcused absences are considered to be chronically truant under the law and must be reported for truancy and investigation to Child and Family Services Agency (CFSA) at 202-671-7233.

Family Vacations

Please note that extended family vacations are not automatically recorded as excused absences. Please contact the Parent Liaison who will direct you to the appropriate Leadership team member with whom you should discuss any such plans.

Tardiness

All students who enter the building after 8:45 a.m. are marked tardy by the classroom teaching staff. If you have an excuse for your child's tardiness, you must submit a written note to the classroom teacher or the registrar. If a child has a note from the parent, the note will be added to his/her file.

Children who eat breakfast at school should arrive by 8:15 a.m. so they will be ready to start the school day at 8:45 a.m.. The attendance committee will review each student's attendance on a monthly basis and will contact parents to discuss regular absences or tardiness. Parents will receive a letter when a student reaches five unexcused absences and will be invited to the school for a meeting.

Excused Absences

Valid excuses for absence are:

- Student illness or medical cause
- Illness or other family emergency that requires the presence of the student in the home or prevents the parent from bringing the child to school
- Exclusion by direction of the authorities of the District of Columbia, due to quarantine, contagious disease, infection, infestation, or other condition requiring separation from other students for medical or health reasons
- Medical or dental treatment
- Death in the student's family
- Necessity of the student to attend legal proceedings
- Observance of religious holidays
- Lawful suspension or exclusion from school by the school administration
- Temporary closing of the school due to severe weather, official holidays, unsafe conditions, or emergencies
- Visiting a parent or a legal guardian who is in the military; immediately before, during, or after deployment
- Other absences approved in advance by the Head of School upon written request of the parent

Procedures

Absence Procedures

Parents should notify the child's teacher when absences can be anticipated. For unanticipated absences, please call the absence hotline (202-588-0370 x118). In addition, a note to the teacher and registrar (including the reason for the absence) is required when the student returns to school.

A student who is absent for three or more consecutive days must present a doctor's note upon his/her return to school.

Any student who is sent home sick (fever, vomiting, etc.) must be symptom free without medication for at least 24 hours before returning to school.

Breakfast and Lunch

Breakfast is available to all Creative Minds International Public Charter School students free of charge. We also participate in the National School Lunch Program (NSLP) and Healthy Schools Act (HSA) provided by the Office of the State Superintendent of Education (OSSE). All qualifying families are invited to apply for free or reduced priced lunches and are encouraged to do so. If you have not yet filled out an application, you may pick one up from Aura Matias. Ms. Matias may be reached at aura.matias@creativemindspcs.org.

School lunch is available for purchase for those families who do not qualify for the Free and Reduced Meal Program but wish to participate in our lunch program. In order to ensure that we are able to accommodate all students for our lunch program, we ask that you enroll promptly and adhere to our payment policy requiring payment in advance. For further information about payment for school lunch and monthly rates, please refer to our website.

In order to meet our obligations to our meals vendor and maintain proper financial management, we have a strict policy on withdrawals from the lunch program. You must provide written notice at least two weeks before the end of the month to cancel meals for the upcoming month. No refunds are available. Should you decide to enroll in the lunch program at a later date, the same two-week notice will apply.

Dress Code

While there is no formal dress code, Creative Minds International Public Charter School expects students to wear appropriate attire. This includes safe footwear (no flip-flops), clothing depicting appropriate language, and clothing that provides adequate covering of the body. For Middle School students, low-cut tops or short-shorts are not considered appropriate.

Please check the weather and send your child to school with appropriate clothing. Children go outside to play on a daily basis, weather permitting, and should dress accordingly (eg. coats in the winter months).

Emergencies

In the event that Creative Minds International Public Charter School closes early, and/or is evacuated because of an emergency, school personnel, parent volunteers will notify parents via the automated phone call system.

Throughout the year we conduct monthly fire drills and emergency evacuation drills. We conduct these drills to prepare our students, faculty, and staff in the event of a real emergency such as fire, shelter in place, earthquake or other natural disaster. Should there be a need to evacuate the school building our muster location is the grassy area beyond the AFRH chapel. In the event of an evacuation from the school building, and the need to shelter indoors, we will proceed to the AFRH chapel basement adjacent to the Sherman Building.

