



Scholar Handbook

Cesar Chavez Public Charter
Schools for Public Policy

2026–2027



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ABOUT CESAR CHAVEZ PCS FOR PUBLIC POLICY

HISTORY

The Cesar Chavez PCS for Public Policy (Cesar Chavez PCS) opened with a dream to provide DC youth with a quality High School education focused on public policy. In 1998, Irasema Salcido founded the first school in a grocery store basement with 60 eager scholars.

From the beginning, the goal was to prepare scholars to pursue a college education and take an active role in addressing important social issues in their communities.

Today, Cesar Chavez PCS provides a rigorous college preparatory curriculum, a unique public policy program, and a safe and supportive learning environment with comprehensive support services.

MISSION

Cesar Chavez PCS' mission is to prepare scholars to succeed in competitive colleges and to empower them to use public policy to create a more just, free, and equal world.

VISION

Our vision is that all Chavez Alumni have college degrees and lead lives of personal achievement and public engagement in local and national public policy challenges. Further, Chavez scholars are sought out by elected officials, civic leaders, community organizers and the media when they are seeking scholar voices on public policy issues.

CORE VALUES

Our core values are driven by our desire to empower scholars to become change agents in their communities and in the world. These values guide the ways we interact with our scholars, our partners and with the community at large. They are:

BE RESPECTFUL

- o Chavez scholars show they are respectful by communicating clearly, passionately, and appropriately; listening actively and reflectively; acknowledging and accepting the differences of others; engaging in continuous and conscious acts of kindness; and displaying self-discipline and self-control.

BE RESPONSIBLE

- o Chavez scholars show they are responsible by always being honest and transparent; taking ownership of their actions; prioritizing their obligations and commitments; being reliable and trustworthy; and, being proactive in addressing issues.

BE READY TO LEARN

- o Chavez scholars show they are ready to learn by having a positive attitude and an open-mind; having all necessary materials; actively participating; maintaining eye contact with the speaker.

CESAR CHAVEZ PCS POLICIES

Cesar Chavez PCS policies may be added or amended during the current school year. Any major policy changes will be communicated to scholars and parents/guardians in writing via the school website. Additional policies may be found in other Chavez documents such as parent letters, memos, and program-specific handbooks.

PARENT/GUARDIAN ACCESS

Information and school reports will be provided in a format and language parents/guardians understand. Cesar Chavez PCS shall, to the extent practicable, also provide full opportunities for the participation of parents/guardians:

- with limited English proficiency,
- with disabilities,
- of homeless scholars, and
- of migrant scholars.

Requests for access should be made to the Registrar, Michelle Chapman at michelle.chapman@chavezschools.org.

BOARD OF TRUSTEES

Cesar Cesar Chavez PCS Board of Trustees provides operational oversight and support to Cesar Chavez PCS. Two (2) parent/guardian representatives sit on the Board and serve as the liaison between Cesar Chavez PCS families and the board itself. The Board is governed by its By Laws. The Board of Trustees can be contacted at: Chavezboardsecretary@gmail.com.

GENERAL SCHOOL POLICIES

ENROLLMENT

Any scholar who is a resident of the District of Columbia may enroll in Cesar Chavez PCS per the school's admission criteria. Scholar enrollment forms must be completed in their entirety by one (1) parent or guardian with legal custody of the scholar. A parent includes a natural parent whose name is listed on the scholar's birth certificate or an adoptive parent with valid legal documentation. A guardian or third-party custodian is an individual appointed by the court as stated in valid legal documentation.

In the absence of either of these documents, Cesar Chavez PCS accepts the *Attestation of Other Primary Caregiver*, when verified by the Office of the State Superintendent of Education (OSSE), on a case-by-case basis. This form can be obtained from each campus or from the OSSE website.

LOTTERY

If the number of applications exceeds the number of spaces available, a lottery is held to determine the order in which scholars are offered seats. Per the District of Columbia School Reform Act, siblings (scholars who share a biological parent) of current Cesar Chavez PCS scholars (enrolled during the current school year) receive preference in the lottery should they apply during the open enrollment period. Scholars applying after the open enrollment period will be added to the waitlist on a first-come first-served basis. Cesar Chavez PCS participates in My School DC and will use the common timeline and lottery for enrollment.

Matched families who miss established enrollment deadlines, or are unresponsive to the school's communication efforts, may have their offers declined due to non-responsiveness or missed enrollment deadlines. Waitlisted families who miss the waitlist offer deadline can be declined due to non-responsiveness or missed enrollment deadline.

ADMISSION PREFERENCE POLICY

Per the District of Columbia School Reform Act, siblings (scholars who share a biological parent) of current Cesar Chavez PCS scholars (enrolled during the current school year) receive preference in the lottery should they apply during the open enrollment period.

REQUIRED DOCUMENTATION FOR NEW SCHOLARS

After a scholar is enrolled, parents/guardians are to provide the following documentation when completing registration and after receiving an acceptance to Cesar Chavez PCS through **My Schools DC**:

1. Verification of Residency in the District of Columbia;
2. Immunization and Health Records;
3. Cesar Chavez PCS Registration Packet;
4. Final report card from previous school(s);

5. Official transcript for any High School credit bearing courses from institutions attended
6. Individual Education Plan (IEP) or Section 504 Plan (504 plan), if applicable (used for course placement, not as a criterion for acceptance).

RESIDENCY REQUIREMENTS

The enrolling parent/guardian must be a resident of Washington, D.C. and able to prove so using the documents outlined in the OSSE's *Residency Verification Guidelines* by the deadlines specified by the school, both during initial enrollment, and on each subsequent re-enrollment. If at any time the school has reason to believe that a scholar is not a resident of the District of Columbia, a residency investigation will be conducted by the school. During a residency investigation, families will have two (2) business days to provide the appropriate documentation. A non-resident finding will result in mandatory withdrawal and a referral to the Office of the State Superintendent (OSSE). Presentation of false, forged, or doctored proof of residency will also result in immediate withdrawal and a referral to OSSE. Cesar Chavez PCS, OSSE, and the D.C. Office of the Attorney General (OAG) is required by law to pursue retroactive tuition for all scholars who are found to be non-residents for the period of time they were enrolled.

RE-ENROLLMENT PROCEDURES

Parents/guardians of current scholars wishing to attend Cesar Chavez PCS in the upcoming school year, must notify Cesar Chavez PCS by completing re-enrollment by the spring deadline and all applicable related paperwork by the school specified deadline. Forms and reminders will be sent home. Parents'/guardians' current scholars who miss the deadlines may be required to submit an application to be considered for re-enrollment pending seat availability. Former scholars do not receive preference in the lottery or on the waitlist.

TRANSFERS

Mid-year transfers for new scholars must complete the My Schools DC application according to the established timeline and will be extended offers if space is available.

WITHDRAWAL

Scholars may withdraw from Cesar Chavez PCS during, before, or after the school year. Scholars who wish to withdraw must complete the Withdrawal Form, return all assigned textbooks, and pay all outstanding school fees. Parents/Guardians must provide proof of enrollment in a subsequent school within ten (10) calendar days. Failure to do so will result in the scholar being considered truant/drop-out. Proper truancy protocols will be followed which include contacting the proper DC agencies, including Child and Family Services.

Scholars who withdraw from Cesar Chavez PCS while suspended or pending expulsion hearing may not re-enroll during the same school year. Scholars must begin the enrollment process as new scholars for subsequent school years.

Scholars' last day of attendance will be the effective withdrawal date. Scholars may only be awarded credits for the completed Carnegie Units (CU) earned for the course. If a scholar voluntarily withdraws from Chavez Schools before the end of the semester or before the end of the academic year, he/she risks the chance of not being awarded Carnegie Unit credits.

EMERGENCY CONTACT INFORMATION

All scholars must have Emergency Contact Information on file, listing the names and phone numbers of any adults (over the age of 18) who may be contacted in the case of an

emergency. It is the parent/guardian's responsibility to keep this information accurate and current. Scholars and/or scholar records will not be released to any individual not listed on the Emergency Contact Information. Changes and/or updates to the Emergency Contact Information must be done in writing by the primary parent/guardian. Verbal changes will not be accepted.

SCHOOL OPERATIONS

BUILDING OPERATIONS

BUILDING HOURS

Cesar Chavez PCS is open and available to scholars as much as possible during normal operating hours. As a general principle, following dismissal of regular classes, scholars are encouraged to use the school building for learning and extra-curricular purposes.

Scholars may not enter a school building before the designated entry time of 8:10 am for Breakfast. Scholars must abide by the school's entry processes and procedures upon entry.

All scholars must leave the school building premises upon dismissal unless they are under the direct supervision of school personnel or there is a special event taking place. Scholars who do not comply with these policies will be asked to leave the building and may suffer disciplinary consequences if there is a violation of the Code of Conduct.

In-Person School Hours

School	School day begins		School day ends	
	M/Tu/Th/F	Half-Day	M/Tu/Th/F	Half Day
Middle School	8:50 AM	8:50 AM	3:26 PM	12:45 PM
High School	8:50AM	8:50 AM	3:38 PM	12:45 PM

Cesar Chavez PCS follows DCPS school delay/closing decisions. Information regarding school closings due to snow, excessive heat, etc., as well as other emergency information related to the school, will be announced on local radio and television stations.

If Cesar Chavez PCS needs to open, close, delay, or close early when DCPS does not, we reserve the right to do so. Please watch local news channels for Cesar Chavez PCS closings, and keep your contact information up to date so you receive automated messages.

In the event that the school is closed for more snow and/or emergency closing days than allotted per each calendar year, a contingency plan will be enacted to restore academic days.

High School Bell Schedule

Cesar Chavez PCS will follow this daily schedule for 9th through 12th grade scholars. Cesar Chavez PCS reserves the right to update daily schedules to serve academic and scholar needs.

High School		Whole School	
HS Lunch		Select Half-Day Wednesdays	
M-F	Time	Wed Schedule	Time
Entry	8:15 - 8:45	Entry	8:15-8:45
Period 1	8:50 - 9:40	Period 1	8:50 - 9:20
Period 2	9:43 - 10:33	Period 2	9:23 - 9:53
Period 3	10:36 - 11:26	Period 3	9:56 - 10:26
Period 4	11:29 - 12:25	Period 4	10:29 - 10:59
Lunch	12:28 - 12:59	Period 5	11:02 - 11:36
Period 5	1:02 - 1:52	Period6	11:39 - 12:09
Period 6	1:55 - 2:45	Period 7	12:12 - 12:42
Period 7	2:48 - 3:38	Lunch/ Dismissal	12:45 - 1:15

Middle School Bell Schedule

Cesar Chavez PCS will follow this daily schedule for 9th through 12th grade scholars. Cesar Chavez PCS reserves the right to update daily schedules to serve academic and scholar needs.

Middle School		Whole School	
MS Schedule		Select Half-Day Wednesdays	
M-F	Time	Wed Schedule	Time
Entry	8:15 - 8:45	Entry	8:15-8:45
Homeroom/Advisory	8:50 - 9:10	Homeroom	8:50 - 9:20
Period 1	9:13 - 10:15	Period 1	9:23 - 9:53
Period 2	10:18 - 11:23	Period 2	9:56 - 10:26
Lunch	11:26 - 12:00	Period 3	10:29 - 10:59
Period 3	12:03 - 1:05	Period 4	11:02 - 11:36
Period 4	1:08 - 2:13	Lunch	11:39 - 12:09
Period 5	2:16 - 3:21	Period 5	12:12 - 12:42
		WIN Period	12:45 - 1:15

2-hour Delay Bell Schedule

Cesar Chavez PCS will follow this bell schedule for 6th through 12th grade scholars in the event of a 2-hour delay on Mondays, Tuesdays, Thursdays, and/or Fridays. If the 2-hour delay is on Wednesday, we will use the schedule in the last column. Cesar Chavez PCS reserves the right to update daily schedules to serve academic and scholar needs.

Middle School		High School		2-hr Delay ½ Day Wednesday	
MTRF	Time	MTRF	Time	Wed Schedule	Time
Entry	10:15 - 10:45	Entry	10:15 - 10:45	Entry	10:15 - 10:45
Period 1	10:50 - 11:34	Period 1	10:50 - 11:24	Period 1	10:50 - 11:21
Period 2	11:37 - 12:21	Period 2	11:27 - 12:01	Period 2	11:24 - 11:54
Lunch	12:24 - 12:58	Period 3	12:04 - 12:38	Period 3	11:57 - 12:27
Period 3	1:01 - 1:45	Period 4	12:41 - 1:15	Period 4	12:30 - 1:00
Period 4	1:48 - 2:33	Lunch	1:18 - 1:49	Period 5	1:03 - 1:33
Period 5	2:36 - 3:21	Period 5	1:52 - 2:25	Period 6	1:36 - 2:06
Dismissal	3:21	Period 6	2:28 - 3:01	Period 7	2:09 - 2:39
		Period 7	3:01 - 3:38	Lunch/Dismissal	2:42 - 3:12

*Lunch period may be subject to change.

SAFETY POLICIES

EMERGENCY PLANS

Cesar Chavez PCS has monthly drills to practice safe, speedy, and calm evacuations of the building in the case of an emergency. If you are in the building at the time of an emergency, please be aware of our safety procedures.

PROHIBITED ITEMS

Drugs, alcohol, tobacco products, weapons, sharp objects, and other potentially dangerous substances or objects that are, or could be, intended to inflict harm are prohibited on school grounds. Possessing or using prohibited items are grounds for expulsion for scholars, barring notice for adults, and possible termination for employees.

VIDEO/AUDIO RECORDING

Video and audio recording of events not open to the public involving a) school employees carrying out their school-related duties, and/or b) scholars, and/or c) parents and/or d) others involved in school-related business, including but in no way limited to meetings between parents and teachers/administrators, IEP team meetings and other special education – related meetings, meetings between or among administrators and school employees and/or meetings between or among school employees only and/or meetings between or among administrators shall not be permitted. Recordings of students by adults shall not be permitted unless for official school sanctioned activities.

Exceptions to this policy may be granted by the Executive Director in her/his sole and exclusive judgment. Prior written requests to video or audio record events as aforesaid must be made to the Executive Director at least 48 hours prior to the event that the requestor seeks to video or audio record. Such permission should only be granted under extraordinary circumstances and where doing so will be in the best interests of Cesar Chavez PCS in pursuing its educational mission and in the best interests of scholars. If permission is granted to video and/or audio record an event, under no circumstances may any recording of any kind whatsoever be made public, posted on the internet, or sold.

Nothing herein shall be interpreted to prohibit any person from video or audio recording any school-related event which is open to the general public, including but not limited to athletic contests, fine arts performances, debate tournaments, etc. A person may not profit directly or indirectly from the recording of any such public event by selling or posting such recordings for a fee. Postings of video recordings should not be done in a private capacity (i.e. individual posting of a school event that includes minor students).

VIDEO SURVEILLANCE

Cesar Chavez PCS is secured with video surveillance equipment. Video cameras record and monitor school activity before, during, and after school. Scholars and/or visitors to the building should not have the assumed right to privacy. Video footage will be reviewed as deemed necessary by school administration, and/or security. Video footage is the property of Cesar Chavez PCS and will not be released except to law enforcement. To ensure the privacy of all scholars, the school will not honor any requests to view video footage by anyone except law enforcement or as otherwise required by law.

VISITOR POLICY

Before being granted access to the school building, all visitors must report to the security desk.

- All visitors must go through the metal detector and/or wand system prior to entering the building.
- Identify themselves and present proper identification to be scanned via the Ident-A-Kid system which will include a record of the date; purpose for the visit; individual(s) they are visiting; times of entry and departure; and if applicable, the agency/office they represent and their badge number, and receive a visitor's badge that must be worn for the duration of the visit.
- Proper identification includes a driver's license/other government issued personal identification card, passport, or a current employee identification card from a local/federal government agency or private entity.
- Only visitors with school-related business will be granted access to the school; and the scope and duration of the visit must be directly related to the purpose for the visit.
 - **Examples of School Related Business include:** Parent pick-up/drop-off, family meetings, vendors, school related services, etc.
- All visitors must follow the instructions provided to them at the security desks. The Principal /designee may, at his/her discretion, direct school security to limit the areas and time during which the visitor may access the school building.
- Before exiting the building, all visitors must return their visitor's badge to the security station.
- Visitors who violate these *Check-In Procedures* shall be immediately reported to the Principal /designee or security officer, who will determine what, if any, further action is necessary.

VISITOR CODE OF CONDUCT

During school visits, all parents/guardians and other visitors are expected to be engaged in activities directly related to the purpose of their visit. If any visitor engages in disruptive, threatening or inappropriate behavior (directed towards a scholar, staff member, parent/guardian, or visitor) while on school property, the Principal/designee, at its discretion, can remove the individual from the building, and may take one or more of the following next steps:

- Bar the individual from the building for a period of time or permanently;
- Bar the individual from attending future Cesar Chavez PCS events;
- Call the Metropolitan Police Department (MPD) and file a report.
- Should a bar notice be issued, the individual will receive notification via email and USPS with the information on file. Bar Notices require the signature of the Principal or their designee and do not require the signature of a barred individual to be enforced

Examples of disruptive, threatening, or inappropriate behavior include, but are not limited to:

- Disturbing the school environment or operations;
- Compromising the safety or security of the school, its scholars or school-based staff;
- Disrupting the instructional program of any scholar;
- Refusing to identify oneself to staff members;
- Failure to comply with staff instructions;
- Failure to model and support Cesar Chavez PCS values;
- Being rude to any staff members;

- Falsely accusing staff members;
- Trespassing on school property while school is not in session;
- Congregating in hallways, lobbies, stairwells, and other public areas;
- Interrupting a class while in session;
- Refusing to leave a classroom when asked to do so by the teacher;
- Speaking to any other scholar that is not their own;
- Speaking on a cell phone in public areas of the school;
- Endangering the physical safety of another by the use of force or the threat of force;
- Engaging in behavior that endangers or threatens to endanger the health, safety, welfare, or morals of others;
- Public intoxication; and/or
- Using profanity or the raising of one's voice.

BARRING NOTICES AND PROCEDURES

Cesar Chavez PCS reserves the right to deny an individual's access to a school building for violating the *Visitor Code of Conduct* set forth above. Should such circumstances arise, the Principal/designee shall issue a Barring Notice. A Barring Notice, at a minimum, shall include:

- The name of the barred individual;
- The name of the Principal/designee issuing the barring notice;
- The school from which the individual is barred;
- The reasons for which the individual is barred;
- Inform the proper authorities; and
- Notice that:
 - barred parents/guardians may request a review meeting not earlier than eight (8) weeks after the barring notice is issued by contacting the Executive Director/designee; and
 - The barring notice is for the duration of the current school year including the summer term (unless canceled in writing).
- Barring notices will be in effect for the remainder of the calendar school year, unless otherwise specified or pending appeals process.

OBSERVATIONS BY PARENTS, GUARDIANS, AND EDUCATIONAL ADVOCATES

In accordance with DC law, Cesar Chavez PCS permits parents, guardians or designee with professional expertise in the area of special education (not including lawyers representing parents or anyone with a financial interest in litigation) to observe the child's current or special education program. No conditions or restrictions on the observation may be imposed except those necessary to:

- Ensure the safety of the children in the program;
- Protect other children from disclosure of personally identifiable information; and/or
- Avoid any potential disruption arising from multiple observations occurring in a classroom simultaneously

To protect the confidentiality of all students, no recordings of any kind can be made, no telephone or electronic device can be utilized during the observation, and the observer cannot interact with teachers or students, including the student being observed. An observer who violates these policies may be asked to leave.