Field Trips

Field trips are scheduled throughout the school year to provide Creative Minds International Public Charter School students with learning opportunities outside the traditional classroom environment. Participating students are required to submit a completed field trip permission slip. These forms will be sent home by your child's teacher and provide specific information about the purpose of the trip, destination, date and time, and mode of transportation (school bus, Metro, walking, etc.). A student will not be permitted to attend a field trip without a permission slip and payment of any fees associated with the field trip.

Health

By law, all students enrolled in the District of Columbia Public Charter Schools must have a current and complete vaccination record on file at the school. This record must include verification of inoculation against measles, poliomyelitis, tetanus, diphtheria, and a tuberculin skin test. It is vital to the health of all children that everyone complies with these vaccination requirements. Students will have ten (10) days from the beginning of the school year to have their vaccination records brought up to date. Students with incomplete health records will be barred from the school until records are complete.

Additionally, each child entering Creative Minds International must have a current medical and dental examination. This examination must include a screening for lead content in the blood.

We discourage the administration of any medication in the school setting. If required, however, a trained member of the school staff may dispense prescription medication to students. In order for prescription medicine to be dispensed, appropriate forms must be completed by a family doctor. This form was included in your enrollment packet and is also available upon request. All prescription medication must be stored in the nurse's office. Under no circumstances may any non-prescription medication including aspirin and cough drops be in the possession of children at school.

In compliance with the Student Access to Treatment Act of 2007, students may carry asthma inhalers or auto-injectable epinephrine at school provided the proper conditions are in place.

In cases of head-lice or nits found on a child, the student's parents or guardians will be notified by the school nurse with a phone call. The child will be allowed to stay in school for the remainder of the day. The following day, the parent or guardian must provide documentation that the child has been treated, with the name of the product used (if treated at home), or a letter from the doctor or nurse that treated the child (if taken to a lice service). The child will be checked in school that day, and the parents will be notified again if the child continues to have lice or nits. The children in a class where lice or nits have been found will be notified with a letter from the nurse.

If your child has a medical condition, please be sure to notify the School Nurse and inform us of required care in case of emergencies.

Publications

CMI communicates with families through newsletters, the CMI website, Twitter account, and Facebook account.

Newsletters are sent via e-mail to all families who wish to receive them. The newsletter provides practical details about upcoming events, news, announcements, and other timely information. Our website, which can be found at http://www.creativemindspcs.org, provides general information about the school and resources of interest to the public as well as to the CMI community. We can be found on twitter and facebook by searching for @CMIPCS.

It is important to us that all families be able to access these materials. Any family experiencing barriers to access is encouraged to speak with us so that we can suggest solutions or provide alternatives. Likewise, a parent/guardian's wishes regarding *not* receiving this information via email will be respected. Any questions about publications or digital access can be directed to the Director of Communications and Technology.

Nut-free School Policy

In order to ensure there is a safe learning environment for all of our students, Creative Minds International Public Charter School is a nut-free campus. This includes peanut and other nut butters, nuts, and products made with nuts including granola bars and cookies. Please adhere to

this policy when sending snacks or lunch items to the school by checking the ingredient lists on wrappers. Even though your child may not be affected by food allergies, others in the school or classroom could be adversely affected if nut items are present.

Safety and Security

All District of Columbia Public Charter Schools are designated as closed campuses. For this reason, all visitors to the school must report to the Front Lobby on the ground floor and must sign-in to the Visitor's Log. No child is allowed to leave the school unless accompanied by an identified parent or guardian. Every student leaving school early must be signed out in the Early Dismissal Log.

School Closings

Snow, rain, and excessive heat may result in school closure, early dismissal, or delayed openings. We follow DC Public Schools (DCPS) for school closings and delayed openings. DCPS information will be available on their website at www.dcps.dc.gov, and the following local radio and television stations:

Radio Stations

WAMU (88.5 FM), WHUR (96.3 FM), WMAL (630 AM), WTOP (1500 AM, 107.7 FM), WETA Radio (90.9)

Television Channels

4, 5, 7, 8, and 9, DCPS Cable Channel 99

You may hear reference to a code concerning school closings. The various codes are as follows:

- Code Red: Schools and administrative offices are closed. Only essential personnel report to work.
- Code Yellow: Schools are closed. Administrative offices are open.
- Code Orange: Schools and administrative offices open; two hours delayed.

- Code Green: Schools are open for students and teachers, two hours delayed. Administrative offices open on time.

We will also post school closings and delayed openings on our website's homepage at www.creativemindspcs.org and contact you via phone and/or email. Please keep the registrar updated with your current contact information.

School Hours

Regualr school hours are from 8:45 a.m. to 3:30 p.m. Monday through Friday. Breakfast is served beginning at 8:15am for all students.

Student Drop-off and Pick-up

Drop-Off Procedures
Driving families may choose to park their cars in parking lot #3 and walk their student to school, or from 8:15-8:45 only they may use the drop-off loop ("kiss-and-ride"). Staff will assist students as they exit cars in the drop-off loop and enter the school building. For student safety, students may only be let out of cars in front of building (where staff is standing), never while families are in line on the side of the building. If you arrive after 8:45, you must park in parking lot #3 and bring your student inside.

Parking is not allowed in any other AFRH parking lot, including Lincoln's Cottage lot, or in the numbered School Staff parking spaces adjacent to the School at any time. Families with handicapped tags are asked to use the drop off lane daily. If you need to come in to the school please drive along to the end of the drop off lane where there are 3 handicapped spaces. If these are full, you may park at the end of the drop off lane for 5-10 minutes providing you are not blocking traffic, and inform the front desk where you parked and your tag number.

Pick-Up Procedures
Parents are required to pick up students not staying for after school activities promptly at dismissal time. We ask parents to wait outside until 3:30 p.m., weather permitting. On inclement weather days, parents may enter the building before 3:30 p.m., but must remain in the lobby area on the ground floor or in the main hall

- **Preschool - Kindergarten** students may be picked up directly from their classrooms on the ground floor of the school at 3:30 p.m.

- **1st - 4th grade** students may be picked up in the main hall located on the first floor of the school at 3:30 p.m.
- **5th - 8th grade** students may be picked up in the main hall located on the first floor of the school at 4:00 p.m.

School Books

Most of the books used during the school day are provided by CMI. Students and families will be held responsible for replacing books that have been damaged or lost. Similarly, classroom library books are for the general school population and high circulation is encouraged. Lost or damaged books must be returned, replaced, or paid for before the school year ends.

Personal Items, Toys and Electronic Devices

Elementary and Early Childhood students have cubbies in which to store jackets or other belongings. Middle School students will be issued lockers and a lock for storing their belongings during the school day. Nothing of value should be left in jacket pockets. Students must carry backpacks and other belongings with them during the school day. Please avoid bringing large equipment such as athletic gear to school. While we aim to provide a secure school, DCI is not responsible for loss or theft of student property. The school's policy is that, in cases of accidents that happen in the normal course of the school day, we do not pay and do not try to facilitate parents paying for other students' materials. For instance, if, in a basketball game, a student's glasses are accidentally knocked off and broken, the school will not take responsibility for the loss.

Toys should be left at home unless the teacher has made a special request that children bring them to school. Children who do not follow this rule may have the toy taken away until the end of the school day. Toys include balls, bats, games, electronic toys, sports cards, game cards, cars, dolls, etc. Please note that CMI will not allow any toy weapons on campus at any time.

CMI students are not allowed to use cell phones or similar personal electronic devices within the school grounds, except under unusual circumstances. If a child brings a cell phone to school, it should remain off and stored in the child's backpack or locker during the school day and aftercare. Violation of this policy will result in confiscation and that item will be held until a parent or guardian can come retrieve the device from the school.

Parent Involvement and Communication

We believe that effective home-school communication is essential to building and maintaining a strong school community. There are many ways in which families can receive CMI news: 1) class newsletters, 2) "backpack mail," 3) weekly school wide newsletters, 4) the school's website and social media platforms, 5) periodic informative emails, 6) the Front Lobby television display, and 7) the occasional emergency alert sent by email and automated phone call.