Observations must be scheduled in advance and an observation request form must be completed. To schedule an observation date or with any questions about this policy, please email:

- Dr. Joshua Jackson, Principal – joshua.jackson@chavezschools.org

VOLUNTEERS

Cesar Chavez PCS welcomes parents/guardians/supporters into our schools. These interactions are beneficial and rewarding to everyone involved. Anyone who volunteers on a regular basis, coach, chaperone field trips, or are otherwise with Cesar Chavez PCS scholars without Cesar Chavez PCS staff supervision, must undergo a background check (which is valid for two (2) years). While on school property, volunteers must adhere to the *Visitor Security Check-In Procedures* and *Code of Conduct* outlined above.

ATTORNEYS

School personnel shall make every effort to cooperate with attorney visitors in the investigation of a matter but are not required to do so unless a valid subpoena has been issued against a particular staff person. Other attorney visitors can include, but are not limited to, attorneys from the United States Attorney's Office (USAO), the OAG, the Public Defender Service (PDS), private attorneys, advocates or representatives.

Protocol

In addition to the *Visitor Security Check-In Procedures* and *Code of Conduct* set forth above, school-based staff shall also observe the following protocol during attorney visits:

- Direct to Main Office
 - Once the attorney(s) is checked in pursuant to the *Visitor Security Check-In Procedures*, the attorney(s) shall be directed to the school's main office to speak with the Executive Director /designee.
- Attorney Questioning (by OAG or USAO attorneys)
 - *Scholars who are under 18 years old*
 - If an attorney comes to question a scholar regarding a matter, the attorney must first obtain consent from the scholar's parent/guardian and provide documentation of parent consent.
 - The Executive Director /designee, may, but is not required to, contact the scholar's parent/guardian, inform them that an attorney is at the school to question the scholar, and give them the opportunity to either:
 - give consent over the phone for the scholar to speak with the attorney, or
 - come to the school to participate in the interview.
 - A scholar may be questioned by an attorney, but he/she is not obligated to answer questions.
 - Where practicable the Executive Director/designee shall be present during questioning.
 - *Scholars who are 18 years old or older*
 - A scholar may be questioned by an attorney, but he/she is not obligated to answer questions.
 - Where practicable the Executive Director/designee shall be present during questioning.
 - *School-based staff*
 - If an attorney from OAG or USAO comes to the school to investigate a matter and wishes to speak with school-based staff, the Executive Director /designee and all school-based staff should cooperate and answer any questions if doing so is

not disruptive to the school environment or class instruction.

- Requests for Documentation
 - If an attorney from OAG or USAO wishes to review and/or copy documents, the Executive Director /designee must approve
 - Office for guidance on whether or not to release educational records or other scholar data.
- PDS or Private Attorneys
 - **Under no circumstances** shall these attorneys, their investigators, or their process servers have any direct interaction with any scholars.
 - School staff shall contact the Executive Director for guidance before cooperating with PDS and/or private attorneys on any matter.

LAW ENFORCEMENT

School personnel shall make every effort to cooperate with law enforcement and permit them access to the school, so long as their visits do not disrupt the school environment and class instruction. Law enforcement officials include local, state, and federal police officers; members of the fire department; and investigators from DC agencies, such as the DC Office of the Inspector General (OIG).

Protocol

In addition to the *Visitor Security Check-In Procedures* and *Code of Conduct* set forth above, school-based staff shall also observe the following protocol during law enforcement visits:

- Direct to Main Office
 - Once the law enforcement official(s) are checked in they shall be directed to the school's main office to speak with the Executive Director /designee.
- Designate an Escort
 - After being checked in, appropriate school personnel should be designated as the official's escort during the visit (ideally the school Executive Director /designee).
 - The designated escort should remain with the law enforcement official(s) at all times (to the extent practicable).
- Give Complete Authority in Emergencies
 - If a law enforcement visit is in response to an emergency, these officials shall be given complete authority to resolve the emergency, and all school staff shall provide any necessary support.

Specific Scenarios Protocol

School-based staff shall respond to the below scenarios as follows:

- Law Enforcement Questioning
 - *Scholars who are under 18 years old*
 - The police must first obtain consent from the scholar's parent/guardian.
 - The Executive Director /designee may contact the scholar's parent/guardian, inform them that the police are at the school to question the scholar, and give them the opportunity to either:
 - give consent over the phone, or
 - come to the school to participate in the interview.

- **EXCEPT:** Consent shall not be required if there are circumstances under which the health, life, or safety of the scholar would be at risk if the school tried to obtain consent from the scholar's parent/guardian.
 - A scholar may be questioned by the police, but he/she is not obliged to answer incriminating questions.
 - Where practicable the Executive Director /designee shall be present during questioning.
- *Scholars who are 18 years old or older*
 - A scholar may be questioned by the police, but he/she is not obliged to answer incriminating questions.
 - The Executive Director /designee may contact the scholar's parent/guardian, informing them that the police are at the school to question the scholar.
 - Where practicable, the Executive Director/designee shall be present during questioning.
- *School-based staff*
 - The Executive Director/designee and all school staff shall cooperate and answer any questions, so long as their cooperation does not unduly disrupt the school environment or class instruction.
 - The Executive Director/designee shall immediately contact a member of Chavez School's legal team to inform them of school-based staff questioning.
- **Warrant for Scholar's Arrest**
 - If a law enforcement official comes to school with a warrant for a scholar's arrest, the Executive Director/designee and other school staff shall comply with the terms of the arrest warrant and contact the scholar's parent/guardian.
- **Requests for Documentation**
 - If the police wish to review and/or copy documents, the Executive Director must determine whether or not to release educational records, other scholar data, security footage, scholar images, etc.
 - Requests for legal documentation will be reviewed by the Executive Director/ designee. The Executive Director holds the right to ask for a subpoena prior to releasing documents.

HEALTH SERVICES

Each school has designated personnel to support scholar health needs. For campuses with a nurse, the school nurse is responsible for coordinating all medical and nursing services provided in the school. Nursing services include: health assessments, health counseling, health care referrals, emergency care, first aid, and supportive health and safety education for all scholars and school personnel.

The nurse, or trained staff, may administer medication with a physician's authorization and parental consent. Scholars must have on file a medication authorization form which can be obtained from the nurse.

Scholars will not be admitted to the Health Suite without a valid pass from a teacher or staff member. If the nurse determines that a scholar is too ill to remain in school, s/he will contact the

child's parent/guardian. Scholars who are ill may not leave the building without parent/guardian authorization.

EXCLUSION CRITERIA

Scholars may not attend Cesar Chavez PCS if they have any of the following signs or symptoms:

- Any illness that prevents the child from participating comfortably in the school program
- Any illness that results in a greater need for care than staff can provide without compromising the health and safety of other children
- Fever (over 100 degrees by mouth, ear, or rectally)
- Difficulty breathing (e.g. uncontrolled asthma attack)
- Lethargy, extreme irritability, persistent pain, or other sign of possible severe illness
- Vomiting (two or more times in the past 24 hours)
- Mouth sores associated with drooling (e.g. herpes stomatitis)
- Contagious rash (chicken pox, impetigo, scabies, ringworm of the scalp)
- Rash with fever or behavior change
- Infectious conjunctivitis (pink/red eye with white or yellow eye discharge)
- Sore throat and swollen glands to the point of discomfort and difficulty eating
- Persistent cough that interferes with activities
- Symptoms of, exposure to, or a positive COVID-19 diagnosis (must provide medical clearance to return)

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

IMMUNIZATIONS

Scholars must be up to date on all immunizations recommended by the District of Columbia Department of Health (DOH). If you do not want your child immunized for medical or religious reasons, you must fill out the appropriate exemption forms available from the nurse. Scholars who do not have all of their up-to-date immunization certification within the first 20 school days will not be allowed to attend school in-person.

COMMUNICABLE DISEASE

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

The following communicable diseases must be posted or reported:

- | | |
|---|---|
| • Chicken pox/varicella | • Haemophilus influenza type B (Hib) |
| • Conjunctivitis, infectious (pink eye) | • Hepatitis A |
| • Diarrhea: viral, parasitic or bacterial | • Hepatitis B |
| (e.g., E. coli, Salmonella, Shigella, | • Hand, Foot, and Mouth Disease |
| Rotavirus, Norwalk agent, Enterovirus, | • Herpes simplex virus stomatitis (severe |
| Giardia) | case of oral herpes) |
| • Diphtheria | • Impetigo |
| • Fifth Disease/Erythema infectiosum | • Influenza (the flu) |

- Lice
- Lyme Disease
- Measles
- Meningitis, viral or bacterial (e.g., meningococcus, enterovirus)
- Mumps
- Pertussis (whooping cough)
- Rabies
- Rubella
- Ringworm of scalp or body
- Scabies
- Stomach virus
- Strep throat/Scarlet fever
- Tuberculosis
- Typhoid Fever

MEDICATION

The school nurse and/or trained staff may administer medication to scholars while in school. Scholars must have a current Medication Authorization Form signed by a current physician on file. No medication will be administered unless the parent has completed a Medical Authorization Form. The form must be completed each school year.

- *Prescription Medicine*—Prescription medicines will be administered by the nurse or trained staff only if left in the original container and only according to the instructions on the container.
- *Non-prescription Medicines*—Staff and/or nurse will not administer any nonprescription medication without a note from a physician. Please cooperate by not asking our staff to administer drugs without instructions from a physician.
- Any medicines brought to school without the required paperwork for administration will be confiscated at the beginning of the school day and a family member will be contacted. The medicine may be returned at the end of the school day to the scholar pending school administrator discretion

Scholars must secure all remaining medication by the last day of school from the school nurse or designated personnel. Any medication left after the last day of school will be discarded.

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

CONDOM AVAILABILITY POLICY

The Condom Availability Policy was first established within the Department of Health's (DOH) Adolescent AIDS Prevention Program (AAP) in 1992. Implementation of the policy began in 1992 throughout the District of Columbia public High Schools. This policy is designed to help prevent the spread of HIV/Sexually Transmitted Infections (STI) and reduce the incidence of unintentional pregnancies among youth. Since the inception of the policy, the Department of Health (DOH) has worked in partnership with public senior High Schools to ensure that scholar education, counseling, and condom distribution services are available to all scholars who attend High Schools with nurses supported by the DOH.

Because Chavez High School is a public High School, the Condom Availability Policy is implemented. Condoms are available to Cesar Chavez High School scholars in grades 9-12 based on the Condom Availability Policy through the school nurse, clinical counselor, and health teacher.

The District of Columbia DOH, within its Disease Prevention Program, offers education, counseling, and the distribution of barrier methods, including condoms and dental dams to aid in preventing sexually transmitted diseases and pregnancy. Laboratory studies show that when used consistently and correctly condoms are effective in reducing the risk of HIV infection. Condoms are also effective in preventing the transmission of other STDs, hepatitis, and pregnancy.

DISEASE PREVENTION PROGRAM IMPLEMENTATION

Cesar Chavez's High School staff are staff authorized to give out condoms and will receive annual training on the most recent, medically accurate barrier technology. Information provided in this training will be factual, evidence-based, current, and shall demonstrate sensitivity to the cultural and sexual diversity of scholars.

EDUCATION, COUNSELING, AND CONDOM DISTRIBUTION SERVICES

1. Scholar Education

- a. Scholars will receive information on barrier methods during HIV and STD risk reduction classes by Cesar Chavez High Schools in the health program.
- b. All scholars will have the option of receiving individual health education by the school nurse or health teacher during the school year. Scholars may schedule health education services directly with the school nurse or health teacher. Scholars will be informed of this option and the procedure for obtaining individual health education services by flyer. School personnel shall provide monthly activity reports with non-identifiable scholar information as requested by the DOH.

2. Counseling

- a. All scholars shall have the option to receive private, confidential counseling upon request to the school nurse to obtain barrier methods.
- b. Scholars shall be given information on barrier method use, effectiveness and if requested, or needed, medical referrals.
- c. School nurses shall, upon request of the scholar, or if medically warranted, provide scholars with referral for further medical services and, or counseling. Scholars will be referred to their medical home, other primary care providers, free clinics, or local hospitals.

3. Distribution

- a. A variety of barrier methods to prevent sexually transmitted diseases shall be made available to scholars in the school nurse suite and health room.
- b. Scholars can receive up to 10 condoms and up to 10 dental dams per visit.

SCHOLAR FOOD SERVICE

Cesar Chavez PCS participates in the National School Lunch Program, School Breakfast Program and Healthy Schools Act. Cesar Chavez participates in a federal program as part of the National School Lunch Program called Community Eligibility Provision (CEP). Participation in CEP means that all scholars attending Cesar Chavez PCS are eligible to receive breakfast and lunch free of charge. Cesar Chavez PCS provides high-quality, nutritionally balanced meals that meet the USDA guidelines for healthy school meals.

CAFETERIA EXPECTATIONS

All scholars must follow the posted cafeteria rules at breakfast, lunch, and after school. Scholars are expected to eat lunch in the cafeteria in designated areas.

Breakfast

Cesar Chavez PCS serves breakfast daily. A la carte breakfast is available for scholars who arrive after breakfast services have been closed. There is no cost associated with breakfast.

Lunch

Cesar Chavez PCS serves lunch daily. There is no cost associated with lunch. Scholars may bring their lunch if they wish. Scholars may **not** leave campus to obtain food nor are they permitted to order food for delivery. Scholars are not permitted to eat or drink outside of the cafeteria.

The school does not deny a scholar a school meal if he/she requests one.

Scholars are not permitted to consume food and/or drinks during class time and outside of sanctioned meal spaces. Prohibited foods include but are not limited to: gum, sunflower seeds, opened drink containers, glass containers, bulk food for sale, etc.

OTHER POLICIES

Scholars of Legal Age Eighteen (18)

Cesar Chavez PCS recognizes that when most scholars reach the age of 18, the scholar has rights which were formerly rights of the parent/guardian. When an eligible scholar turns 18-year-old he/she will assume the rights previously afforded to the parent/guardian.

In the event that a scholar turns 18 prior to their graduation from Cesar Chavez PCS, Cesar Chavez PCS will continue to communicate with both the student and their parent(s)/guardians for informational purposes. However, if the student requests in writing that all school-based communication with their parents should stop, the school will honor the request. Information that will continue to be mailed home include but are not limited to: report cards, notifications, and communications to the address on the scholar's record.

Scholars who are emancipated minors by the courts will be afforded all rights given by law.

Note: The courts may declare a seriously handicapped person a permanent ward and in such instances the scholar could not declare legal independence.

Homeless Scholars/ McKinney-Vento

Cesar Chavez PCS provides services for scholars who qualify as homeless under the McKinney Vento Act. Families receive information on the McKinney-Vento Homeless Education Assistance Act annually. The school's McKinney-Vento liaison acts as the main point of contact for families and government agencies.

The McKinney-Vento liaison annually informs staff and parents/guardians of steps to take when referring a child for assessment, common signs of homelessness, and services that will be made available to all identified scholars. Referrals and assessments will be on-going throughout the year. Once a scholar is successfully identified, the liaison—in cooperation with school staff—ensures and records that all services are being rendered to the scholar if need is presented; Metro cards, uniforms, and supplies will be handled through the office of the liaison. All scholars, regardless of situation, are tracked academically through their teachers and grade level administrator. If a scholar is identified for having an IEP, through the citywide data system, he/she will receive Special Education in a timely manner from the Special Education Department. On a quarterly basis, the McKinney-Vento liaison will check in with all scholars identified as homeless to verify that services are being provided. If, at any time, a disciplinary hearing is required due to an identified scholar's actions, the liaison will sit in on the meeting to verify that those actions were not as a result of their living situation.

All identified scholars will be re-assessed annually, unless a change in living situation is presented to the school.

The 2026-2027 Homeless Scholar/McKinney-Vento liaison is the Director of Special Education, Renee Ivey, renee.ivey@chavezschools.org.

Bathroom and Changing Room Access

Pursuant to District of Columbia laws, non-cisgender individuals may access bathrooms and changing rooms that correspond to their gender identity. They may also opt to use uni-sex bathrooms and changing rooms. Individuals desiring accommodations may contact the following individuals to discuss available options:

Principal: Dr. Joshua J. Jackson, joshua.jackson@chavezschools.org

ACADEMIC PROGRAM

Cesar Chavez PCS is committed to providing a high quality, college preparatory education to each of our scholars. To accomplish this goal, our teachers design rigorous curricula based on the Common Core State Standards, Next Generation Science Standards, and DC Learning Standards. We are constantly evaluating and working to develop high impact lessons that will ensure our scholars are successful beyond Chavez.

All Chavez Scholars are held to high academic standards that will prepare them for success in college and in life. For non-native English speakers, the curriculum is aligned with the WIDA Consortium Standards for English Language Learners (ELL), which DC has adopted as the official standards for speakers of other languages. The curricula at Cesar Chavez PCS is designed to ensure that scholars achieve or exceed grade level content and standardized test expectations, graduate from High School, and are prepared for admission and matriculation into competitive colleges.

All scholars are expected to demonstrate mastery of core academic material in English, math, history, science, and public policy as well as competency in a world language, health, art, music, and physical education. ELL instructors focus on non-native English speakers; and Individualized Education Program and Special Education teachers support scholars with special needs.

Chavez scholars take standardized tests such as the CAPE, PSAT, SAT, and ACT, and are required to research and select college preferences during their junior year. Scholars are also expected to apply and be accepted to at least one college, prior to graduation.

ACADEMIC SUCCESS

At Cesar Chavez PCS we aspire to help scholars achieve and experience success in life, but it all starts with academic success. We expect all of our scholars to be present for school every day, ready to learn; scholars must be on time for class on time ready with the materials necessary to learn.

At all times, Chavez Scholars need to be knowledgeable about:

- Their daily academic responsibilities (classwork, homework, projects, exams, etc.)
- Their academic progress (weekly, bi-weekly, quarterly, and mid-year mark, etc.)
- Their progress towards graduation (meeting all Chavez academic and behavioral requirements found in this handbook by meeting with the college counselor, and/or advisor, etc.)

Every school day, scholars must have the following:

- Working pencils and pens
- Binders with ample loose-leaf paper
- Any other materials determined necessary by the classroom teacher

ACADEMIC HONOR CODE

At Cesar Chavez, we are committed to fostering a culture of integrity, responsibility, and respect for the learning process. The Academic Honor Code serves as a foundation for ethical academic conduct and outlines expectations for all students regarding honesty in their work and interactions.

ACADEMIC DISHONESTY

Academic dishonesty jeopardizes the quality of education, undermines the learning process, and devalues the genuine achievements of others. Our school community—which includes teachers, staff, administration, parents, and scholars—will hold scholars to the highest standards of academic integrity and will not tolerate academic dishonesty in any form. Academic dishonesty includes, but is not limited to: copying from any other source including another scholar's work, from tests, class work, homework, texts, lab work, computer disks, web sites, or other electronic sources. Each of the following is an act of academic dishonesty; however, this is not an all inclusive list.

Cesar Chavez values honesty in all classroom settings, whether face-to-face (traditional) or virtual. There is an expectation that any work a scholar submits represents their original words, thoughts, and ideas. When a scholar uses any words, thoughts, or ideas that are not a representation of the scholars' own, the scholar must appropriately cite all relevant sources. Work that will require citations include, but are not limited to, any hardcopy or electronic works, virtual platforms that provide answers, and virtual applications; whether copyrighted or not. Any work that originates from another party must be cited.

A. Cheating

Cheating is defined as using dishonest methods to gain an advantage, which would include the use of all unauthorized materials, information or study aids in any academic exercise. The use of translation programs and websites, as well as on-line dictionaries, is prohibited by the Spanish Department.

B. Plagiarism

Plagiarism is defined as attempting to take credit for another's ideas, words, productions, or other intellectual property without appropriately crediting that individual.

C. Facilitating Academic Dishonesty

Facilitating Academic Dishonesty is knowingly helping or attempting to help another to commit an act of academic dishonesty.