While some of this news may be delivered in hard copy (via backpack or postal mail) or be made verbally (in person or by phone), the majority of these updates are sent or posted electronically. Families are encouraged to make use of these resources and to inform us if there are any obstacles to access. For those lacking internet access, a computer is available in the Front Lobby and may be used for this purpose. Another way that families can help to maintain strong home-school communication is to alert us to any changes in contact information including address, phone number, or email address. We ask that you promptly provide this information to administrative staff at the Front Desk.

It is important that families maintain open channels of communication with the school. Parents and guardians are encouraged to email students' teachers directly with any questions or concerns. During the school week, school staff will reply to emails within 24 hours, and generally not in the evening. Our staff, including our Leadership and Administrative team, are available to meet with parents to address any concerns. These appointments must be scheduled in advance. We ask that you please contact the classroom teacher first, if appointments are for issues related to the classroom. If the issue cannot be resolved with the teacher, then it should be brought to the Director of the program. Contact information for our Leadership and Administrative Team is included in Appendix 3.

Parent Conferences

We value regular communication between parents and teachers about academic and social-emotional progress. The school facilitates formal conferences three times during the school year. Please see the academic calendar for parent-teacher conference dates.

Conferences are a time for teachers to share the learning that has been happening in the class. This is also an opportunity for families to ask any questions they may have about child's development. If you need to meet with your child's teacher in addition to the annual parent-teacher conferences, please contact him/her to set up an appointment. Due to the demands of the teaching schedule and the importance of being present to and supervising students,

teachers cannot meet families for unscheduled meetings. Please contact staff ahead of time to schedule a meeting.

Visits & Observations

There will be many opportunities for parents to visit the school. Some of these times include reading a book to the class, sharing knowledge about a topic the class is studying, chaperoning on a field trips, participating an Entry or Exit Point, sharing your family's culture during a community meeting, and celebrating various holidays.

Parents also may request to observe their child's class upcon prior approval. We do ask that you wait until after the first two weeks of school. These first few weeks are an essential time to build classroom and school communities. Routines and expectations are set and an emphasis is put on how the class will work together as a community. During this period, parents and visitor's presence can hinder this group development.

Parent observations can be requested by submitting a form using the Classroom Observation Request Packet, available at the front desk. This request must be turned in to the teacher at least one-week prior to the requested date and approved by the teacher or program director in order to set up an observation. As part of the request packet, the observer will submit three dates and times they would like to observe, and the teacher will select a time. The observer must sign a confidentiality agreement prior to coming to the school for the observation. All visitors must check in and sign in at the front desk. Please see the Classroom Observation Request Packet for more information on this process.

Volunteerism

Creative Minds International Public Charter School welcomes volunteers. Volunteers can contribute to CMI in a variety of ways including: reading or presenting to students in the classroom (with prior appointments), participating in IPC learning activities, chaperoning, photocopying, helping in the classroom, organizing clean-up days, donating food for special events, translating, etc. Volunteers can also contact the Creative Families Association to inquire about opportunities to contribute to our school community.

Creative Families Association

The Organization for Families at CMI

The Creative Families Association (CFA) promotes and fosters the education and culture of the students of Creative Minds International Public Charter School (CMI). We provide schoolwide and classroom-specific support (financial and otherwise), outreach and communication to parents and guardians, and special programming and events throughout the year. The CFA Board of Directors works with the school to set goals, strategy, and activities for achieving CFA's overall mission and annual targets.

CMI's awesome school community is a product of our enthusiastic and engaged parents and staff. The CFA is an inclusive and open space for all CMI families and welcomes all levels of involvement, from volunteering for leadership positions to volunteering as you can. Through the CFA, we're supporting big goals and projects to supplement the school's needs and strengthen our community. Everyone has a role to play: whether you're volunteering an hour or joining the Board of Directors, the CFA and the school need you.

2018-2019 CFA Board of Directors

Jenni Wallace, President
Kari Becker Beard, Vice-President
Katie Maciocha, Secretary
Jonathan Lechter, Treasurer
Adrienne Chu, Communications
Kate Vann, Parent Engagement
Dianne Bickel & Rachel Miller, Middle School Engagement
Algene Sajery, Academic Liaison
Alan Meyers, CMI Board Liaison
Golnar Abedin, Ex-Officio

CFA Supporting Committee Positions

Lisa Harlan, Merchandise Chair
Melanie Coburn & Kate Demong, Teacher Appreciation Co-Chairs
Kim Roberts & Amy Putens, Auction Co-Chairs
Annie Hall, Member-at-large

Connect With the CFA

There are many ways to connect with the CFA. You won't want miss out on important information or discussions. Connect today!

Email the CFA

Ask questions, share great ideas, and find out ways to volunteer by emailing cmifamilies@gmail.com.

Sign Up for the Newsletter

Sign up for the weekly CFA Newsletter and never miss an important announcement. If you would like to receive the weekly newsletter, please email cmifamilies@gmail.com today.

Join the CFA Listserv

The listserv serves as a great informal means to connect with the Creative Minds parent/guardian community. You can promote an event CMI families may want to attend, discuss topics of interest, and even ask for babysitter referrals. Join today! Send your listserv request to: cmipcsfamilies+subscribe@googlegroups.com.

Visit Our Website

Visit our CFA website today: www.creativefamilies.org, where you'll find a calendar of future events, the latest news, announcements and much more.

Follow the CFA on Social Media

Facebook: @creativefamiliesassociation
Twitter: @CFA_CMI
Instagram: @cmifamilies

Show Your Support

Show your school spirit with what you wear and where you shop. A portion of all proceeds helps the CFA support you, your kids, and the school.

Buy CMI Merchandise

A shirt, a tote, a mug, a hoodie--if you're proud to be a Chameleon, then shop our CMI store: https://squareup.com/market/creative-minds-international-pcs. Items will be delivered to your child's cubby. During the school year the CFA also partners with external vendors to offer special online-only sales of additional merchandise.

Shop Using AmazonSmile

We know that you shop at Amazon.com! Go to AmazonSmile to have 0.5% of all of your purchases support CMI!

AmazonSmile is a simple and automatic way for you to support CMI every time you shop, at no cost to you. When you shop at AmazonSmile, you'll find the exact same low prices, vast selection and convenient shopping experience as Amazon.com, with the added bonus that Amazon will donate a portion of the purchase price to CMI.

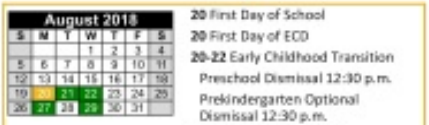
On your first visit to AmazonSmile, you need to select a charitable organization (Creative Minds International Public Charter School) to receive donations from eligible purchases before you begin shopping. Amazon will remember your selection, and then every eligible purchase you make at AmazonSmile will result in a donation.

Appendices

APPENDIX 1: School Calendar (click for printable .pdf)

CMIPCS Academic Calendar 2018–2019

No School for Students Dates of Note



20 First Day of School
20 First Day of ECD
20-22 Early Childhood Transition
Preschool Dismissal 12:30 p.m.
Prekindergarten Optional Dismissal 12:30 p.m.
29 Back to School Night

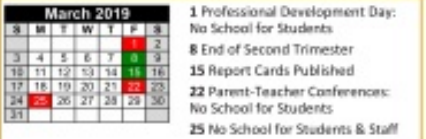
10 Days

1 Professional Development Day: No School for Students
15 No School for Students & Staff
18 Presidents' Day: No School for Students & Staff

17 Days

3 Labor Day: No School
14 Professional Development Day: No School for Students

18 Days



1 Professional Development Day: No School for Students
8 End of Second Trimester
15 Report Cards Published
22 Parent-Teacher Conferences: No School for Students
25 No School for Students & Staff

18 Days

5 Parent-Teacher Conferences: No School for Students
8 Columbus Day: No School for Students
19 Professional Development Day: No School for Students

20 Days

5 Professional Development Day: No School for Students
15–22 Spring Break
16 Emancipation Day

15 Days

9 Professional Development Day: No School for Students
12 Veterans Day: No School for Students & Staff
20 End of First Trimester
21–23 Thanksgiving: No School for Students & Staff
30 Report Cards Published