D. Improper Use of AI Tools: Using artificial intelligence platforms (e.g., ChatGPT, Grammarly, image generators, or translation tools) to complete assignments without teacher permission or without proper attribution.

E. Unauthorized Collaboration: Working with others on assignments that are meant to be completed individually.

F. Fabrication: Inventing or falsifying information, data, or citations.

ACADEMIC HONESTY VERIFICATION PROGRAM

Cesar Chavez PCS utilizes Turnitin.com as its academic honest verification system. For more information on Turnitin, please visit <https://www.turnitin.com/>.

CONSEQUENCES FOR ACADEMIC DISHONESTY

Violations of the Academic Honor Code result in serious consequences which are divided into three levels, determined by the weight of the assignments and the potential premeditation of the scholar.

Level I

First-time offenses for the following violations are usually handled by the teacher in the classroom and reported to the scholar's parent/guardian and administrator.

Level I violations include (but are not limited to):

- Copying homework or allowing another to copy one's homework
- Looking on another's test/quiz/screen ("wandering eyes")
- Working with others on a class work or homework assignment that was meant to be completed independently (including written, verbal, or technology-based assignments)
- Any form of verbal or non-verbal communication during a test/quiz

Consequences for a first-time Level I offense may include any of the following:

- The scholar receiving a zero on the assignment
- The scholar may be required to complete a written assignment designed to enhance the scholar's understanding of the importance of academic integrity
- Parental notification (Required for all actions)
- DeansList
- Alternative assignment
- Reflection assignment in order to receive credit for alternative assignment

A second Level I violation (even if it is an offense of a different type or in a different class) in a school year suggests a pattern of academic dishonesty; therefore, it will be considered a Level II violation.

Level II

First-time offenses for the following violations are reported to an administrator. As an egregious act of academic dishonesty, specific consequences are handled by the administration with input from the faculty.

Level II violations include (but are not limited to):

- Plagiarizing from the Internet, written publications, or another scholar on a project, essay, or other major assignment
- Using an electronic translation program, website, or dictionary that has not been explicitly permitted by the teacher
- Using a "cheat sheet" on a test, quiz, or other in-class assessment
- Using secretive methods of receiving or giving questions and/or answers on a test/quiz (including electronic transmission of information)
- Working with others on a test, quiz, project, or paper that was meant to be completed independently
- Using unauthorized materials on a take-home test or quiz
- Copying another's test/quiz or repeatedly allowing another to copy one's test/quiz
- Misrepresentation and/or falsification of academic information (including grades) verbally or in writing
- Signing in another scholars' online platform to complete their work or copy their work as your own
- A second Level I violation

Level II violations are considered Level II violations in the code of conduct. Consequences for a first-time Level II offense may include any of the following:

- The scholar earns a zero on the assignment
- The violation will result in parental notification and/or a parent conference.

- The scholar may be required to complete a written assignment designed to enhance the scholar's understanding of the importance of academic integrity
DeansList

A second or subsequent Level II violation (even if it is an offense of a different type or in a different class) in a school year suggests a pattern of premeditated academic dishonesty; therefore, it will be considered a Level III violation.

Level III

These offenses are the most extreme given that they violate more than the Academic Honor Code; they are injurious to our entire school community. Level III acts of academic dishonesty are considered Level II violations of the Code of Conduct.

Level III violations include (but are not limited to):

- Stealing a quiz, test, project, or exam from a member of the faculty, staff, or peer
- Distribution of a stolen test, project, quiz, or exam
- Altering grades in a grade book (paper or electronic) or on a computer database
- A second or subsequent Level II violation
- Chronic (defined as three or more) Level I violations

Consequences for a first-time Level III offense may include any of the following:

- All Level I and Level II consequences
- The scholar may earn a failing course grade for the quarter
- Chronic (defined as three or more) violations of the Academics Honor Code Level III violations may result in additional disciplinary actions.
- Disciplinary probation

If at any point the scholar feels that the measures taken are unjustified, s/he may request the Principal, or Assistant Principal review the matter. The scholar, his or her parent/guardian, and the faculty member will each have the opportunity to present his or her case to the Principal or his/her designee.

ACADEMIC POLICIES

ACADEMIC COMMUNICATIONS

At Cesar Chavez Public Charter School for Public Policy, we believe that open, respectful, and timely communication between parents/guardians and school staff is essential to supporting student learning, development, and academic success. This policy outlines expectations and guidelines to ensure that communication is effective, collaborative, and focused on student achievement. Progress reports and report cards are distributed regularly and are accessible via PowerSchool, and/or DeansList. It is the responsibility of each family to maintain a current email and home mailing address on file with the school. Communications will be emailed and mailed home only to the individual who registered the scholar and is listed in our system.

Purpose of the Policy

The purpose of this policy is to:

- Promote a strong partnership between families and educators
- Clarify appropriate methods and timelines for communication
- Set respectful boundaries for contact during school hours
- Ensure consistency and professionalism in all academic-related communication

Communication Expectations

For Parents/Guardians

Parents are encouraged to:

- Use designated channels such as email, school portals (e.g., PowerSchool, Schoology), or scheduled meetings to communicate with staff.
- Allow 24–48 school hours for teachers or administrators to respond to messages.
- Keep communication respectful, focused on academic concerns or student well-being.
- Reach out directly to the appropriate contact (e.g., teacher for classroom concerns, counselor for academic planning, administrator for policy-related issues).
- Schedule in-person or virtual meetings in advance; drop-in visits are discouraged unless there is an emergency.
- Review school communication platforms regularly to stay updated on student progress, assignments, and announcements.

Communication Methods

- **Email:** Primary method for direct parent-teacher communication.
- **Student Information Systems:** Platforms such as PowerSchool or Schoology are used to share grades, assignments, and announcements.
- **Phone Calls:** May be used for urgent or sensitive matters. Voicemail responses will follow the 24–48 hour window.
- **Parent-Teacher Conferences:** Scheduled at designated times during the year or by appointment.
- **Newsletters or School Website:** Used for general school-wide updates.

Appropriate Communication Topics

- Academic progress or concerns
- Classroom behavior
- Homework and grading questions
- Attendance issues

- Support services (e.g., IEPs, 504 plans, counseling)
- Social-emotional or health-related concerns affecting academics

Boundaries and Courtesy Guidelines

- Communications should take place during regular school hours (e.g., 7:30 AM – 4:00 PM, Monday–Friday).
- Messages sent outside of these hours may not receive a response until the next school day.
- Staff are not expected to respond to messages on weekends, holidays, or during instructional time.
- Disrespectful, hostile, or repeated communication that interferes with the learning environment may be referred to school administration.

Escalation Procedure

If a concern cannot be resolved through initial contact:

1. **Step 1:** Contact the classroom teacher or staff member involved.
2. **Step 2:** If unresolved, contact the department head, school counselor, or case manager (if applicable).
3. **Step 3:** Contact a school administrator for further support or mediation.

Our Commitment

We are committed to working in partnership with families to support the academic, emotional, and personal growth of all students. Respectful and purposeful communication is key to that partnership.

If you have questions about this policy, please contact the Main Office at or email info@chavezschools.org.

ACADEMIC RECORDS REQUESTS

Requests for academic records (transcripts, report cards, conduct, attendance, and/or Verification of Enrollment, etc.) must be submitted in writing to the office staff or by emailing recordsrequest@Chavezschools.org. Records may only be requested by outside organizations with parent/guardian authorization or scholar if over the age of 18. There may be fees associated with requests. Requests will be processed on a first-come-first-served basis and may take up to forty-five (45) calendar days to process.

AUTHORIZED ACCESS FOR ACADEMIC RECORDS

In the event that an authorized person requests to see the file, he/she must ask the office staff and sign a log that reveals the person, purpose, time, and date. Authorized people include the parent or legal guardian of the scholar, school officials with a legitimate educational interest,, and other authorized personnel, or that the parent or legal guardian allows—via a signed release.

FERPA NOTIFICATION OF RIGHTS

The Family Educational Rights and Privacy Act (FERPA) affords parents and scholars who are 18 years of age or older ("eligible scholars") certain rights with respect to the scholar's education records. Please see the Legally Mandated Notice Section of this handbook for further information.

GOOD STANDING

Any scholar who is not in academic and/or behavioral good standing may be excluded from Cesar Chavez PCS events. Scholars who are on Academic Probation and/or Disciplinary Probation are considered to not meet the qualifications of good standing.

Academic Probation

In order to participate in various athletic and extracurricular programs, scholars should be in good academic standing. Scholars that are considered in academic good standing must maintain a 2.0 grade point average (GPA), as aligned to D.C. State Athletic Association and Chavez Schools policy per marking period. This policy will be updated to reflect any changes of the D.C. State Athletic Association.

Disciplinary Probation

Scholars that have 2 or more referrals in a weekly period, are suspended within a 2-week period, or on a disciplinary contract (initial or final), are considered to be on disciplinary probation. Also, a scholar who has committed repeated violations of the Code of Conduct or a major violation (Category II or III) of the Code of Conduct may be placed on disciplinary probation. Repeated violations include: two or more Level II violations or two or more Level III violations

The Administration reserves the right to exclude a scholar from any school sponsored event based on the scholar's academic or behavioral record.

SCHOLARS WITH DISABILITIES

Cesar Chavez PCS is committed to serving diverse learners, including scholars with disabilities. Scholars with disabilities are afforded protections under local, state, and federal laws.

Cesar Chavez PCS places scholars with an Individual Education Program(IEP) in the least restrictive environments appropriate for those scholars. The IEP describes the programs and services that will be offered to help these scholars reach their goals. Scholar IEPs will be reviewed annually as required by the Individuals with Disabilities Education Act (IDEA). The IEP team consists of the scholar, his or her parent/guardian, a special education teacher, general education teachers, LEA Representative, and other personnel as needed. A re-evaluation will be completed at least once every three years to determine whether the scholar is still eligible for special education services, and what services s/he needs.

Parents of new scholars should advise the school of any previous IEPs, 504s, or special services their child received in the past. All parental requests for evaluations or any special education documents must be made to the Student Support Services Team.

If a teacher or parent/guardian believes a scholar should be evaluated for special education services, the referral must be made to the school's Director of Student Support Services(s). Written parental permission must be obtained before any formal evaluation is undertaken. Any requests for evaluation that are made contemporaneously to a disciplinary incident will be granted expedited evaluation consistent with 34 CFR §300.534(d). Evaluations will begin with an Evaluation Planning Meeting conducted by the Special Education Team consisting of the Director of Student Support Services, a general education teacher, a special education teacher, the referring teacher, the school psychologist (if applicable), and the parent. If warranted, the evaluation will be conducted by our school psychologist or other qualified personnel. The purpose of referrals is to determine if the student has a disability and resulting need for special education and related services. For more information regarding Special Education Services, please contact the Special Education Department. Please note, end of year referral requests have no impact on promotion or graduation decisions.

Child Find Process

In line with the requirements under the Individuals with Disabilities Education Act (IDEA), Cesar Chavez PCS will locate, identify, and evaluate enrolled scholars who either have, or are suspected of having, disabilities and are in need of special education and related services as a result of those disabilities. This process is commonly referred to as the Child Find obligation. To ensure that this obligation is met, Cesar Chavez PCS has established a policy and continues to implement efforts to seek out these children as well as educate and inform our staff, families, and broader community of the services that are available.

Child Find activities may include a screening process to determine whether a child should be referred for an evaluation. For children age birth through twenty-two (22), even when Cesar Chavez PCS does not suspect the child may be disabled and in need of special education or related services, Cesar Chavez PCS will utilize a comprehensive screening process, the results of which are provided to the child's parent/guardian. This process may include, but is not limited to:

- Observations in a variety of settings
- Multi-tiered problem-solving approach
- Parent/family interviews
- Review of attendance, assessment results, and grades

Screenings must be available for all children enrolled at Cesar Chavez PCS and include a review of whether:

- Appropriate instruction in the general education setting was delivered by qualified personnel
- Instruction and interventions were provided at varying intensity levels
- Progress monitoring data that was collected which reflected the child's progress during instruction and interventions

Cesar Chavez PCS staff is expected to know and act in accordance with requirements and policies established within this policy. Cesar Chavez PCS trains staff on an annual basis to ensure that all staff understand and are able to execute Child Find responsibilities.

Dyslexia at Chavez:

Cesar Chavez PCS Training and Professional Development

Every educator employed by Cesar Chavez PCS must complete a reading difficulties awareness training provided by OSSE. OSSE states that this must be completed by all educators on or before the first day of the 2026-2027 school year. This training must be completed annually thereafter. All educators receive a certificate of completion upon completing the required training, which Cesar Chavez PCS must collect and maintain a record of.

The professional development on reading difficulties. This training must be provided by OSSE, Cesar Chavez PCS, or a third-party with an expertise in reading and reading difficulties. The training must at a minimum be designed to enable educators to:

- Understand and recognize reading difficulties;
- Screen for reading difficulties; and
- Implement instruction in the general education classroom, or during reading intervention, that is systemic, cumulative, explicit, diagnostic, multi-sensory, and evidence-based to meet the educational needs of students with reading difficulties.

Point of Contact

Cesar Chavez PCS encourages parents to seek out any staff member if they have concerns about their child. Parents/guardians, or anyone with knowledge of the child, should contact the Director of Student Support Services or Assistant Director of Student Support Services, to discuss the Child Find process, the referral process, and the availability of the Special Education Team to meet and discuss concerns in more detail.

- **Director of Student Support Services:** Renee Ivey, renee.ivey@chavezschools.org

Target Populations

Cesar Chavez PCS's Child Find Policy applies to children between the ages of ten (10) and twenty-two (22) years of age, who are enrolled in grades sixth (6th) through twelfth (12th) at Cesar Chavez PCS, including children who are:

- Homeless
- In the custody of the District of Columbia Child and Family Services Agency (CFSA)
- Committed to the District of Columbia Youth Rehabilitation Services Agency (DYRS)
- Not making progress grade to grade
- Highly mobile

Outreach Efforts

In order to ensure that the community within Cesar Chavez PCS is aware of the availability of special education and related services for eligible scholars with disabilities and the methods for requesting services, we provide information and education through a variety of methods, including but not limited to:

- Cesar Chavez PCS will provide information to families as well as the larger school community at events such as back to school nights, parent teacher conferences, and enrollment events.
- Cesar Chavez PCS will make information available in scholar and family handbooks and on its website at: www.chavezschools.org
- Cesar Chavez PCS will provide informational pamphlets which are available to parents in the main office of the campus.

Coordinating with Non-Educational District Agencies

To support the identification, location, and evaluation of scholars with disabilities at Cesar Chavez PCS, the school based team may contact and communicate with the following District agencies, including but not limited to:

- Department of Behavioral Health (DBH)
- The Child and Family Services Agency (CFSA)
- ChAMPS (Child and Adolescent Mobile Psychiatric Service)

Chavez PCS will maintain communication on a regular basis to foster cooperative relationships and updates on points of contact.

Parent Engagement

If parents/guardians have specific questions regarding Cesar Chavez PCS's Child Find Policy, the referral process, or the availability of special education and related services they can refer to this current document, the information available on the Cesar Chavez PCS website, or by contacting the Director of Student Support Services or the Assistant Director of Student Support Services. Upon request parents/guardians should be provided with specific information related to the identification, referral, and evaluation of scholars with, or those suspected of having, a disability. Additionally, informational pamphlets containing all relevant information are located in the main office

Referral Process

A referral, which can be either written or verbal, is documentation that clearly states why it is thought that the scholar has a disability. The referral can be made by a parent/guardian, adult student, or an employee of a public agency who has knowledge of the child (e.g. LEA staff). There is no standard language for a referral. Whichever staff member receives the referral should assist the parent/guardian in documenting the referral in writing. Any staff member at Cesar Chavez PCS must accept the referral.

If a parent/guardian would like to request an initial evaluation please contact the Assistant Director of Student Support Services. Specific contact information is located under the *Point of Contact* section.

A referral for an initial evaluation can be accepted from the following individuals:

- The scholar's parent/guardian
- The scholar
- Employee of Cesar Chavez PCS who has knowledge of the scholar
- An employee of another public agency who has knowledge of the scholar

Cesar Chavez PCS has three (3) business days to document the referral. Following the referral, the Special Education Team has thirty (30) days to determine if evaluations are warranted, and if so, obtain parental consent for evaluations. The Special Education Team should begin to make reasonable efforts to obtain parental consent within ten (10) business days of the referral. Reasonable effort includes attempting contact at least three (3) times on three (3) different dates using at least two (2) different modalities. The Special Education Team has sixty (60) days from the date of parental/guardian consent to complete the necessary evaluations and hold a meeting to determine eligibility for special education and related services.

This timeline does not apply if the (1) parent/guardian or scholar with educational right fails to or refuses to respond to consent for evaluation given reasonable effort, (2) the parent/guardian repeatedly fails to or refuses to bring the child to the evaluation, or if the adult scholar with educational right refuses to attend, or (3) the child enrolls in another LEA prior to eligibility determination.

Universal Screenings

Cesar Chavez PCS implements a universal screening process for new scholars to the LEA to help determine if a child should be referred for additional support or an evaluation for special education and/or related services. If it is determined, by the Leadership Team at Cesar Chavez PCS, that a scholar is at risk or below expected expectations, as identified by the screening, written notice will be sent to the parent to inform them of next steps. To conduct universal, school wide screenings, parent consent is not required. Additionally, a screening administered by a Cesar Chavez PCS teacher to determine appropriate instructional strategies for curriculum implementation does not require parental consent as it is not considered to be an evaluation. If a scholar is being referred or is in the referral process for special education, the universal screenings cannot delay or interrupt this process.

Parental Procedural Safeguards and Rights

As a parent/guardian, you have rights known as procedural safeguards that apply to every aspect of the special education process. These safeguards are designed to protect the rights of parents and their scholar with a disability and, at the same time, give families and school systems several mechanisms by which to resolve their disputes. Federal and state laws and regulations outline the procedural safeguards that are designed to ensure that scholars with disabilities with an Individualized Education Program (IEP) receive a free appropriate public education (FAPE).

In the event of a disagreement, parents may pursue dispute resolution and due process rights, including mediation, due process complaints, or state complaints. Parents can learn more about their rights under IDEA by referring to the *Part B Procedural Safeguards* located on OSSE's website or by contacting the Assistant Director of Student Support Services.

Data Reporting

In accordance with District of Columbia law, the Cesar Chavez PCS Assistant Director of Student Support Services(s) counts and reports the number of children with disabilities receiving special education and related services annually on October 5th as required by DC Official Code § 38-2906. In addition, the Assistant Director of Student Support Services(s) monitors incoming scholars, audits the compliance of related services providers, and monitors the effectiveness of RTI Teams at the campus level to ensure that all scholars with disabilities are meeting expectations, receiving special education and related services, and scholars are being identified, referred and evaluated for special education and related services.

REHABILITATION ACT AND SECTION “504”

Section 504 of the Rehabilitation Act of 1973 (Section “504”) prohibits discrimination against disabled persons, including scholars and staff members, by schools receiving federal financial assistance. Included in the US Department of Education Regulations for Section 504 is the requirement that disabled scholars be provided with free appropriate public education (FAPE). As such, Cesar Chavez PCS is required to provide a full range of special accommodations and services necessary for scholars with disabilities to participate in and benefit from its educational programs and activities.

The regulations require identification, evaluation, the provision of appropriate services and procedural safeguards. The regulations also require that parents or guardians be provided with notice of actions affecting the identification, evaluation, or placement of the scholar and are entitled to an impartial hearing if they disagree with district decisions in these areas.

Eligibility Criteria

Under Section 504, a scholar eligible for FAPE is any scholar who has a physical or mental impairment that substantially limits one or more major life activities.

Section 504 physical or mental impairment:

Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the body systems – neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular, reproductive, digestive, genitor-urinary; hemic and lymphatic; skin and endocrine.