17 Days

10 Professional Development Day: No School for Students
27 Memorial Day: No School for Students & Staff
31 Professional Development Day: No School for Students

20 Days

7 Parent-Teacher Conferences: No School for Students
20 Last Day of ECD
21–31 Winter Break

13 Days

7 End of Third Trimester
14 Report Cards Published
20 Last Day of ECD
21 Last Day of School: Dismissal at 1:00 p.m. & No After School
24–26 Snow Make-up Days

15 Days

1–4 Winter Break
7 Back to School
7 ECD Resumes
18 Professional Development Day: No School for Students
21 MLK Jr. Day: No School for Students & Staff

17 Days

1 Start of Summer School
4 Independence Day: No School
26 End of Summer School

19 Days

First Day of School: August 20
Last Day of School: June 21
(Dismissal at 1:00 p.m.; No After School)
Snow Make-up Days: June 24–26

School Day PS–4th: 8:45 a.m.–3:30 p.m.
School Day 5th–7th: 8:45 a.m.–4:00 p.m.
Breakfast: 8:15–8:45 a.m.

APPENDIX 2: CMI Leadership and Administration

We value hearing from CMI families with feedback, questions, and concerns. For a family guide to our CMI Administration, please visit our website at www.creativemindspcs.org.

Executive Leadership	
Golnar Abedin Founder/ Executive Director	Golnar.Abedin@creativemindspcs.org
Golnar Abedin (Interim) Chief Academic Officer	Golnar.Abedin@creativemindspcs.org
Craig Bednarovsky Chief Operating Officer	Craig.Bednarovsky@creativemindspcs.org
Administration	
Nayamka Long Director of Lower School	Nayamka.Long@creativemindspcs.org
Anthony Washington Director of Middle School	Anthony.Washington@creativemindspcs.org
Derek Morton Director of Technology	Derek.Morton@creativemindspcs.org
Maura Hoyson Special Education Coordinator for Preschool - 3rd Grade	Maura.Hoyson@creativemindspcs.org
Kelly Vergamini Special Education Coordinator for 4th - 8th Grade	Kelly.vergamini@creativemindspcs.org
James Lafferty-Furphy Director of Operations & Compliance	James.Lafferty-Furphy@creativemindspcs.org
Shannon Smith	Shannon.Smith@creativemindspcs.org

Director of Extracurricular Activities	
Carlos Garcia Operations & Finance Manager	Carlos.Garcia@creativemindspcs.org
Aura Matias Registrar	Aura.Matias@creativemindspcs.org
Cesar Espinoza Operations Assistant	Cesar.Espinoza@creativemindspcs.org
Ana Pereira Cafeteria Coordinator	Ana.Pereira@creativemindspcs.org

APPENDIX 3: Discipline Chart

Creative Minds International Public Charter School Discipline Chart	
Tier 1 Tier 1 behaviors are those behaviors that are insubordinate or cause minor disruptions to the academic environment but do not involve damage to school property or harm to self or others. Tier 1 behaviors result in classroom-level disciplinary responses that may be elevated to administrative response if they are not successfully abated by the teacher.	
Example Behaviors	**Possible Consequences**
• Off task behaviors • Not finishing work or homework • Non compliance • Inappropriate movement around the school • Using inappropriate language • Chewing gum • Littering • Bringing inappropriate items to school • Being late • Being in an inappropriate area • Inappropriate displays of affection • Communication with staff and peers that is not polite, courteous, or respectful • Unauthorized use of portable electronic devices during school hours (e.g. mp3 players, cell phones)	• Logical and restorative consequence • Verbal redirection • Teacher/student conference • Parental contact in writing or by phone • Teacher/Parent conference • Temporary Removal of Student from Classroom • Loss of privilege • Lunch or Aftercare Reflection Room • Other school-based consequences as approved by the Director of Student Culture
	Supportive Interventions
	• Behavior contract • Relationship building

• Unsafe movement around the school or AFRH campus • Leaving classroom without permission • Any behavior or other conduct not specifically enumerated in any other tier in this chapter that is insubordinate or causes minor disruption to the academic environment but does not involve damage to school property or harm to self or others	• Restorative Circles • Seat change • Teacher proximity • 1:1 meeting with teacher • Floortime session

Tier 2

Tier 2 behaviors are those behaviors not specifically enumerated in any other tier in this chapter that cause disruption to the academic environment, involve damage to school property, or may cause minor harm to self or others. Tier 2 behaviors result in school-based and administrative disciplinary responses.