This definition includes such diseases and conditions as orthopedic, visual, speech and hearing impairments, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, attention deficit disorder (ADD), acquired immune deficiency syndrome (AIDS), and human immunodeficiency virus (HIV+)

Section 504 meaning of substantial limitation:

In order to meet this standard, the scholar must be unable to perform a major life activity that the scholar's average peers can perform OR, the scholar must be restricted to a substantial degree as to the condition, manner, or duration under which the major life activity is performed by the scholar's average peers.

- An impairment need not prevent, or significantly or severely limit, the scholar from performing a major life activity to be considered “substantially limiting.” Nonetheless, not every impairment will constitute a disability within the meaning of being substantially limiting.
- The term “substantially limits” should be construed broadly and the determination of substantial limitation should not require an extensive analysis.
- The determination of whether an impairment substantially limits a major life activity requires an individualized assessment.

Episodic or in Remission: An impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active.

Mitigating measures: The “substantially limiting” determination must be made without regard to any ameliorative effects of mitigating measures. The team must make a Section 504 determination based upon the scholar’s disability as it presents itself without the mitigating measures. Mitigating measures included but are not limited to:

- Medication, medical supplies, equipment, or appliances, low-vision devices (which do not include ordinary eyeglasses or contact lenses), prosthetics including limbs and devices, hearing aids and cochlear implants or other implantable hearing devices, mobility devices, or oxygen therapy equipment and supplies;
- Use of assistive technology;
- Reasonable accommodations or auxiliary aids or services; or
- Learned behavioral or adaptive neurological modifications.

Scholar Identification and Referral

Section 504 contains a child find requirement that requires school districts to “identify and locate every qualified [individual with a disability] residing in [its] jurisdiction.” As such, school districts must conduct an evaluation of scholars “who, because of a handicap, need, or are believed to, need special education and related services.” The school or parent may initiate a referral for an initial evaluation.

For scholars who are identified and referred for possible evaluation under Section 504, a review of the scholar’s records, including medical, academic, and behavioral records, will be conducted by the Special Education Team to determine whether an evaluation is warranted. Any scholar who has, or is believed to have, a disability and would benefit from the special education program under Section 504 should be referred for an evaluation.

Identification procedures:

- Any scholar who is suspected of having a disability may be referred by a parent, teacher, or other school employee to the Assistant Director of Student Support Services and the Special Education Team using the appropriate Parent or Staff Referral form. Verbal requests and those outside of the referral form will be honored.
- The Special Education Team will be composed of persons knowledgeable about the scholar, the scholar’s history, and the scholar’s individual needs.
- The Special Education Team will consider the referral and, based upon a review of the scholar’s existing records, including medical, academic, social and behavioral records, make a decision as to whether a referral for a 504 Plan is warranted.

ENGLISH LANGUAGE LEARNERS

English Language Learners (ELL) are an important special population in schools today. At Cesar Chavez PCS, it is understood that we must provide services for our scholars who are lifting the formidable task of mastering academic content while learning to master the English language. Title III is officially known as the English Language Acquisition, Language Enhancement, and Academic Achievement Act. It is specifically targeted to benefit Limited English Proficient (LEP) children and immigrant youth. The Act states that LEP scholars must not only attain English proficiency, but simultaneously meet the same academic standards as their English-speaking peers in all content areas. The goal is to create, or further develop, language instruction that helps LEP scholars meet academic standards. Cesar Chavez PCS measures progress through annual WIDA Access testing.

Testing and Progress Monitoring

Scholars who are designated as LEP or ELL are monitored closely in the areas of language development in addition to their academic progress. To that end, there are several progress monitoring opportunities used at Cesar Chavez PCS to ensure scholars are continuously moving towards proficiency in language learning. WIDA Access Testing happens at two distinct points in the school year. At the start of the school year, scholars new to the Cesar Chavez PCS LEA are placed using the W-APT which is a shortened version of the WIDA Access test. Once placement is established, parental notifications are sent home in the scholar’s home language.

WIDA Access Testing is also mandated by the Office of the State Superintendent of Education (OSSE) during the Spring. This serves as an official measure of language progress which is reported for Title III accountability. The results of this testing are used to plan ELL programming for the upcoming school year and ensure that scholars are making adequate yearly progress. All identified scholars are required to participate unless parent/guardian requests otherwise. Any such requests should be made to the Special Education team by reaching out to the Assistant Director of Student Support Services:

- Renee Ivey, renee.ivey@chavezschools.org and/or

Teachers of LEP and ELL scholars are notified about scholars' individual language learning needs at the start of the school year. Chavez teachers receive pedagogical training on ELL/LEP support in order to best support these scholars.

HOSPITAL AND HOMEBOUND INSTRUCTION

Eligibility for Home or Hospital Instruction

Any Cesar Chavez PCS student who has been or is anticipated to be absent from school, on a continuous, partial, or intermittent basis, for 10 or more consecutive or cumulative school days during a school year due to a health condition may be eligible for home or hospital instruction. The following steps must be taken before home or hospital instruction is provided:

- A parent/guardian, or adult student, is responsible for requesting home or hospital instruction. This request may be written or oral and must be submitted to Renee Ivey, Director of Student Support Services.
- Upon receipt of a request for home or hospital instruction, Cesar Chavez PCS will document and acknowledge the request within 2 school days and will provide the parent with information on how to submit an application requesting home or hospital instruction
 - If the student has a known or suspected disability under Section 504 of the Rehabilitation Act ("Section 504") or the Individuals with Disabilities Education Act ("IDEA"), the acknowledgement will include a notice of the parent/student's rights under the IDEA or Section 504.
- The parent must submit a completed application for home or hospital instruction that includes a completed Medical Certification of Need and signed Parent Agreement for Home or Hospital Instruction. The application must include:
 - The student's name, and date of birth;
 - Cesar Chavez PCS the student is enrolled in and the name of the student's current school of attendance;
 - The parent's name, address, phone number, and email address;
 - A medical certification of need; signed by a physician or clinician
 - The requested start date and duration of home or hospital instruction services;
 - The consent of the parent for disclosure of information contained in or related to the medical certification of need; and
 - One parent's signature.
- Within 5 calendar days of receiving the medical certification of need and parent agreement for home or hospital instruction, Cesar Chavez PCS will issue a written decision approving or denying the request and explaining the basis for that decision;
 - A request will only be denied if the medical certification of need is missing or incomplete;
 - If a request is denied, the written explanation will state specifically that the basis for the determination was a missing or incomplete application or medical certification of need;
 - If a request is denied, Cesar Chavez PCS will include in the written decision how the parent may appeal that decision.
 - If a request is approved, the written decision will include a written plan for the delivery of instruction that includes the service delivery location service to be delivered, identification of virtual and/or in-person service delivery as the method of service, identification of the number of hours per week of direct instruction for eligible students according to the medical certification of need, and the schedule for service delivery.

Medical Certification of Need

The medical certification of need must be signed by a licensed physician, licensed nurse practitioner, licensed clinical psychologist, licensed mental health counselor or therapist, or physician's assistant and must include the following:

- The signatory's license number;

- Diagnosed health condition and explanation of how the health condition has caused or is anticipated to cause the to be unable to attend in-school instruction, on a continuous, partial, or intermittent basis, at the student's school of enrollment or attendance for 10 or more consecutive or cumulative school days during a school year;
- Recommendation that student receive home or hospital instruction to the extent permitted by the student's health condition;
- Recommended start date for services;
- Whether there is a maximum number of direct instructional hours that the student may receive per week based on the student's health condition;
- Anticipated duration and frequency of the student's health condition and need for home or hospital instruction;
- Whether the student's health condition is anticipated to cause continuous, partial, or intermittent absence from school.
- While home or hospital instruction is being provided, PCS may request updated information related to the student's continued medical need and work with the parent to develop a plan that would permit the student to return to school.

Medical Recertification of Need

The medical recertification of need must be signed by by a licensed physician, licensed nurse practitioner, licensed clinical psychologist, licensed mental health counselor or therapist, or physician's assistant and must include the following:

- The signatory's license number;
- Verification of the continued need for home or hospital instruction and whether the student requires instruction in a home or hospital;
- Whether there is a maximum number of direct instructional hours that the student may receive per week based on the student's health condition; and
- Anticipated duration and frequency of the student's health condition.

Duration of Home or Hospital Instruction

Approval of home or hospital instruction requests are expected to last no longer than 60 calendar days or the duration estimated in the medical certification of need, whichever is less. A parent may request to extend the program for periods of up to 60 calendar days by submitting a medical recertification of need at least 5 calendar days before the date that the parent desires for the extension to begin.

Proposed Accommodations to Allow Student to Remain in School

Before or after a request for home or hospital instruction is granted, Cesar Chavez PCS may propose accommodations to allow the student to remain in school but will only proceed with such accommodations if the medical professional that signed the medical certification of need agrees in writing that such accommodations meet the medical needs of the student and permit in-school instruction.

Delivery of Instruction

Home or hospital instruction will begin within 5 school days of the request being approved. Instruction will be provided in core academic subjects to the greatest extent possible. Special education and related services will also be provided to the greatest extent possible in accordance with an IEP or Section 504 Plan.

Instruction will be provided in-person by a home or hospital instructor unless the parent consents to virtual instruction via real-time videoconferencing or asynchronous learning. Instruction may be provided virtually without a parent's consent in the following circumstances:

- During a public health emergency;
- When the student has been diagnosed with a communicable disease;
- When a household member has been diagnosed with a communicable disease, if the student is to receive instruction at home;

- When Cesar Chavez PCS determines safety concerns prevent the delivery of in-person services; or
- When the student is receiving medical treatment outside of the District of Columbia.

Home or hospital instruction will include a minimum number of hours per week of direct instruction for an approved student based on the medical certification or recertification of need.. Additional instruction, special education, and/or related services will be individualized based on student need, the student's schedule and the amount of in-school instruction the student is expected to receive.

Instruction will be provided during regular school hours at times determined by Cesar Chavez PCS unless the parent and instructor agree otherwise. Failure of students to attend or participate in scheduled sessions will not result in additional time allotted or make-up sessions.

If instruction takes place in the home, the student's parent/guardian is responsible for being home during the entirety of the instructional period. Parents/guardians must be 18 years of age or older. A quiet, designated space must be provided for instruction to occur.

Attendance records will be maintained for a student receiving home or hospital instruction. During the period of home or hospital instruction, the student will be counted as medically excused, except when a student is not available for home or hospital instruction, in which case the student may be counted absent.

A regular program of study and preparation of lessons and materials, by their teachers, is required for each student. Cesar Chavez PCS will provide content aligned to that being provided in the student's classroom at their school of attendance, including without limitation a nonpublic special education day school or residential facility. Substitute assignments may be provided if regular assignments or activities cannot take place outside of the classroom. In addition to the weekly instructional sessions, the student is expected to complete assignments on his or her own time. Assignments must be completed by the designated due date and are returned to the school for grading. Failure to complete or turn in assignments on time will result in zeros for those assignments and reflected in the grade accordingly. Grades earned during hospital and homebound instruction will be adding to any current grades and calculated towards the final grade for the quarter/year. For all content not covered through home or hospital instruction, the student will be given alternative assignments for credit recovery.

For hospitalized students, PCS will work with the hospital to coordinate appropriate services.

If a student with a disability is found eligible for home or hospital instruction, the responsibilities for planning, implementing and monitoring the academic program remain with the student's IEP or 504 team.

Students with Disabilities Under the IDEA

Nothing in this policy shall be construed to supersede the requirements of the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. § 1400 et seq.) with regard to an LEA's obligation to determine the educational placement in the least restrictive environment for a student with a disability under the IDEA.

When a parent makes a request for home or hospital instruction for a student who is suspected of being or is eligible for special education services under the IDEA, the LEA shall:

- (a) Provide the parent with notice of the procedural safeguards under the IDEA defined by 34 CFR § 300.504; and
- (b) Consider whether the request for home or hospital instruction could impact the student's educational placement in the least restrictive environment, and if so, convene a placement determination team to review and revise the educational placement of the student, as appropriate, and to review and revise the student's IEP, as appropriate.

If Cesar Chavez PCS convenes a placement determination team to review whether the educational placement of a student with a disability should be changed, the determination and eligibility for home or hospital instruction shall be governed by the IDEA and any applicable District law or regulation governing IDEA rather than the standards in this chapter.

If a student with a disability is placed in home or hospital instruction in accordance with the IDEA, the provision and duration of services shall be governed by the IDEA and any applicable District law or regulation governing IDEA rather than the standards in this chapter.

In order to set up Homebound Instruction services, please reach out to student support services.

SCHOOL MATERIALS POLICY

Scholars are expected to purchase and maintain their own school supplies, such as notebooks, folders, pens, pencils, paper, and any other necessary materials. Scholars may purchase some of these materials in the school store using their behavioral points.

SCHOLAR ACTIVITIES

Throughout the school year, scholars have the opportunity to participate in various activities in and out of the school building. These activities may include a field trip, guest speaker, school dances, or other school sponsored events both during and after school. Scholars must meet eligibility criteria to participate in the event. Criteria for each event are determined on a case by case basis and scholars are informed of the criteria prior to the activity. Criteria include a scholar's:

- Good Standing as outlined previously
- Academic standing and performance
- Discipline conduct and infraction points
- Scholar fees (if applicable)
- Other criteria determined by the administration as pertaining to the event

SCHOLAR FEES

Scholar fees accumulated during any school year must be paid in full to receive final report cards, transcripts, or school records when graduating, withdrawing or transferring a scholar. Senior scholars with an outstanding balance will not be allowed to participate in graduation activities. If scholars have outstanding bills, they may not be able to participate in school activities throughout the school year or subsequent school years.

Families receive updates of scholar account dues throughout the school year. Scholar fees are assessed due to lost or damaged materials, and/or for the following:

- Non-Academic Field Trips
- Textbooks
- School IDs
- School supplies
- Scholar consumables (workbooks, novels, lab materials, any other supply provided to a scholar).
- School issued electronic devices used by the scholar (laptop, e-reader, tablet, etc.)
- Senior fees including graduation, prom, senior trip, etc.
- Any other item where a fee is assessed by the school

Any requests for payment plans should be submitted directly to the Executive Director or designee for approval and will be approved on a case-by-case basis.

PHYSICAL EDUCATION POLICY

Injuries

All injuries sustained in Physical Education (PE) class should be immediately reported to the teacher so that proper action can be taken. Horseplay during class, in the locker room, or in any other facility, including during online sessions, will not be tolerated.

Medical Excuse

Scholars in physical education class may be excused from participating in class or an online session because of illness or injury up to three days per semester by written note from parent, guardian, or the school nurse stipulating the number of days. Additionally, scholars will be required to participate in activities that do not interfere with their medical

situation when possible or complete alternative tasks or activities when injury prohibits participating in class activities or during online sessions.

For more than **three days** of not participating due to illness, scholars are required to have a note from their doctor. These notes should be presented or emailed to the PE teacher and the school nurse. The teacher will make arrangements for the scholar to complete alternative Physical Education assignments.

Gymnasium Rules

Cesar Chavez PCS rules as specified in the Code of Conduct are applicable to the athletic facility including the gym and classrooms. Additionally, the following rules will apply to the Gym:

- **Only sneakers are allowed on the gym floor**
- **Sneakers must be laced and tied securely**
- No balls of any kind hit off walls
- No throwing of objects
- No horseplay
- No gum, candy, seeds, or other food or drink are permissible in the facility
- Water bottles are allowed when working out and during PE class as specified by the supervising teacher and/or coach
- Do not leave the Gym without permission
- Scholars must use appropriate language at all times
- Excessive, rough, or dangerous play will not be tolerated at any time
- Actions that are unsafe to oneself and others will not be tolerated
- Equipment must be used safely and properly and with the direct permission and supervision of the teacher

TESTING

Scholars in the 6th through 12th grades take a variety of tests, including formative assessments, mid-term assessments, and final assessments. Chavez's testing calendar includes internal Cesar Chavez PCS assessments (subject area and MAP tests) administered regularly to assess scholar progress, as well as CAPE, PSAT, SAT, ACT, and AP tests. Scholar participation in these exams is *mandatory*.

STANDARDIZED TESTING

All 6th-11th grade scholars take mandated standardized tests as determined by the District of Columbia. These tests include, but not limited to, CAPE and the Next Generation Science Assessment (grades 5,8, and Biology).

Testing periods include:

- SAT/PSAT Testing
- ACCESS/WIDA
- MAP
- AP Testing Period
- CAPE Testing Period
- Health
- Interventions

Scholars with disabilities may qualify for accommodations on mandated testing, per their Individualized Education Program or Section 504 Plan. English Language Learners may receive specific accommodations to standardized tests per District of Columbia policy. Any additional questions regarding testing can be directed to the Director of Student Support Services: Renee Ivey, renee.ivey@chavezschools.org

COMMUNITY SERVICE

Cesar Chavez PCS requires 100 hours of community service in order for scholars to graduate. Community service refers to service that a scholar performs for the benefit of his or her community. These services are designed to improve the quality of life for community residents or to solve particular problems related to their needs. To be considered community service, an activity must be:

- Performed for no financial or other compensation;
- Supervised by an individual who is 18 years old or older;
- Supervised by an individual who is not the scholar's parent or other relative;
- Completed with a registered nonprofit: institution, house of worship,¹ school, community center, library, hospital, or other service-related organization;
- Designed specifically for volunteers;
- Beneficial to at least one other person and the larger community;
- Separate from a service activity for which the scholar is already receiving school credit outside of public policy programming or those mandated by a court or school disciplinary action;
- Unrelated to any political campaign or effort encouraging the endorsement of any candidate for elected office, political party, or platform.

Examples of activities that meet the community service definition include (but are not limited to):

- Working as a teacher's aide or office assistant outside of normal school hours;
- Shelving books in the library;
- Volunteering with a nonprofit organization;
- Cleaning up the school on a Saturday;
- Tutoring younger children;
- Organizing a drive that for the collection of items including clothes, shoes, food, blankets, etc., for the benefit of those in need;
- Reading to the elderly in nursing homes;
- Restoring a park;
- Helping at a local fire or police department;
- Sorting food at the food bank;
- Serving meals at a homeless shelter;
- Volunteering as a peer tutor.

At Cesar Chavez PCS, scholars will earn 75 hours of community service towards graduation with the successful completion of the following:

- 15 hours of community service from the successful completion of their 9th Grade Capstone
- 15 hours of community service from the successful completion of their 10th Grade Community Action Project
- 45 hours of community service from the successful completion of their 11th Grade Fellowship.

Each scholar will need to perform 25 hours of community service outside of school:

- 100 hours of community service must be completed by your 12th grade year in order to graduate from Cesar Chavez PCS.

These hours must be earned through volunteer work at a 501(c)(3) (*non-profit*) organization, house of worship, school, community center, library, hospital, or other service-related organization under the supervision of an adult who is not an immediate member of the scholar's family. Hours cannot be earned during school hours unless it is through an approved school activity, including the public policy projects identified above and through special projects approved by the College & Career Counselor (i.e. Chavez Day of Service). All hours must be properly documented on the *Chavez Community Service Hours Log* and will be verified by the College & Career Counselor, Ms. Hurley.

No scholar will be allowed to graduate without having completed at least 100 hours of community service. In order to participate in graduation ceremonies, a scholar must complete all community service hours by the school's deadline, **May 1, 2027**, during his/her senior year.

¹ Scholars who do not have a Capstone credit must complete 40 hours of community service independently.

GRADING POLICIES

GRADING SCALE

Cesar Chavez PCS issues grades of A, B, C, D and F. Scholars must earn a grade average of 60% or higher to receive credit for any given course at Cesar Chavez PCS. Any grade below a 60% is an "F," and considered failing. Note that all quarter and final grades are rounded to the nearest whole number for credit and GPA purposes. Effective 2026-2027. This policy is not retractive

Scholars who transfer to Chavez from an accredited institution that awards high-school credit will receive credits earned at their previous schools if the school awarded the scholar the credit. Courses that do not easily align with courses offered at Chavez will be reviewed and evaluated on an individual basis for approval toward fulfilling Chavez requirements. Any course not offered by Cesar Chavez PCS, for which a scholar earned an High School credit at another institution, will be applied towards elective credits.

Grading Categories and Weights

Chavez Schools' first priority is to ensure that scholars are mastering state-mandated academic standards. We recognize that mastery can be shown in multiple ways. Our grading categories and weights have been designed to give an overall level of mastery through assessment, practice, and participation. To ensure consistency across grade averages, scholars' grades will reflect the following categories and weights.

Category	Percentage	Description
Test	55%	Assessments are formal evaluations of student skills, knowledge, and progress based on benchmarks, district assessments, and end-of-unit tasks. These include traditional tests, and performance-based tasks completed independently within a set time, with accommodations as needed, in a formal testing environment.
Quizzes/Projects	15%	Short, standards-aligned checks for understanding that measure student progress on specific skills or concepts. Completed independently to inform instruction; Extended tasks that allow students to apply knowledge and skills creatively and independently. Aligned to learning standards and used to assess deeper understanding over time.
Classwork/Homework	30%	Includes classwork, homework, and other tasks that help students build and apply skills through regular practice. May be completed in or outside of class.

Grade Point Average

Grade Point Average (GPA) is used to calculate a scholar's academic achievement. All courses for which a scholar is awarded credit while enrolled in Cesar Chavez PCS count towards their GPA. In order to prepare scholars for the GPA process in High School, Chavez introduces the GPA concept in Lower School.

Cumulative GPA represents an average of all of a scholar's course grades, scholar GPA is computed only at the end of each semester, based on the semester average grade. Chavez calculates GPA by multiplying a scholars' course grade times his/her total credits earned, divided by his/her total credits attempted.

$$\text{GPA} = \text{Course Grade} \times (\text{Credits Earned} / \text{Credits Attempted})$$

Table 1

Letter Grade	Percentage	Regular	Honors	AP/Dual Enrollment
A+	97 - 100%	4.0	4.5	5.0
A	93 - 96%	3.9	4.0	4.9
A -	90-92%	3.7	3.8	4.7
B+	87 - 89%	3.3	3.5	4.3
B	83 - 86%	3.0	3.3	4.0
B-	80 - 82%	2.7	3.0	3.7
C+	77 - 79%	2.3	2.8	3.3
C	73 - 76%	2.0	2.5	3.0
C -	70-72%	1.9	2.0	2.5
D+	67-69%	1.3	1.8	2.3
D	63 - 66%	1.0	1.5	2.0
D -	60 - 62%	.7	1.0	1.7
F	50 - 59%	0.0	0	0

Note that all final grades are rounded to the nearest whole number for the purpose of credits and GPA.

Course Content Mastery

Cesar Chavez PCS provides scholars with the opportunity to demonstrate content mastery through a variety of means. The process is described below:

Grade	Percentage	Performance Label	Mastery Description
A+	97–100%	Exceeds Expectations – Exceptional	Demonstrates exceptional mastery of all learning objectives with deep conceptual understanding , consistent accuracy, and application of knowledge in novel or complex situations. Shows evidence of independent thinking and advanced proficiency.
A	93–96%	Exceeds Expectations	Demonstrates strong mastery of learning objectives with minimal errors. Consistently applies skills and concepts with clarity, insight, and confidence. Exhibits a comprehensive understanding.
A–	90–92%	Above Expectations	Demonstrates solid mastery of all key learning objectives. Minor misunderstandings may be present but do not interfere with overall conceptual understanding or application.
B+	87–89%	Meets Expectations – High	Demonstrates proficient understanding with some advanced application. Occasional errors or gaps may be present, but key concepts and skills are mostly well grasped.
B	83–86%	Meets Expectations	Demonstrates consistent proficiency in most learning objectives. Shows an adequate understanding and can apply knowledge in familiar contexts with minimal support.
B–	80–82%	Meets Expectations – Basic	Demonstrates basic proficiency with a few significant misunderstandings or inconsistencies. Still meets minimum expectations for grade-level standards.
C+	77–79%	Approaching Expectations – High	Demonstrates partial proficiency . Understands foundational concepts but may struggle with application or higher-order thinking tasks. Needs occasional support.
C	73–76%	Approaching Expectations	Demonstrates developing understanding but with frequent errors. May rely on support and have difficulty transferring knowledge.
C-/D+	72–67%	Below Expectations – Emerging	Demonstrates limited understanding of key concepts. Major misconceptions or gaps in learning are evident. Performance is below grade-level expectations.
D	63–66%	Below Expectations	Demonstrates minimal understanding . Needs substantial remediation and support. Learning objectives are largely unmet.

D–	60–62%	Far Below Expectations	Demonstrates very limited mastery . Can recall only isolated facts or skills with little to no application or understanding.
F	0–59%	Does Not Meet Expectations	Demonstrates insufficient understanding or lack of evidence of learning. Performance is far below expectations and requires significant intervention and re-teaching.

Honor Roll

Honor Roll is calculated for each report period based on only the courses taken during that report period. It uses the same weighted GPA scale as outlined below. Honor Roll is calculated during the regular school year. To be eligible for Honor Roll, a scholar must pass all of his/her classes. Cesar Chavez PCS recognizes scholars who excel academically with the following designations:

Honor Roll Chart	
Achievement:	GPA Range
Principal's List	4.0+
Distinguished Honors	3.75-3.99
High Honors	3.5-3.74
Honors	3.0-3.49

Grade Appeals/disputing marks

If a scholar or parent disputes a grade received on the report card, they can appeal the grade with the school. All grade appeals and requests for grade changes start at the school level. If a scholar believes that the final grade issued is based on instructor or clerical error, prejudice, or inaccuracy; or believes a grade is not in alignment with established grading criteria in the course syllabus, The scholar may file an appeal and offer evidence to support the claim. Appeal forms can be acquired from the school, will require supporting documentation, and will be heard by the Principal or their designee. The scholar, parent/guardian, and teacher will have an opportunity and obligation to provide supporting evidence for any appeal. All appeals must be submitted to the Principal, or their designee, within 5 business days of the date that report cards are issued. The Principal, or their designee, will schedule a meeting to hear appeal within 5 days of receipt of appeal form. Scholar/parent/guardian may elect not to attend. Final decisions will be made by the Principal, or their designee, within 2 business days of scheduled hearing. Final decisions will be provided in writing.

Scholar Eligibility in Extra-Curricular Activities

In order to participate in extra-curricular activities scholars must maintain a 2.0 GPA.

VALEDICTORIAN AND SALUTATORIAN

Cesar Chavez PCS selects a valedictorian and salutatorian from amongst the High School senior class each year for each campus. To be eligible a scholar must have been enrolled at Cesar Chavez PCS for two full school years prior to his/her graduation date. The valedictorian will be the scholar who has the highest grade point average (weighted GPA). The salutatorian will be the scholar with the second highest GPA.

The Administration may determine that a scholar does not qualify to be valedictorian or salutatorian if he/she has any discipline infractions or is not in good standing based on his/her conduct record.

ACADEMIC COMMUNICATIONS

Report cards are distributed at the end of each quarter via mail as well as sent to the email on file. Additionally, there are opportunities for parent conferences at the end of each quarter to discuss scholar progress and achievement.

Late Work Submission Policy

Excused Absence

Scholars with an excused absence may submit late work. Scholars will be provided with one (1) check in day, plus the number of days they were absent, to turn in late assignments beginning on the date of their return.

Example: *Jane Doe had an excused absence on Monday and returned to school on Tuesday. Tuesday is Jane's Check-In Day. She will need to turn the assignment in by Wednesday.*

Special Circumstances: Teachers and Manager of Assessment and Scholar Performance will work with scholars with extended absences (more than 5 days) to create a plan of support to identify high priority assignments and the timeline for work submission

Missing Work Submission Policy

Scholars may submit missing work by mid quarter for partial credit. (Refer to the teacher's syllabus for specific details.)

Policy Changes

Chavez Schools reserves the right to amend this policy at any time. Any updates to this policy will be communicated to scholars, parents/guardians, and staff via electronic communication. The most recent copy of this policy may be requested from the school Registrar.

PROMOTION-RETENTION GUIDELINES

Cesar Chavez PCS believes that scholars' academic performance is a significant measure of their learning accomplishments. For a scholar to successfully be on track for higher levels of school, s/he needs to have a sufficient foundation at his/her present level. Cesar Chavez PCS believes it is critical for all scholars to build a strong academic foundation before advancing to higher academic levels. Scholars must meet applicable academic standards in order to be promoted to the next grade level.

LOWER SCHOOL PROMOTION POLICY

Scholar grades are monitored throughout the year for academic progress and achievement. Scholars who receive an overall grade of "D" (60%) or higher in their core content courses (English, math, science, social studies) will be eligible for promotion. In the event that a scholar fails two (2) or more core content courses, they may be ineligible for promotion. However, graduating seniors must have a cumulative GPA of 2.0 in order to graduate. Final decisions regarding promotion eligibility are made by the Principal, the Assistant Principal of Curriculum and Instruction, and/or Executive Director.

Scholars with special education needs are held to the same high expectations and will be eligible for promotion to the next grade based on mastery of grade level standards and core content grades. Scholars with disabilities can be retained due to academic deficits. Decisions regarding the retention of scholars with disabilities are made by the Principal, the Assistant Principal of Curriculum and Instruction, the Director of Student Support Services, and/or Executive Director.

HIGH SCHOOL PROMOTION POLICY

High School scholar promotion is unique to each grade level. Scholars must pass courses with a " (60%) or higher in order to earn credits towards graduation in courses. Scholars that fail a required course for graduation, must successfully pass that course in order to graduate (see "High School Promotion Policy Chart on pg. 34).

Please Note: This promotion policy impacts the classes of 2028 and beyond. All other classes will be under the previous policy, unless otherwise noted.

High School Promotion Policy

Ninth Grade Scholars during freshman year are required to earn 6 credit hours toward graduation with a grade of "D" or higher in the following courses:

English I (1.0 credit)

Math- Algebra 1 or Geometry (1.0 credit)

Science- Biology (1.0 credit,)

Social Studies- World History I (1.0 credit)

World Language I- (1.0 credit)

Other Potential Requirements:

Physical Education/Health 1 (0.5 credits)

Art or Music (0.5 credit) of other Elective Courses

Tenth Grade Scholars during sophomore year are required to earn 6 credit hours toward graduation with a grade of "D" or higher in the following courses:

English II (1.0 credit)

Math- Geometry or Algebra II (1.0 credit)

Science- Chemistry or another lab science (1.0 credit,)

Social Studies- World History II (1.0 credit)

World Language II- (1.0 credit)

Other Requirements:

Physical Education/Health 1 (0.5 credits)

Art or Music (0.5 credit)

Elective Course

Eleventh Grade Scholars during junior year are required to earn 6 credit hours toward graduation with a grade of "D" or higher in the following courses:

English III (1.0 credit)

Math- Algebra II or higher level math (1.0 credit)

Science- Physics or another lab science (1.0 credit,)

Social Studies- U.S. History I (1.0 credit)

Fellowship (0.5) and Financial Literacy (0.5) - (1 credit)

Other Requirements:

Other Elective Courses (1.0 credit)

Twelfth Grade Scholars

To graduate from Cesar Chavez PCS, a senior must successfully complete all of the credit requirements included in the Graduation Requirements document by the designated school timeline before the campus Commencement Ceremony. All community service requirements must be completed by the school deadline. A senior who does not complete the requirements in time may complete them during

the subsequent summer to graduate. Decisions on whether seniors who have not yet reached graduation requirements may participate in commencement ceremonies will be at the discretion of the Executive Director. The Executive Director and assistant principal have final authority on all promotion or grade retention decisions.

Additionally:

1. A scholar who is not on track may be permitted to take courses in the subsequent grade if they have completed the appropriate course work (e.g., a 10th grade scholar who is not on track for graduation generally but has successfully passed English II will be permitted to take English III).

Graduation requirements

Cesar Chavez PCS scholars must earn a minimum of 24 credits to earn a High School diploma. The credit distribution is included below.

Cesar Chavez PCS High School Courses	Credits
English	4
Mathematics Must include Algebra I, Geometry, Algebra II	4
Science Must include three (3) lab science	4
History/Social Studies Must include World History I & II, DC History, US Gov't, and US History	4
World Language	2
Health & Physical Education	1.5
Art	0.5
Music	0.5
Electives At least two elective credits must be earned through College Level or Career Prep (CLCP) courses. Cesar Chavez PCS designates courses as meeting CLCP. Students must earn at least 2 elective credits though public policy courses which must include Fellowship and Thesis. Public policy courses may count towards CLCP requirements.	3.5
Minimum Credits Required for a Chavez Diploma	24
Community Service Hours All Chavez Scholars earn 15 community service hours upon completion of a Capstone and Community Action Project and 45 hours upon completion of Fellowship. Scholars who do not receive credit via these offerings must complete service hours independently.	100

**Please note that this is subject to change based on curricular needs, approval by Cesar Chavez PCS Board of Trustees, and DCPCSB policy.*

GRADUATING SCHOLARS AT NON-PUBLIC PLACEMENTS

Cesar Chavez Public Charter Schools of Public Policy enrolls scholars in the LEA who attend a High School outside of the Chavez network due to the requirements of the scholar's Individual Education Plan (IEP). Such scholars are referred to as non-public scholars and attend a school that serves their individual needs; however, scholars are still held accountable to the Cesar Chavez Public Charter School graduation requirements and attain a diploma from Cesar Chavez Public Charter Schools. As a result of these scholars attending a High School at non-public placements, these scholars are not required to complete the Public Policy course requirements that other scholars at our traditional High School must complete. This is because their non-public placements do not offer the same public policy requirements that our school offers. In addition, while scholars must still take additional electives they are not required to take the same CLCP elective credits as designated in our Course Catalog. They may take any combination of additional electives that are offered by their placement school or other High Schools attended. As a result, below are the graduation requirements for Chavez LEA scholars who are attending non-public school placements:

High School Courses	Credits
---------------------	---------

English	4
Mathematics Must include Algebra I, Geometry, Algebra II	4
Science Must include three (3) lab sciences	4
History/Social Studies Must include World History I & II, DC History, US Gov't, and US History	4
World Language	2
Health & Physical Education	1.5
Art	0.5
Music	0.5
Electives At least two elective credits must be earned through College Level or Career Prep (CLCP) courses.	3.5
Minimum Credits Required for a Chavez Diploma	24
Community Service Hours	100

**Please note that this is subject to change based on curricular needs, approval by Cesar Chavez PCS Board of Trustees, and DCPCSB policy.*

TRANSFER CREDITS

Chavez will accept and award high school credits earned by a scholar at another institution so long as the scholar met that institution's criteria for earning the credit. These courses can be used to fulfill graduation requirements provided they were earned in an accredited institution which awards secondary school diplomas or college degrees (in the case of college credits). Scholars must present official transcripts demonstrating credit attainment from any outside institution to have the credits be reviewed and accepted. Additionally, courses taken while enrolled at Chavez but provided by an accredited third-party institution will be accepted as credit-bearing courses to be applied to graduation requirements for Cesar Chavez PCS.

In the event that courses do not align with a Chavez course or credit necessary for graduation, the Principal or their designee will review the course description provided by the external institution and align the course credit to the Chavez graduation requirements. When no similar course is required at Chavez for graduation, the course credit will be applied to elective credit.

DUAL ENROLLMENT

Chavez scholars who qualify have the opportunity to earn college credit through dual enrollment in any accredited program. These partnerships allow scholars the opportunity to maintain their High School status while taking college courses either during the summer or academic year. Scholars will have the opportunity to earn college credit that can be transferred to many post-secondary institutions. These programs also support scholars in successfully transitioning to college.

Participation in this program is based on external funding availability and scholar readiness. Partners and Chavez will determine which scholars qualify for the program and establish program criteria and participation guidelines.

Scholars who earn dual-enrollment credits will be awarded corresponding credits toward graduation at Cesar Chavez PCS. To earn a dual-enrollment credit, a scholar must earn at least a passing grade (as defined by the institution of higher learning) in a three (3) credit (or higher) bearing course.

Scholars who are enrolled in a dual enrollment course that will count towards a core graduation requirement, must earn a passing grade in order to receive credit for graduation. If a scholar does earn a passing grade in this course, they must recover the course/credit needed in order to satisfy graduation requirements.

PUBLIC POLICY PROGRAM

At Cesar Chavez PCS, we believe every scholar has the power to shape a more just, free, and equitable world. Through a robust, culturally responsive public policy education program integrated across courses, projects, service learning, and extracurriculars, scholars build the civic knowledge, critical thinking skills, and personal commitment necessary to understand and transform their communities locally, nationally, and globally.

Guided by the Public Policy Learning Framework (PPLF), our program scaffolds scholars' progression from knowledge acquisition to civic empowerment:

Apprehension: Scholars develop foundational understanding of U.S. and global civic principles, governance structures, and essential competencies such as statistical and economic analysis, leadership, problem-solving, communication, argumentation, and engagement with diverse communities. Curriculum and experiences are developmentally tailored for middle and high school learners.

Action: Scholars apply their learning through authentic civic engagement and problem-solving projects, including advocacy, policy analysis, and community partnerships, addressing real-world issues relevant to their lives and communities.

Agency: Through sustained civic participation, scholars cultivate confidence and a deep belief in their ability to effect meaningful, lasting change, embracing their roles as active, informed citizens.

Our inquiry-driven, interdisciplinary curriculum prioritizes student voice, reflection, and culturally responsive pedagogy, ensuring all scholars develop the skills, knowledge, and dispositions to thrive as civic leaders and change agents.

PUBLIC POLICY PROGRAM MATRICULATION PLAN

At Cesar Chavez PCS, our Public Policy Education program is designed to progressively develop scholars' civic knowledge, critical skills, and personal agency, preparing them to be informed, engaged leaders. The following matriculation plan outlines key academic and experiential milestones from 6th through 12th grade:

Grade 6

Scholars begin their civic journey by exploring foundational concepts, including the U.S. founding principles, the roles of community members, and basic governmental structures. Emphasis is placed on developing critical thinking and effective communication through inquiry-driven projects and classroom discussions that connect learning to students' local communities.

Grade 7

Building upon prior knowledge, scholars deepen their understanding of local and state government functions and civic responsibilities. Introduction to basic statistical and economic analysis equips scholars to examine community issues. Collaborative group projects foster problem-solving skills and real-world application.

Grade 8

Scholars study the structure and processes of the national government and the policy-making system. They advance skills in constructing reasoned arguments, leadership, and problem-solving. Service learning projects aligned with authentic community challenges provide opportunities for meaningful civic engagement.

Grade 9

Through interdisciplinary coursework, scholars explore public policy topics with particular attention to diverse communities and equity considerations. Development of oral and written advocacy skills is prioritized via presentations and policy briefs. Participation in civic-focused extracurricular activities supports leadership growth.

Grade 10

Scholars apply their civic knowledge and competencies to analyze complex social issues at national and global levels. They are encouraged to assume leadership roles in school and community initiatives. Preparation for upperclassmen programs focused on fellowship and financial literacy begins.

Grade 11

Scholars engage in a comprehensive Fellowship Program designed to enhance civic leadership, community involvement, and professional networking. Concurrently, they complete a Financial Literacy Curriculum that builds critical economic understanding and personal finance skills necessary for lifelong success. These experiences continue to foster scholars' civic agency through applied projects and potential internships.

Grade 12

The culmination of the Public Policy Education program requires scholars to research, write, and defend a Senior Thesis Paper focused on a public policy issue of their choice. This capstone project demonstrates mastery of research, critical analysis, and civic engagement skills. Throughout the year, scholars prepare for post-secondary education and careers as informed, empowered citizens and leaders.