Example Behaviors	Possible Consequences
• Using computer/office equipment without permission • Intentional misuse of school equipment/supplies/facilities • Noncompliance with an approved dress code • Unexcused absence from class • Unauthorized presence in hallway during class time • Unexcused absence from school • Inappropriate or disruptive physical contact between students • Directing profanity or obscene/offensive gestures toward students or staff • Throwing objects that may cause injury or damage property • Any behavior or other conduct not specifically enumerated in any other tier in this chapter that causes disruption to the academic environment, involves damage to school property, or may cause minor harm to self or others • Documented pattern of persistent Tier 1 behavior	• Logical and restorative consequence • Verbal redirection/reflection • Teacher/student conference or Administrator/student conference • Parental contact in writing or by phone • Administrator/family conference • Temporary Removal of Student from Classroom • Other school-based consequences as approved by the Director of Student Culture
	Supportive Interventions
	• Behavior contract • Individual behavior chart with individualized incentives • Behavior Intervention Plan • Consider referral for counseling • Floortime session(s) • Environmental supports (stress ball, manipulative, seating alternatives) • Reinforce replacement behavior • Modified schedule • Teaching new coping strategies (breathing, “stop and think”) • Restorative Circles

Tier 3

Tier 3 behaviors are those behaviors not specifically enumerated in any other tier in this chapter that cause significant disruption to the academic environment or cause harm to self or others. In addition to lesser consequences, Tier 3 behaviors may result in either on-site or off-site Suspension.

Example Behaviors	Possible Consequences
• Inappropriate use of CREATIVE MINDS PCS computer or network (restricted websites, offensive emails) • Acts of vandalism, destruction of property, or graffiti (tagging) • Sale or distribution of any item without authorization • Possession or distribution of obscene or pornographic material on school premises • Possession or use of tobacco, alcohol, marijuana, controlled dangerous substances, imitation controlled substances, inhalants, other intoxicants, or drug paraphernalia • Unauthorized possession, use, or distribution of over-the-counter medication • Verbal, written, or physical threat to person or property (including intimidating postures) • Obscene, seriously offensive, or abusive language or gestures • Causing disruption on school properties or at any Creative Minds PCS-sponsored or supervised activity • Gambling • Communicating slurs based on actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, or place of residence or business, including derogatory sexual language • Engaging in sexual acts on school premises or at school-related functions • Leaving school without permission • Academic dishonesty, forgery, lying to or giving misleading information to school staff • Posting or distributing material or literature that is disrespectful, demeaning, humiliating, or damaging to students and/or staff. This includes posting material on internet or sending material via email or cell phone • Engaging in behavior that demonstrates gang/neighborhood crew affiliation (displaying clothing or gestures associated with gangs) • Hazing • Bullying, or using humiliating, or intimidating language or behavior including Internet bullying • Possession of tools or instruments which school administrators deem could be used as weapons • Engaging in reckless behavior that may cause harm to self or others • Extortion	• Logical and restorative consequence • Verbal redirection/reprimand • Teacher/student conference or Administrator/student conference • Parental contact (written or by phone) • Parent conference • Temporary Removal of Student from Classroom (defined below) • Behavior contract • In-School Disciplinary Action (defined below) • On-site Short-Term Suspension (defined below) with provision of appropriate intervention services • Off-site Short-Term Suspension (defined below), except in response to unexcused tardiness or absence • Off-site Medium-Term Suspension (defined below), except in response to unexcused tardiness or absence
	Supportive Interventions
	• Restorative Circle/Conference • Behavior contract • Referral to mental health and community resources • Floortime session(s) • Teaching new strategies (breathing, “stop and think) • Reinforce replacement behavior • Modified schedule

• Fighting where there is no injury and no weapon • Trespassing or inappropriate/unauthorized movement on AFRH campus • Any behavior or other conduct not specifically enumerated in any other tier in this chapter that causes significant disruption to the academic environment or causes harm to self or others • Documented pattern of persistent Tier 2 behavior	

Tier 4

Tier 4 behaviors are those behaviors not specifically enumerated in any other tier in this chapter that cause disruption to the school operation, destroy school property, or cause significant harm to self or others. Tier 4 behaviors may result in off-site Suspension.