CHAVEZ FIELD TRIPS

Field trips are an integral part of Cesar Chavez PCS's academic, behavioral, mission-driven, and extracurricular programming. These experiences are designed to enhance learning, build community, and support scholar development. Participation in field trips is considered a privilege, not a right, and must be earned based on criteria established by teachers and school administration. Cesar Chavez PCS is committed to supporting all scholars and will proactively work with families and staff to help scholars meet eligibility criteria and participate whenever possible.

The school reserves the right to exclude scholars from field trips based on factors such as attendance, academic performance, behavior, or other standards set by staff and approved by administration. These expectations will be clearly communicated in advance.

To participate in a field trip, scholars must meet at least two requirements (additional requirements may be set):

1. Earn eligibility based on established school criteria; and,
2. Submit a signed permission slip by the stated deadline.
 - a. Verbal permission from a parent or guardian will not be accepted as a substitute for written documentation.

Scholars who are not attending a trip will remain at school under staff supervision and will be expected to engage in appropriate learning activities. Choosing not to attend school on the day of a scheduled field trip will be considered an unexcused absence, unless documentation is provided in accordance with the school's attendance policy. All school rules in the code of conduct and scholar handbook remain in full effect during field trips.

SAFETY, ORDER AND SCHOOL DISCIPLINE

Cesar Chavez PCS considers scholar safety, order and discipline fundamental to learning. Cesar Chavez PCS is therefore committed to maintaining a positive, consistent, safe school environment where each scholar has an equal and appropriate educational opportunity; and, shall provide a fair and consistent approach to scholar discipline, within the context of scholars' rights and responsibilities.

Cesar Chavez PCS will employ a school wide behavior management system, routines, procedures, Restorative Justice Practices, values instruction, and language to support the creation and reinforcement of a positive, consistent culture.

DEFINING SCHOOL PROCEDURES

Safety, order, and scholar discipline are fundamental to learning at Cesar Chavez PCS. In addition to a challenging curriculum, dedicated teachers, and proper materials, a secure learning environment is also vital to scholars' academic success.

Cesar Chavez PCS does not tolerate the following behaviors: bullying, harassment, fighting; bodily and emotional-harm; possessing, using, or threatening to use weapons; and, possession, use or distribution of drugs, or any illegal activity, whether such conduct occurs:

- on school property,
- at any school-sponsored or supervised activity on-and off-campus (including school sponsored transportation and field trips),
- in transit to and from school (including on the bus or train, by foot or car) and during Safe Passage or,
- Off school property and outside of school hours if such conduct involves or affects other Cesar Chavez PCS students or otherwise has a negative impact on the Cesar Chavez PCS' community.

Disciplinary action may include², but is not limited to: suspension, expulsion, and/or exclusion from school and all school-sponsored activities. Cesar Chavez PCS will also notify our School Resource Officers (SROs) and/or MPD for any action that violates local or federal laws.

NON-VIOLENT COMMUNITY AT CESAR CHAVEZ PCS

Cesar Chavez's legacy is one of strong, compassionate non-violence. In light of that, safety is an absolute priority and necessity at Cesar Chavez PCS. Accordingly, all scholars who attend Cesar Chavez PCS agree to abide by the non-violence contract:

I agree not to use violence for any reason what-so-ever at Cesar Chavez PCS, while representing Cesar Chavez PCS, or with any members of the Cesar Chavez PCS community. I understand this non-violence pledge applies to all parties involved in any fight, no matter whether I am "right" or "wrong," or whether I am acting in "self-defense." Scholars are officially under the jurisdiction of the school, as it relates to adherence to school rules and expectations for behavior, from the time that they depart for school in the morning until they reach home in the afternoon. This means the school may issue disciplinary actions in response to infractions that take place as a scholar is transitioning to school and from school back home.

² Students in grades 6-8 may only be suspended if they engage in behavior that willfully caused, attempted to cause, or threatened to cause bodily injury or emotional distress to another person. "Bodily injury" means a cut, abrasion, bruise, burn, or disfigurement; physical pain; illness; impairment of the function of a bodily member, organ, or mental faculty; or any other injury to the body, no matter how temporary. "Emotional distress" means mental suffering or distress that requires more than trivial treatment or counseling.

Failure to abide by the non-violence contract will result in disciplinary action.

Violence may include and is not limited to fighting, verbal/physical abuse towards other scholars or staff members, threats, intimidation, provocation and pre-fight, facilitating violence, bullying, cyber-bullying, gang initiation or any type of gang involvement

CESAR CHAVEZ PCS SCHOLAR GOALS

The Chavez Schools' core values are driven by our desire to empower scholars to become change agents in their community and the world and prepared to succeed in competitive colleges. Our core values guide the way we expect scholars to engage with adults, each other, and members of the Chavez community. The Chavez Core Values are

Be Respectful
Be Responsible
Be Ready to Learn

Scholars will be considered as meeting the core values by exhibiting the **3 R's**. A scholar is considered **Eagle Strong** when they have achieved this goal. Chavez scholars are expected to exhibit the **3 R's** as they move throughout the community.

- **Respectful** – Taking pride in the way one carries oneself while giving due regard to the feelings, rights, wishes, and traditions of others. Being able to demonstrate kindness, empathy, and compassion for all members of the community.
- **Responsible** – Assuming accountability for oneself and others. Ownership of one's personal, academic, and social growth. Being reliable, trustworthy, and dependable while proactively addressing issues.
- **Resourceful** – Having the ability to troubleshoot obstacles or challenges that arise while maintaining one's integrity and character.
- **Resilient** – Being able to withstand or recover quickly from difficult situations. Having the grit and drive to accomplish one's goal no matter what obstacle has been placed in your way.

ATTENDANCE AT SCHOOL EVENTS

Currently-enrolled scholars are permitted to attend school-related events without the presence of a parent or guardian. Individuals under the age of 18, who are not currently enrolled scholars, are only permitted to attend Chavez School events if they have met the criteria for the event such as purchasing a dance ticket, attending an athletic event, completing a guest form, etc. Chavez Schools has the right to dismiss and/or remove individuals under the age of 18 not enrolled if they are not meeting school guidelines and rules outlined in this handbook.

Currently-enrolled Chavez scholars under the age of 18 may attend special events including but not limited to prom, graduation, and other as warranted by school administrators without a parent/guardian if they have met the criteria established by the school administrators for the specific event. Any current scholar who is serving an Out-of-School Suspension is not permitted to attend any school sponsored event while serving the suspension. Any current scholar that has an unexcused absence is not permitted to attend any school sponsored event on the date of their absence. Any scholar who has been expelled from Cesar Chavez PCS is prohibited from attending all events on- or off-campus.

DISMISSAL

At the end of the assigned school day, scholars are expected to leave the building in an organized and respectful fashion. Scholars should be aware that all Code of Conduct rules apply when they are leaving

the building, on the school grounds, and through transit to their home. Scholars who violate the Code of Conduct on their way from/to home or from/to school during Safe Passage will be subject to disciplinary consequences.

ENTERING AND EXITING THE SCHOOL

Cesar Chavez PCS seeks to maintain a safe and organized educational environment with minimal impositions on its members, so there are rules for entering and exiting the building. Scholars, family members, and guests must enter and exit through the main school entrance. Once issued, scholars may be required to have their **current** school identification card (ID) in order to enter the building each day. Once scholar IDs are issued scholars must present their IDs to security and staff when entering the school.

Family members and guests entering the school must report to the security desk/main office/ designated area of each campus to sign in, and then proceed to the main office. Before a family member or guest exits the building, s/he must sign out at the designated area.

Scholars must exit the building from the main school entrance. After a scholar leaves the building for the day, s/he may not be allowed to re-enter the building that day. Scholars are not permitted to stand, loiter or socialize outside the school building before or after school. Scholars must comply with requests to vacate the premises when given by any staff member, administrator, or the school resource officer. These rules help the security staff maintain the safety of the school.

SEARCH POLICY

To protect the school community against illegal substances and objects and material which may pose a hazard to the safety, sanitation and good order of the school; school bags, lockers and clothing may be inspected at random or with reasonable suspicion.

Lockers

Scholars may be issued a school locker. Scholars are not allowed to use their own locks on these lockers. **Each scholar's locker is school property and may be searched by school officials at any time.**

Each scholar is responsible for any item found within his or her locker. **Scholars should not share lockers or give their locker combinations to other scholars.** Each scholar is responsible for any items found in his or her assigned locker, as well as for any items missing. Cesar Chavez PCS is not responsible for any items lost from lockers. Lockers will be cleaned out on the last day of school each year and any remaining contents will be disposed of.

Scholars are required to:

- Keep their lockers locked at all times.
- Use only the one locker assigned to them.
- Notify the administration when a lock is lost or a locker is malfunctioning.

Parents/Guardians and scholars should be aware that:

- The school keeps a record of every locker number and every lock combination.
- The school assumes no responsibility for loss of scholar's personal property.
- Random "locker sweeps" are conducted periodically throughout the year.
- When school authorities have a reasonable suspicion that the locker contains materials that pose a threat to the health, welfare or safety of scholars in the school, scholar lockers may be searched without prior warning. Illegal or prohibited materials seized during a scholar search may be used as evidence against the scholar in a school disciplinary proceeding. At least two staff members will be present when searching a scholar's locker.

Bags

Parents/Guardians and scholars should be aware that:

- There is a daily morning bag and personal check for all scholars that enter the building.
- The school assumes no responsibility for loss of scholar's personal property.

- Random bag searches are conducted periodically throughout the year.
- When school authorities have a reasonable suspicion that a bag contains materials that pose a threat to the health, welfare or safety of scholars in the school, the bag may be searched without prior warning to the scholar and/or parent. Illegal or prohibited materials seized during the search may be used as evidence against the scholar in a school disciplinary proceeding. Attempts will be made to have at least two staff members present when searching a scholar's bag when possible.
 - Prohibited materials include but are not limited to items that can cause damage, destruction, or harm to self and others: i.e. lighters, matches, sharp and/or pointy objects, glass bottles/materials, tobacco and/or drug related paraphernalia, mace (pepper spray) and/or weapons
 - Additional items that are prohibited include: sunflower seeds, unmarked baked goods, items suspected to be sold, and/or any items deemed to cause disruption to the learning environment
 - Items confiscated throughout the day may not be returned and/or disposed-of pending school discretion

Personal Property

Parents/Guardians and scholars should be aware that:

- The school assumes no responsibility for loss or damage of scholar's personal property.
- When school authorities have a reasonable suspicion that a scholar is holding materials that pose a threat to the health, welfare or safety of scholars in the school, the person may be searched, without prior warning to the scholar and/or parent. Illegal or prohibited materials seized during the search may be used as evidence against the scholar in a school disciplinary proceeding. Person searches will be limited to shoes, outerwear, pockets and pat-downs unless performed by the police. At least two staff members will be present when a scholar is searched.
- Chavez Schools require all scholars / staff / visitors to enter through a metal detector and pass all personal belongings / bags through a scanner.

RESTRAINT AND SECLUSION

At Cesar Chavez PCS, our commitment to scholar inclusiveness is of paramount importance even in the instance of high-risk corrective measures. With our best efforts to ensure scholars remain in the classroom setting, there are some instances where restraint and seclusion are necessary. The use of restraint and seclusion is applied when necessary in emergency circumstances to protect the child or other person from imminent, serious physical harm and other less intrusive, nonphysical interventions have failed or been determined inappropriate.

The definitions of restraint and seclusion are:

- **Restraint-** A personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely. The term does not include a physical escort, or a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of assisting a student in moving to a safe location.
- **Seclusion-** The involuntary confinement of a child alone in a room or area from which he or she is physically prevented from leaving, or from which the child believes he or she may not leave, whether or not in a locked area, except that such term does not include a time out or other similar behavior management technique that may involve the separation of the student from the group, in an unlocked setting, for the purpose of calming.

Restraint is performed only by designated staff who have participated in the Crisis Prevention Institute (CPI) training and have been certified in applying appropriate restraint technique. This includes methods of restraint that minimize harm to the recipient, to release the restraint in the least amount of time possible, and to maintain the dignity of the scholar being restrained.

Chavez School shall not use any form of mechanical restraints, as defined as, "A physical device used to restrict the movement of a child or the movement or normal function of a portion of his or her body. A protective or stabilizing device ordered by a physician shall not be considered a mechanical restraint."

Chavez Schools shall not use any form of prone restraints, defined as, "the use of force, use of a physical device, or both, to hold a child face down or stomach down on the floor."

Chavez Schools shall not use any form of chemical restraints. A drug ordered by a licensed physician as part of an ongoing medical treatment plan or determined by a licensed physician to be medically necessary is not considered a chemical restraint.

Physical restraints shall be applied only by LEA personnel who are trained and certified in the appropriate use of specific, evidence-based techniques. The LEA shall maintain copies of training certifications.

The use of physical restraints in cases of an emergency shall be limited to the use of the least amount of force necessary and to the shortest time period necessary to protect the child or other person from imminent, serious physical harm, as follows:

- (a) The restraint shall end as soon as the child or other person is no longer in imminent danger;
- (b) Chavez personnel shall provide the child with an explanation of the behavior that resulted in the restraint and instructions on the behavior required to be released from the restraint; and
- (c) A Chavez Schools staff member shall personally observe the child during the entire duration of the use of the restraint in order to assess the need for continued restraint.

Chavez Schools shall not use restraints as a means of coercion, discipline, convenience, or retaliation by staff.

Physical restraint is prohibited as a means of punishment or as a response to property destruction, disruption of school order, a child's refusal to comply with a directive, or language that does not constitute a threat of imminent, serious physical harm.

The use of restraints is limited or prohibited as follows:

- (a) No physical restraint shall be administered in such a way that the child's breathing or speaking is restricted. During the restraint, an LEA staff member shall continuously monitor the physical status of the child, including skin color and respiration. The restraint shall be released immediately upon a determination by the LEA staff member that the child or other person is no longer at risk of causing imminent, serious physical harm. A staff member shall continuously assess the child to determine if medical attention is required;
- (b) If the child uses sign language or an augmentative mode of primary communication, the child shall be permitted to have the child's hands free of restraint for brief periods, unless the LEA staff member determines that such freedom appears likely to result in harm to self or others. The restraint shall end as soon as the child is no longer at risk of causing imminent, serious physical harm; and
- (c) No physical restraint shall be administered if the child has a medical or psychological condition contraindication to restraint that is known to school staff.

Seclusion may only be used in emergency circumstances to protect the child or other person from imminent, serious physical harm and other less intrusive, nonphysical interventions have failed or been determined inappropriate.

Seclusion at Cesar Chavez PCS meets the following requirements:

- (a) Be free of objects and fixtures with which a child could self-inflict bodily harm;
- (b) Provide LEA personnel an adequate view of the child from an adjacent area in accordance with this section; and
- (c) Provide adequate lighting, ventilation, and appropriate temperature controls.

In the event of seclusion, Chavez personnel shall view a child placed in seclusion at all times by remaining within sight of the child, consistent with OSSE guidance, and shall provide the child with an explanation of the behavior that resulted in the seclusion and instructions on the behavior required to be released from the seclusion.

Seclusion shall only be applied by Chavez personnel who are trained in the proper use of appropriate techniques supported by written policies and procedures established by the Chavez and consistent with regulations and guidance issued by the SEA.

Chavez personnel shall continuously monitor a child placed in seclusion and speak with the child every ten (10) minutes at minimum. After thirty (30) minutes, the Assistant Director of Student Support Services or his/her designee shall personally observe the child to assess the need for continued seclusion. No seclusion shall continue longer than one (1) hour.

If the space used for seclusion has a locking mechanism, it shall only be engaged when it is held in position by a person, or if electronically engaged, shall automatically release if the building's fire alarm system is activated.

Restraint and Seclusion: Reporting

If any form of restraint or seclusion is used, Chavez shall prepare a written report consistent with the requirements of this section.

A written incident report shall include the following information:

- The child's name;
- The date of the incident;
- The beginning and ending times of the incident, and beginning and ending times of actual restraint or seclusion;
- A description of relevant events leading up to the restraint or seclusion;
- A description of any interventions used prior to the implementation of restraint or seclusion;
- A log of events during the restraint, including the restraint technique(s) used;
- A log of events during the seclusion;
- A description of any injuries (whether to children, personnel, or others), property damage, or both;
- A list and signatures of the Chavez personnel who participated in the implementation, monitoring, and supervision of the restraint or seclusion event; and
- A description of the short-term planned approach to addressing the child's behavior in the future.

The written incident report shall be prepared for each individual incident involving a restraint or seclusion and placed in the child's record within one (1) business day of the incident.

A copy of the written incident report shall be sent within one (1) business day of the incident to the child's parent.

If the restraint or seclusion incident involved physical injury to, or caused by, a child, the LEA shall report the incident in writing within one (1) business day to the parent and other District of Columbia agency involved in the child's placement, by facsimile or other electronic transmission.

The IEP team shall meet within ten (10) school days of the incident to consider the need for a functional behavioral assessment and behavior intervention plan and to discuss non-physical and non-restrictive de-escalation strategies. If the child has a BIP in place, the IEP team shall review and revise as appropriate. If the child is unable or unwilling to attend the IEP team meeting, the LEA shall meet with the child individually to discuss the incident as appropriate.

If additional incidents of restraint or seclusion occur within ten (10) school days of the original incident, the LEA and parent may agree to consolidate meetings and discuss all incidents at a meeting to be scheduled no later than fifteen (15) school days after the original incident.

MIDDLE SCHOOL CODE OF CONDUCT

For scholars in grades 6–8, Chavez will use developmentally appropriate, instructional, restorative, and corrective responses whenever safe and appropriate. Non-exclusionary interventions may include, but are not limited to, redirection, reflection, restorative conversation, restorative circle, family contact, behavior conference, counseling referral, check-in/check-out, loss of privilege, detention, in-school intervention, behavior support plan, disciplinary probation, or other individualized supports.

For scholars in grades 6–8, Chavez will not impose out-of-school suspension, expulsion, or disciplinary unenrollment unless a school administrator determines, consistent with DC law and Chavez policy, that the scholar willfully caused, attempted to cause, or threatened to cause bodily injury or emotional distress to another person.

For grades 6–8, behaviors such as dress code violations, classroom disruption, disrespect, noncompliance, use of profanity, tardiness, unexcused absence, skipping class, possession of non-dangerous prohibited items, or other nonviolent misconduct shall be addressed through non-exclusionary interventions unless the conduct also involves willfully causing, attempting to cause, or threatening bodily injury or emotional distress.

When exclusionary discipline is legally available for a scholar in grades 6–8, Chavez will still consider the scholar's age, developmental level, disability status, prior interventions, intent, context, impact, safety needs, and whether a non-exclusionary response can safely address the behavior.

CATEGORY I

Category I behaviors are behaviors that are insubordinate, disruptive, or inconsistent with school expectations but do not involve damage to school property, significant disruption to school operations, or harm to self or others. Category I behaviors should be addressed through classroom-level and restorative responses. Repeated Category I behaviors may be elevated to administrative response if classroom-level interventions are unsuccessful.

Out-of-school suspension is never permitted as a response to Category I behavior.

Behaviors	The following behaviors shall be considered Category I behaviors: • Using profanity that is not directed as a threat or slur (Be Respectful) • Eating or drinking outside of designated eating areas (Be Responsible; Be Ready to Learn) • Use of unapproved electronic items during the school day (Be Responsible; Be Ready to Learn) • Minor disruptive behavior that disrupts the classroom environment or school community (Be Respectful; Be Ready to Learn) • Horseplay that does not cause or threaten injury (Be Respectful; Be Responsible) • Disrespect to staff or other scholars, including disrespectful comments in educational chats, written assignments, or school platforms (Be Respectful) • Failure to follow directions (Be Responsible; Be Ready to Learn) • Dress code violation (Be Responsible; Be Ready to Learn) • Excessive noise in the classroom, hallway, or building (Be Respectful; Be Ready to Learn) • Running in the classroom, hallway, or building (Be Responsible; Be Ready to Learn) • Skipping class, being out of assigned area, or leaving class without permission (Be Responsible; Be Ready to Learn) • Offensive gestures that are not sexual, threatening, discriminatory, or harassing (Be Respectful) • Writing, tagging, or marking that is not permanent and is not etched, engraved, discriminatory, threatening, or harassing (Be Respectful; Be Responsible) • First-time Level One violation of the Academic Honor Code (Be Responsible; Be Ready to Learn) • Any other minor behavior that disrupts the classroom or school environment but does not involve property damage, safety risk, or harm to self or others (Be Respectful; Be Responsible; Be Ready to Learn)
Responses	Disciplinary responses for Category I behaviors shall include: • Verbal redirection • Re-teaching of expectations • Seat change or classroom-based intervention • Reflection assignment • DeansList debit or similar school-based behavior documentation • Call, text, or email to parent/guardian • Teacher-student conference • Parent/guardian contact or conference • Detention • Counseling or intervention referral

	• Restorative conversation or restorative pathway • Loss of school privilege, where appropriate • School or community work task related to the behavior • Behavior tracker, success sheet, or check-in/check-out • Behavior contract • In-school disciplinary action that does not exclude the scholar from required instruction • Additional non-exclusionary intervention approved by administration
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CATEGORY II

Category II behaviors are behaviors that cause disruption to the academic environment, involve minor damage to school or personal property, involve repeated Category I conduct, or may create a minor safety concern but do not involve significant harm, serious threats, weapons, controlled substances, or major disruption to school operations.

Category II behaviors result in school-based and administrative responses. Out-of-school suspension is never permitted as a response to Category II behavior.

Behaviors	The following behaviors shall be considered Category II behaviors: • Repeated Category I behaviors after documented interventions (Be Respectful; Be Responsible; Be Ready to Learn) • Destruction of school or personal property valued at less than \$500 (Be Respectful; Be Responsible) • Gross disrespect to staff or other scholars that does not include a threat, discriminatory slur, harassment, or bullying (Be Respectful) • First-time Level Two violation of the Academic Honor Code (Be Responsible; Be Ready to Learn) • Forgery or falsification of school documents (Be Responsible) • Forging or misusing passes, including bathroom, library, nurse, or office passes (Be Responsible; Be Ready to Learn) • Gambling, including rolling dice, card games, placing wagers or bets, or similar activities (Be Responsible; Be Ready to Learn) • Non-threatening verbal altercations, including "joning" or other offensive language that does not include threats, discriminatory slurs, bullying, or harassment (Be Respectful) • Offensive gestures that are sexual or threatening but do not involve physical contact, coercion, stalking, or targeted harassment (Be Respectful) • Repeated refusal to follow instructions given by staff (Be Responsible; Be Ready to Learn) • Repeated dress code violations or refusal to correct a minor dress code issue in a timely manner (Be Responsible; Be Ready to Learn) • Repeated skipping class, being out of assigned area, or leaving class without permission (Be Responsible; Be Ready to Learn) • Insubordination that does not create a safety risk (Be Responsible; Be Ready to Learn) • Sale or distribution of items without written permission from a school administrator (Be Responsible) • Use of school electronic devices without permission or to access inappropriate non-threatening, non-harassing, or non-discriminatory content (Be Responsible; Be Ready to Learn) • Possession or use of non-dangerous prohibited items (Be Responsible) • Any other behavior not specifically listed that disrupts the academic environment, involves minor property damage, or may create a minor safety concern but does not involve serious threats, significant harm, weapons, controlled substances, or major disruption to school operations (Be Respectful; Be Responsible; Be Ready to Learn)
Responses	• Any appropriate Category I response • DeansList debit or similar school-based behavior documentation

	• Parent/guardian conference • Teacher-student conference • Administrator-student conference • Administrator-parent/guardian conference • Restorative pathway • Detention • Temporary removal from classroom, consistent with school policy and continued access to instruction • Loss of school privileges and/or violation of good standing, where appropriate • Individual behavior modification plan • Behavior tracker, success sheet, or check-in/check-out • Behavior contract • Disciplinary probation and/or behavioral contract • In-school suspension or in-school disciplinary action for one to three days, with continued access to academic work • Referral to student support team, counseling, or intervention team • Disciplinary panel or administrative review • Additional non-exclusionary intervention approved by administration
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CATEGORY III

Category III behaviors are behaviors that cause significant disruption to the academic environment or school operations, involve serious misconduct, involve controlled substances, involve significant property damage, involve serious bullying or harassment, or cause, attempt to cause, or threaten bodily injury or emotional distress.

For scholars in grades 6–8, a Category III behavior may result in short-term out-of-school suspension only if a school administrator determines that the scholar willfully caused, attempted to cause, or threatened to cause bodily injury or emotional distress to another person. Out-of-school suspension is not automatic.

Behaviors

Physical Safety

- Fighting or other violent behavior (**Be Respectful; Be Responsible**)
- Physical aggression that causes, attempts to cause, or threatens bodily injury (**Be Respectful; Be Responsible**)
- Dangerous object use (**Be Responsible**)
- Throwing objects or engaging in behavior that causes, attempts to cause, or threatens physical or emotional harm (**Be Respectful; Be Responsible**)

Threats and Intimidation

- Verbal, physical, written, or electronic threats to scholars or staff (**Be Respectful; Be Responsible**)
- Promotion, recording, encouragement, or facilitation of fighting or violent behavior (**Be Respectful; Be Responsible**)
- Possession of any item that can be used as a weapon, including but not limited to a knife, dagger, box cutter, screwdriver, or similar object, when the item is possessed in a manner that creates a safety risk (**Be Responsible**)

Harassment and Dignity

- Bullying, cyberbullying, harassment, or retaliation (**Be Respectful; Be Responsible**)
- Communicating slurs or discriminatory language based on an actual or perceived protected characteristic (**Be Respectful**)
- Derogatory sexual language, sexual harassment, or sexual misconduct (**Be Respectful; Be Responsible**)
- Lewd or indecent public behavior (**Be Respectful; Be Responsible**)
- Posting or distributing material that is disrespectful, demeaning, humiliating, threatening, harassing, discriminatory, or damaging to scholars or staff, including electronic or internet-based posting (**Be Respectful; Be Responsible**)

Substances and Prohibited Items

- Possession, sale, distribution, or use of flammable products such as matches, lighters, lighter fluid, torches, or similar items, where the conduct creates a safety risk (**Be Responsible**)
- Unauthorized possession, use, sale, or distribution of over-the-counter medication, prescription medication, alcohol, tobacco products, e-

	cigarettes, vape pens, controlled substances, imitation drugs, synthetic drugs, drug paraphernalia, or any substance represented as a drug (Be Responsible; Be Ready to Learn) • Possession of mace, pepper spray, Tasers, or similar products (Be Responsible) Property and Operations • Tampering with or pulling a fire alarm, activating a false alarm, or using a fire extinguisher in a non-emergency situation (Be Responsible) • Destruction of school or personal property valued at greater than \$500 (Be Respectful; Be Responsible) • Trespassing (Be Responsible) • Leaving the school building, school premises, or a school-sanctioned activity without permission (Be Responsible; Be Ready to Learn) Other Serious Conduct • Participation in activities or association with groups that threaten the safety of scholars or staff, including gang-related or crew-related conduct (Be Respectful; Be Responsible) • Hazing (Be Respectful; Be Responsible) • Extortion (Be Respectful; Be Responsible) • Theft on or off school grounds, where the conduct has a connection to the school community (Be Respectful; Be Responsible) • Violation of the school drug policy (Be Responsible; Be Ready to Learn) • Level Three violation of the Academic Honor Code (Be Responsible; Be Ready to Learn) • Repeated Category I and/or Category II violations after documented interventions (Be Respectful; Be Responsible; Be Ready to Learn) • Criminal act on or off school grounds, where the conduct has a connection to the school community (Be Respectful; Be Responsible) • Failure to follow the school visitor policy, including facilitating inappropriate, unsafe, or violent behavior by visitors (Be Responsible) • Any other behavior not specifically listed that significantly disrupts the academic environment or school operations, destroys school property, or causes, attempts to cause, or threatens bodily injury or emotional distress (Be Respectful; Be Responsible; Be Ready to Learn)
Responses	• Any appropriate Category I or Category II response • Administrator-student conference • Administrator-parent/guardian conference • Restorative pathway, when appropriate and safe • Safety plan • Individual behavior modification plan • Disciplinary probation contract • Final behavior contract • Loss of school privileges and/or violation of good standing • Referral to student support team, counseling, mental health support, or intervention team • Referral to threat assessment or safety team, where appropriate • In-school suspension or in-school disciplinary action, with continued access to academic work • Short-term out-of-school suspension of one to five school days only if the conduct meets the DC legal standard for middle school exclusionary discipline

	• Disciplinary panel or administrative review • Recommendation for expulsion panel only for severe conduct that meets the DC legal standard for middle school exclusionary discipline and after consideration of non-exclusionary alternatives
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CATEGORY IV

Category IV behaviors are the most serious behaviors. These behaviors cause or threaten significant harm, create a serious safety risk, involve firearms or destructive devices, involve arson or bomb threats, or otherwise create a substantial disruption to school operations or safety.

For scholars in grades 6–8, a Category IV behavior may result in long-term out-of-school suspension or expulsion only if a school administrator determines that the scholar willfully caused, attempted to cause, or threatened to cause bodily injury or emotional distress to another person, and only after all required due process protections are provided.

Behaviors	• Possession, use, or bringing to school any firearm as defined by the Gun-Free Schools Act (Be Responsible) • Possession, use, or bringing to school any weapon that is designed to, or may readily be converted to, expel a projectile by the action of an explosive (Be Responsible) • Possession of the frame or receiver of a firearm (Be Responsible) • Possession of any firearm muffler or firearm silencer (Be Responsible) • Possession, use, or threat involving any destructive device, including an explosive, incendiary, poison-gas device, bomb, grenade, rocket, missile, mine, or similar device (Be Respectful; Be Responsible) • Possession, use, or threat involving any weapon that will, or may readily be converted to, expel a projectile by the action of an explosive or other propellant and that has a barrel with a bore of more than one-half inch in diameter (Be Responsible) • Possession of parts designed or intended for use in converting any device into a destructive device, where a destructive device may be readily assembled (Be Responsible) • Arson (Be Respectful; Be Responsible) • Biohazard threat (Be Respectful; Be Responsible) • Bomb threat (Be Respectful; Be Responsible) • Serious assault or violent conduct causing significant bodily injury (Be Respectful; Be Responsible) • Serious threat of mass harm or targeted violence (Be Respectful; Be Responsible) • Severe sexual misconduct or sexual assault (Be Respectful; Be Responsible) • Severe bullying, harassment, retaliation, or intimidation causing or threatening significant emotional distress or physical harm (Be Respectful; Be Responsible) • Violation of disciplinary probation or a final probation contract involving serious safety-related or egregious behavior (Be Responsible) • Any other behavior not specifically listed that creates a serious and continuing danger to the school community or causes, attempts to cause, or threatens significant bodily injury or emotional distress (Be Respectful; Be Responsible; Be Ready to Learn)
Responses	• Any appropriate Category I, Category II, or Category III response • Immediate safety intervention • Parent/guardian notification • Safety plan • Threat assessment or safety team review, where appropriate • Restorative pathway only when appropriate, voluntary, and safe

	• Disciplinary probation contract or final behavior contract • Emergency removal, where legally permitted • Short-term out-of-school suspension of one to five school days, where legally permitted • Long-term out-of-school suspension of six to ten school days, where legally permitted and after required due process • Expulsion panel or disciplinary hearing, where legally permitted and after required due process • Referral to law enforcement only when required by law or when the behavior cannot be safely and appropriately handled through school-based disciplinary action • Continuing education plan during any period of exclusion • Manifestation determination review and all IDEA/Section 504 protections, where applicable
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Suspension Limits and Required Safeguards for Grades 6–8

Out-of-school suspension is not permitted for Category I or Category II behavior.

Out-of-school suspension for Category III or Category IV behavior may be imposed only when the conduct meets the DC legal standard for middle school exclusionary discipline.

No out-of-school suspension for a scholar in grades 6–8 shall exceed ten consecutive school days for a single incident.

No scholar may receive more than twenty cumulative school days of out-of-school suspension in an academic year unless permitted by DC law and supported by the required written justification. During any suspension, the scholar must be provided access to appropriate academic work and the opportunity to earn credit toward promotion or graduation.

A scholar's return to school after suspension shall not be conditioned on a parent/guardian attending a conference, accompanying the scholar to school, or otherwise being present at school.

DRUG POLICY

Cesar Chavez PCS maintains a drug-free environment. Our Code of Conduct provides that Cesar Chavez PCS will take disciplinary action against any scholar involved with drugs. The school will also take rehabilitative action in such cases through referrals to appropriate agencies. Scholars who are suspected of being under the influence of drugs while in school may be sent home with a Level III violation of the Code of Conduct. Any scholar possessing drug paraphernalia will be sent home with a Level III violation of the Code of Conduct.

Using, possessing, distributing, purchasing or selling any illegal drug or controlled substance, or cannabis (including medical cannabis, marijuana, and hashish) is strictly prohibited and a Level III violation of the Code of Conduct. Although District of Columbia law permits the use and possession of defined amounts of marijuana by persons 21 and over, possession of marijuana or cannabis on school grounds is illegal and will be referred to the Metropolitan Police Department.

Although District of Columbia law permits the use of medical marijuana (i.e., use by persons possessing lawfully issued medical marijuana cards), for persons 18 years or older, federal laws prohibit marijuana use, possession, and/or cultivation at educational institutions who are recipients of federal funds. The use, possession, or cultivation of marijuana for medical purposes is therefore not allowed at Cesar Chavez PCS; nor is it permitted at any school sponsored event or activity off campus.

Use and Possession of Tobacco, Alcohol, and Other Controlled Substances

The school buildings and grounds of the Cesar Chavez PCS are free of controlled substances (marijuana, narcotics, and prescription drugs). The sale, use, or possession of any of these in any form is prohibited in all Cesar Chavez PCS buildings, grounds, and at any school-sponsored activities. Consequences will be assigned in accordance with the Code of Conduct.

In the interest of preserving the safety of the scholars and staff at Cesar Chavez PCS, the school has a clear anti-violence policy. Harassing, threatening bullying, cyber-bullying, and promoting fighting or other violent behavior, and fighting are taken very seriously. The school's Bullying Prevention Policy should be reviewed in conjunction with information below.

HIGH SCHOOL CODE OF CONDUCT

For scholars in grades 9–12, Chavez will use graduated, individualized, instructional, restorative, and corrective responses whenever safe and appropriate. Non-exclusionary interventions may include, but are not limited to, redirection, reflection, restorative conversation, restorative circle, family contact, behavior conference, counseling referral, detention, in-school intervention, behavior support plan, loss of privilege, disciplinary probation, or other individualized supports.

For scholars in grades 9–12, Chavez will not impose out-of-school suspension, expulsion, or disciplinary unenrollment for:

1. violating dress code or uniform rules;
2. willful defiance, disrespect, or insubordination; or
3. behavior that occurs off school grounds and is not part of a school-sponsored activity, unless the scholar willfully caused, attempted to cause, or threatened to cause bodily injury or emotional distress to another person.

Out-of-school suspension, expulsion, or disciplinary unenrollment may be considered for serious safety-related misconduct, including but not limited to assault, serious threats, weapons, major drug-related misconduct, severe bullying or harassment, sexual misconduct, or other conduct that causes, attempts to cause, or threatens bodily injury or emotional distress.

When exclusionary discipline is legally available for a scholar in grades 9–12, Chavez will consider the scholar's age, disability status, prior interventions, intent, context, impact, safety needs, and whether a non-exclusionary response can safely address the behavior.

CATEGORY I

Category I behaviors are behaviors that are insubordinate, disruptive, or inconsistent with school expectations but do not involve damage to school property, significant disruption to school operations, or harm to self or others. Category I behaviors should be addressed through classroom-level and restorative responses. Repeated Category I behaviors may be elevated to administrative response if classroom-level interventions are unsuccessful.

Out-of-school suspension is never permitted as a response to Category I behavior.

Behaviors	The following behaviors shall be considered Category I behaviors: • Using profanity that is not directed as a threat or slur (Be Respectful) • Eating or drinking outside of designated eating areas (Be Responsible; Be Ready to Learn) • Use of unapproved electronic items during the school day (Be Responsible; Be Ready to Learn) • Minor disruptive behavior that disrupts the classroom environment or school community (Be Respectful; Be Ready to Learn) • Horseplay that does not cause or threaten injury (Be Respectful; Be Responsible) • Disrespect to staff or other scholars, including disrespectful comments in educational chats, written assignments, or school platforms (Be Respectful) • Failure to follow directions (Be Responsible; Be Ready to Learn) • Dress code violation (Be Responsible; Be Ready to Learn) • Excessive noise in the classroom, hallway, or building (Be Respectful; Be Ready to Learn) • Running in the classroom, hallway, or building (Be Responsible; Be Ready to Learn) • Skipping class, being out of assigned area, or leaving class without permission (Be Responsible; Be Ready to Learn) • Offensive gestures that are not sexual, threatening, discriminatory, or harassing (Be Respectful) • Writing, tagging, or marking that is not permanent and is not etched, engraved, discriminatory, threatening, or harassing (Be Respectful; Be Responsible) • First-time Level One violation of the Academic Honor Code (Be Responsible; Be Ready to Learn) • Any other minor behavior that disrupts the classroom or school environment but does not involve property damage, safety risk, or harm to self or others (Be Respectful; Be Responsible; Be Ready to Learn)
Responses	Disciplinary responses for Category I behaviors shall include: • Verbal redirection • Re-teaching of expectations • Seat change or classroom-based intervention • Reflection assignment • DeansList debit or similar school-based behavior documentation • Call, text, or email to parent/guardian • Teacher-student conference • Parent/guardian contact or conference • Detention

	• Counseling or intervention referral • Restorative conversation or restorative pathway • Loss of school privilege, where appropriate • School or community work task related to the behavior • Behavior tracker, success sheet, or check-in/check-out • Behavior contract • In-school disciplinary action that does not exclude the scholar from required instruction • Additional non-exclusionary intervention approved by administration
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CATEGORY II

Category II behaviors are behaviors that cause disruption to the academic environment, involve minor damage to school or personal property, involve repeated Category I conduct, or may create a minor safety concern but do not involve significant harm, serious threats, weapons, controlled substances, or major disruption to school operations.

Out-of-school suspension is generally not permitted as a response to Category II behavior. If a Category II incident includes facts that cause, attempt to cause, or threaten bodily injury or emotional distress, the incident should be reviewed under Category III or Category IV.