Example Behaviors	Possible Consequences
• Documented theft of school or personal property without force • Interfering with school authorities or participating a major disruption of the school's operation • Tampering with, changing, or altering an official record or document of a school • Persistent harassment based on actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, or place of residence or business • Lewd or indecent public behavior or sexual misconduct • Sexual harassment • Retaliation for reporting harassment and sexual harassment • Fighting which creates substantial risk of or results in minor injury • Inciting others to violence or disruption • Activating false alarm • Contaminating food • Possession of a weapon (definition below) or replica or imitation of a weapon (including water guns), other than weapons subject to the requirements of the Gun-Free Schools Act • Using an article that is not normally considered a weapon to intimidate or threaten another individual • Any behavior or other conduct not specifically enumerated in any other tier in this chapter that causes disruption to the	• Logical and restorative consequence • On-site Short-Term Suspension with provision of appropriate intervention services • Off-site Short-Term Suspension, except in response to unexcused tardiness or absence • Off-site Medium-Term Suspension, except in response to unexcused tardiness or absence • Off-site Long-Term Suspension, except in response to unexcused tardiness or absence **Supportive Interventions** • Restorative Circle/Conference • Behavior contract • Referral to mental health and community resources • Floortime session(s) • Modified schedule

school operation, destroys school property, or causes significant harm to self or others • Documented pattern of persistent Tier 3 behavior	

Tier 5

Tier 5 behaviors are those behaviors not specifically enumerated in any other tier in this chapter that are illegal, cause significant disruption to the school operation, or cause substantial harm to self or others. Tier 5 behaviors result in off-site Suspension or Expulsion.

Example Behaviors	Possible Consequences
• Acts of exceptional misconduct at other schools • Vandalism/destruction of property over $500 • Selling or distribution of marijuana, prescription drugs, controlled dangerous substances, imitation controlled substances, inhalants, other intoxicants, controlled or drug paraphernalia • Possession or distribution of alcohol • Possession of drug paraphernalia or controlled substance, irrespective of the amount or type, pursuant to the criminal statutes of the District of Columbia, codified at D.C. Official Code § 48-1101 et seq. (2001) • Causing serious disruption or damage to school's computer systems, electronic files, or network • Possession of fireworks or explosives • Theft or attempted theft using force, coercion, intimidation or Threat of violence • Assault/physical attack on student or staff • Fighting which results in a serious physical injury • Participating in planned group fight causes major disruption to school day or results in substantial bodily injury • Using an article that is not normally considered a weapon to injure another individual • Use, threatened use, or transfer of any weapon • Use, possession, or bringing to school a loaded or unloaded firearm, as defined in 18 U.S.C. § 921 (2000), including but not limited to pistols, blank pistols, starter pistols, revolvers, rifles, and shotguns. • Any behavior that violates the Gun Free School Act • Deliberate acts that cause severe physical injury to others • Assault with a weapon • Commission or attempted commission of any act of sexual assault or sexual aggression • Arson • Biohazard • Bomb threat	• Logical and restorative consequence • On-site Short-Term Suspension with provision of appropriate intervention services • Off-site Long-Term Suspension, except in response to unexcused tardiness or absence • Expulsion **Supportive Interventions**

• Any other intentional use of violence, force, coercion, 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 the D.C. Public Schools • Any behavior or other conduct not specifically enumerated in any other tier in this chapter that is illegal, causes significant disruption to the school operation, or causes substantial harm to self or others • Documented pattern of persistent Tier 4 behavior	• Restorative Circle/Conference • Behavior contract • Referral to mental health and community resources • Alternative or modified schedule