Behaviors	The following behaviors shall be considered Category II behaviors: • Repeated Category I behaviors after documented interventions (Be Respectful; Be Responsible; Be Ready to Learn) • Destruction of school or personal property valued at less than \$500 (Be Respectful; Be Responsible) • Gross disrespect to staff or other scholars that does not include a threat, discriminatory slur, harassment, or bullying (Be Respectful) • First-time Level Two violation of the Academic Honor Code (Be Responsible; Be Ready to Learn) • Forgery or falsification of school documents (Be Responsible) • Forging or misusing passes, including bathroom, library, nurse, or office passes (Be Responsible; Be Ready to Learn) • Gambling, including rolling dice, card games, placing wagers or bets, or similar activities (Be Responsible; Be Ready to Learn) • Non-threatening verbal altercations, including "joning" or other offensive language that does not include threats, discriminatory slurs, bullying, or harassment (Be Respectful) • Offensive gestures that are sexual or threatening but do not involve physical contact, coercion, stalking, or targeted harassment (Be Respectful) • Repeated refusal to follow instructions given by staff (Be Responsible; Be Ready to Learn) • Repeated dress code violations or refusal to correct a minor dress code issue in a timely manner (Be Responsible; Be Ready to Learn) • Repeated skipping class, being out of assigned area, or leaving class without permission (Be Responsible; Be Ready to Learn) • Insubordination that does not create a safety risk (Be Responsible; Be Ready to Learn) • Sale or distribution of items without written permission from a school administrator (Be Responsible) • Use of school electronic devices without permission or to access inappropriate non-threatening, non-harassing, or non-discriminatory content (Be Responsible; Be Ready to Learn) • Possession or use of non-dangerous prohibited items (Be Responsible) • Any other behavior not specifically listed that disrupts the academic environment, involves minor property damage, or may create a minor safety concern but does not involve serious threats, significant harm, weapons, controlled substances, or major disruption to school operations (Be Respectful; Be Responsible; Be Ready to Learn)
Responses	• Any appropriate Category I response • DeansList debit or similar school-based behavior documentation

	• Parent/guardian conference • Teacher-student conference • Administrator-student conference • Administrator-parent/guardian conference • Restorative pathway • Detention • Temporary removal from classroom, consistent with school policy and continued access to instruction • Loss of school privileges and/or violation of good standing, where appropriate • Individual behavior modification plan • Behavior tracker, success sheet, or check-in/check-out • Behavior contract • Disciplinary probation and/or behavioral contract • In-school suspension or in-school disciplinary action for one to three days, with continued access to academic work • Referral to student support team, counseling, or intervention team • Disciplinary panel or administrative review • Additional non-exclusionary intervention approved by administration
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CATEGORY III

Category III behaviors are behaviors that cause significant disruption to the academic environment or school operations, involve serious misconduct, involve controlled substances, involve significant property damage, involve serious bullying or harassment, or cause, attempt to cause, or threaten bodily injury or emotional distress.

Category III behaviors may result in in-school suspension or short-term out-of-school suspension when legally permitted. Out-of-school suspension is not automatic and shall not be used for dress code violations, willful defiance, disrespect, insubordination, lateness, unexcused absence, skipping class, or non-school off-campus conduct unless the conduct caused, attempted to cause, or threatened bodily injury or emotional distress.

Behaviors

Physical Safety

- Fighting or other violent behavior (**Be Respectful; Be Responsible**)
- Physical aggression that causes, attempts to cause, or threatens bodily injury (**Be Respectful; Be Responsible**)
- Dangerous object use (**Be Responsible**)
- Throwing objects or engaging in behavior that causes, attempts to cause, or threatens physical or emotional harm (**Be Respectful; Be Responsible**)

Threats and Intimidation

- Verbal, physical, written, or electronic threats to scholars or staff (**Be Respectful; Be Responsible**)
- Promotion, recording, encouragement, or facilitation of fighting or violent behavior (**Be Respectful; Be Responsible**)
- Possession of any item that can be used as a weapon, including but not limited to a knife, dagger, box cutter, screwdriver, or similar object, when the item is possessed in a manner that creates a safety risk (**Be Responsible**)

Harassment and Dignity

- Bullying, cyberbullying, harassment, or retaliation (**Be Respectful; Be Responsible**)
- Communicating slurs or discriminatory language based on an actual or perceived protected characteristic (**Be Respectful**)
- Derogatory sexual language, sexual harassment, or sexual misconduct (**Be Respectful; Be Responsible**)
- Lewd or indecent public behavior (**Be Respectful; Be Responsible**)
- Posting or distributing material that is disrespectful, demeaning, humiliating, threatening, harassing, discriminatory, or damaging to scholars or staff, including electronic or internet-based posting (**Be Respectful; Be Responsible**)

Substances and Prohibited Items

- Possession, sale, distribution, or use of flammable products such as matches, lighters, lighter fluid, torches, or similar items, where the conduct creates a safety risk (**Be Responsible**)
- Unauthorized possession, use, sale, or distribution of over-the-counter medication, prescription medication, alcohol, tobacco products, e-

	cigarettes, vape pens, controlled substances, imitation drugs, synthetic drugs, drug paraphernalia, or any substance represented as a drug (Be Responsible; Be Ready to Learn) • Possession of mace, pepper spray, Tasers, or similar products (Be Responsible) Property and Operations • Tampering with or pulling a fire alarm, activating a false alarm, or using a fire extinguisher in a non-emergency situation (Be Responsible) • Destruction of school or personal property valued at greater than \$500 (Be Respectful; Be Responsible) • Trespassing (Be Responsible) • Leaving the school building, school premises, or a school-sanctioned activity without permission (Be Responsible; Be Ready to Learn) Other Serious Conduct • Participation in activities or association with groups that threaten the safety of scholars or staff, including gang-related or crew-related conduct (Be Respectful; Be Responsible) • Hazing (Be Respectful; Be Responsible) • Extortion (Be Respectful; Be Responsible) • Theft on or off school grounds, where the conduct has a connection to the school community (Be Respectful; Be Responsible) • Violation of the school drug policy (Be Responsible; Be Ready to Learn) • Level Three violation of the Academic Honor Code (Be Responsible; Be Ready to Learn) • Repeated Category I and/or Category II violations after documented interventions (Be Respectful; Be Responsible; Be Ready to Learn) • Criminal act on or off school grounds, where the conduct has a connection to the school community (Be Respectful; Be Responsible) • Failure to follow the school visitor policy, including facilitating inappropriate, unsafe, or violent behavior by visitors (Be Responsible) • Any other behavior not specifically listed that significantly disrupts the academic environment or school operations, destroys school property, or causes, attempts to cause, or threatens bodily injury or emotional distress (Be Respectful; Be Responsible; Be Ready to Learn)
Responses	• Any appropriate Category I or Category II response • Administrator-student conference • Administrator-parent/guardian conference • Restorative pathway, when appropriate and safe • Safety plan • Individual behavior modification plan • Disciplinary probation contract • Final behavior contract • Loss of school privileges and/or violation of good standing • Referral to student support team, counseling, mental health support, or intervention team • Referral to threat assessment or safety team, where appropriate • In-school suspension or in-school disciplinary action, with continued access to academic work • Short-term out-of-school suspension of one to five school days, where legally permitted • Disciplinary panel or administrative review

	• Recommendation for expulsion panel only for severe conduct that threatens school safety or involves serious harm, and only after consideration of non-exclusionary alternatives
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CATEGORY IV

Category IV behaviors are the most serious behaviors. These behaviors cause or threaten significant harm, create a serious safety risk, involve firearms or destructive devices, involve arson or bomb threats, or otherwise create a substantial disruption to school operations or safety.

Category IV behaviors may result in long-term out-of-school suspension or expulsion, where legally permitted and after all required due process protections are provided. Long-term out-of-school suspension means six to ten school days. Expulsion or disciplinary unenrollment is not automatic except where required by federal or District law.

Behaviors	• Possession, use, or bringing to school any firearm as defined by the Gun-Free Schools Act (Be Responsible) • Possession, use, or bringing to school any weapon that is designed to, or may readily be converted to, expel a projectile by the action of an explosive (Be Responsible) • Possession of the frame or receiver of a firearm (Be Responsible) • Possession of any firearm muffler or firearm silencer (Be Responsible) • Possession, use, or threat involving any destructive device, including an explosive, incendiary, poison-gas device, bomb, grenade, rocket, missile, mine, or similar device (Be Respectful; Be Responsible) • Possession, use, or threat involving any weapon that will, or may readily be converted to, expel a projectile by the action of an explosive or other propellant and that has a barrel with a bore of more than one-half inch in diameter (Be Responsible) • Possession of parts designed or intended for use in converting any device into a destructive device, where a destructive device may be readily assembled (Be Responsible) • Arson (Be Respectful; Be Responsible) • Biohazard threat (Be Respectful; Be Responsible) • Bomb threat (Be Respectful; Be Responsible) • Serious assault or violent conduct causing significant bodily injury (Be Respectful; Be Responsible) • Serious threat of mass harm or targeted violence (Be Respectful; Be Responsible) • Severe sexual misconduct or sexual assault (Be Respectful; Be Responsible) • Severe bullying, harassment, retaliation, or intimidation causing or threatening significant emotional distress or physical harm (Be Respectful; Be Responsible) • Violation of disciplinary probation or a final probation contract involving serious safety-related or egregious behavior (Be Responsible) • Any other behavior not specifically listed that creates a serious and continuing danger to the school community or causes, attempts to cause, or threatens significant bodily injury or emotional distress (Be Respectful; Be Responsible; Be Ready to Learn)
Responses	• Any appropriate Category I, Category II, or Category III response • Immediate safety intervention • Parent/guardian notification • Safety plan • Threat assessment or safety team review, where appropriate • Restorative pathway only when appropriate, voluntary, and safe

	• Disciplinary probation contract or final behavior contract • Emergency removal, where legally permitted • Short-term out-of-school suspension of one to five school days, where legally permitted • Long-term out-of-school suspension of six to ten school days, where legally permitted and after required due process • Expulsion panel or disciplinary hearing, where legally permitted and after required due process • Referral to law enforcement only when required by law or when the behavior cannot be safely and appropriately handled through school-based disciplinary action • Continuing education plan during any period of exclusion • Manifestation determination review and all IDEA/Section 504 protections, where applicable
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Suspension Limits and Required Safeguards for Grades 9–12

Out-of-school suspension is not permitted for Category I behavior.

Out-of-school suspension is generally not permitted for Category II behavior unless the facts of the incident support review under Category III or Category IV. Out-of-school suspension, expulsion, or disciplinary unenrollment shall not be used for dress code violations, willful defiance, disrespect, insubordination, unexcused absence, lateness, skipping class, or non-school off-campus conduct unless District law permits the response. No out-of-school suspension for a scholar in grades 9–12 shall exceed ten consecutive school days for a single incident.

No scholar may receive more than twenty cumulative school days of out-of-school suspension in an academic year unless permitted by DC law and supported by the required written justification.

During any suspension, the scholar must be provided access to appropriate academic work and the opportunity to earn credit toward promotion or graduation.

A scholar's return to school after suspension shall not be conditioned on a parent/guardian attending a conference, accompanying the scholar to school, or otherwise being present at school.

DRUG POLICY

Cesar Chavez PCS maintains a drug-free environment. Our Code of Conduct provides that Cesar Chavez PCS will take disciplinary action against any scholar involved with drugs. The school will also take rehabilitative action in such cases through referrals to appropriate agencies. Scholars who are suspected of being under the influence of drugs while in school may be sent home with a Level III violation of the Code of Conduct. Any scholar possessing drug paraphernalia will be sent home with a Level III violation of the Code of Conduct.

Using, possessing, distributing, purchasing or selling any illegal drug or controlled substance, or cannabis (including medical cannabis, marijuana, and hashish) is strictly prohibited and a Level III violation of the Code of Conduct. Although District of Columbia law permits the use and possession of defined amounts of marijuana by persons 21 and over, possession of marijuana or cannabis on school grounds is illegal and will be referred to the Metropolitan Police Department.

Although District of Columbia law permits the use of medical marijuana (i.e., use by persons possessing lawfully issued medical marijuana cards), for persons 18 years or older, federal laws prohibit marijuana use, possession, and/or cultivation at educational institutions who are recipients of federal funds. The use, possession, or cultivation of marijuana for medical purposes is therefore not allowed at Cesar Chavez PCS; nor is it permitted at any school sponsored event or activity off campus.

Use and Possession of Tobacco, Alcohol, and Other Controlled Substances

The school buildings and grounds of the Cesar Chavez PCS are free of controlled substances (marijuana, narcotics, and prescription drugs). The sale, use, or possession of any of these in any form is prohibited in all Cesar Chavez PCS buildings, grounds, and at any school-sponsored activities. Consequences will be assigned in accordance with the Code of Conduct.

In the interest of preserving the safety of the scholars and staff at Cesar Chavez PCS, the school has a clear anti-violence policy. Harassing, threatening bullying, cyber-bullying, and promoting fighting or other violent behavior, and fighting are taken very seriously. The school's Bullying Prevention Policy should be reviewed in conjunction with information below.

BULLYING, SEXUAL HARASSMENT, CYBER BULLYING, THREATENING, FIGHTING OR PROMOTION OF FIGHTING OR OTHER VIOLENT BEHAVIOR

Bullying means 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 or residence or business, or any other distinguishing characteristic, or on a youth's association with a person, or group with any person, with one or more of the actual or perceived foregoing characteristics; and
2. Can reasonably be predicted to:
 1. Place the youth in reasonable fear of physical harm to their person or property;
 2. Cause a substantial detrimental effect on the youth's physical or mental health;
 3. Substantially interfere with the youth's academic performance or attendance; or
 4. 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.

Bullying is prohibited at Cesar Chavez PCS. See sections related to Bullying and Harassment.

Bodily injury means a cut, abrasion, bruise, burn, or disfigurement; physical pain; illness; impairment of the function of a bodily member, organ, or mental faculty; or any other injury to the body, no matter how temporary

Sexual harassment is defined as unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity Sexual harassment is prohibited at Cesar Chavez PCS. See sections related to Sexual Harassment.

Cyber bullying is defined as the use of information and communication technology to bully, embarrass, threaten, or harass another. It also includes the use of information and communication technology to engage in conduct or behavior that is derogatory, defamatory, degrading, illegal, and/or abusive.

The use of cell phones and other technology—including computers, email and social networking sites—to harass, bully, threaten or defame a scholar or employee is specifically prohibited. Any scholar who feels s/he is a victim of cyberbullying may report the incident to any Chavez staff member, with the understanding that this will be followed up with by their Grade Level Administrator and/or Designee.

Any scholar found complicit in the posting, sending, or execution of such material will be subject to disciplinary action as defined in the Cesar Chavez PCS' Code of Conduct.

Threatening behavior is defined as an expressed or implied threat (verbally, physically, electronically, or in writing) to interfere with: 1) the health or safety of any individual associated with Cesar Chavez PCS; 2) with Cesar Chavez PCS property; or 3) property on Cesar Chavez PCS premises belonging to others. Any scholar who engages in threatening behavior will be subject to serious disciplinary action, including suspension and/or expulsion.

Threat/False Threat - No scholar shall make any threat through written or verbal language, sign, or act which conveys a serious expression of intent to cause harm or violence. Furthermore, no scholar shall make

a false threat of harm or violence, even jokingly, which causes or is reasonably likely to cause fear or a disruption to school activities. All threats and false threats will be subject to serious disciplinary action.

Promoting fighting or other violent behavior is defined as the use of passive or active: resistance, noise, threat, fear, intimidation, coercion, force, violence, recording devices, social media, electronic devices, recruitment/invitation of other individuals for violent behavior, or any other form of conduct that causes the disruption of any lawful function, mission, or process of the school.

Fighting is defined as the exertion of physical force to harm someone or potentially harm someone. Fighting is one of the most egregious violations of the Code of Conduct. If a scholar engages in a fight, while representing the school, s/he is subject to serious consequences, including expulsion.

Unless the administration determines, without doubt, that any participant in a physical altercation is clearly defending himself/herself from an aggressor or aggressors, then the physical altercation will be considered a fight in which all parties share equal responsibility.

All of the above-mentioned behaviors are serious violations of the Code of Conduct and may be subject to expulsion.

Instead of threatening or fighting someone, there are a number of ways that a conflict can be resolved. For example:

- Inform an administrator, social worker, a security guard, a teacher, or any other adult in the building and seek out conflict resolution.
- Walk away from a situation that appears to be escalating, then seek out assistance.
- Count to 10 and take deep breaths until you get your emotions under control.
- If you have difficulty managing your anger, you could meet with the school counselor.
- Request mediation between you and the other person with whom you have an issue.

These are just a few suggestions that enable a potentially violent situation from escalating.

DEANSLIST CREDIT AND DEBIT SYSTEM

DeansList is a tool used by teachers and staff to communicate academic and behavior information via text, email, and weekly reports. DeansList is a behavior management tool used to reward scholars for behaviors that match the Chavez values, the system will also record negative behavior demonstrated by scholars. Scholars will have the opportunity to earn credits based upon their participation in the Chavez community. Scholars will receive regular updates as to their credits and debits. Scholar incentives such as purchasing items from the school store, attending special events, and field trips may be earned via credits. Scholars that accrue significant debits in the DeansList system will not be considered in "Good Standing" and may lose additional privileges. Staff will monitor DeansList and communicate with parents directly when problems arise that are interfering with scholar learning.

DISCIPLINARY PROBATION

A scholar who has committed repeated violations of the Code of Conduct or a major violation (Category II or III) of the Code of Conduct may be placed on disciplinary probation. Repeated violations include: two or more Level II violations or two or more Level III violations. Scholars may also be placed on disciplinary probation for severe violation(s) of the Code of Conduct or repeated Category I offenses, receive 2 or more referrals within a given period, or have been suspended may be placed on disciplinary probation (see pg. 36) . If placed on disciplinary probation, the scholar and his/her parent/guardian will be notified in writing that the scholar has violated school policy and that future violations will incur more stringent disciplinary action, up to and including expulsion from Cesar Chavez PCS.

If, while on Disciplinary Probation or a Final Probation contract, a scholar violates another major school policy, s/he may be referred to a disciplinary hearing for violations of disciplinary probation and behavior contracts.

A school administrator will make reasonable attempts (e.g., make several phone calls or written communications or email or any other form of contact) to contact a parent/guardian regarding a scholar's Disciplinary Probation status. If a parent fails to communicate and/or refuses to sign a contract, the contract shall be enacted. A final copy of the contract will be provided to the parent/guardian.

STEPS IN DISCIPLINARY PROBATION:

- **Step 1:** After a scholar is placed on disciplinary probation, s/he will be required to attend a conference with a member of the Administrative team and his/her parent/guardian. During this conference, a Disciplinary Probation contract will be signed stating behavioral goals and/or a timeline for meeting behavioral goals.
 - If a scholar **meets** the stated expectations of the Disciplinary Probation, s/he will be reviewed by an administrator at which point s/he will be removed from Disciplinary Probation.
 - If a scholar **fails to meet** the stated goals of the Disciplinary Probation contract will result in further action which may include a Final Probation contract or expulsion from Cesar Chavez PCS.
- **Step 2:** If the scholar violates Disciplinary Probation, s/he may be placed on a Final Probation Contract, if the violation does not warrant expulsion. Scholars who commit a Level III or Level IV violation of the Code of Conduct may be placed on Final Probation Contract without Disciplinary Probation (Step 1).
 - If a scholar **meets** the stated expectations of the Final Probation contract, s/he will be reviewed by an administrator at which point s/he will no longer be on Disciplinary Probation.
 - If a scholar **fails to meet** the stated goals of the Final Probation contract s/he will have violated a Level III infraction. The scholar will have a Disciplinary Hearing which will review the scholar's behavior to date and make necessary recommendations which could result in involuntary transfer or expulsion.

DETENTIONS

Detentions will be assigned as necessary, which can consist of lunch or after school sessions. All scholars are expected to attend detention on the day it is earned. Failure to do so may result in additional consequences.

Scholars who do not comply with the rules of detention may be asked to leave. Scholars who are asked to leave will serve an In-School-Suspension or Out-of-School Suspension as warranted by the behavior the following school day. Additional interventions and consequences for earning multiple detentions within a day or week may be assigned by the school.

SUSPENSIONS AND EXPULSION

Cesar Chavez PCS uses suspension and expulsion only when permitted by law and only after considering whether the scholar's behavior can be safely and appropriately addressed through non-exclusionary interventions. Discipline decisions shall be individualized, fair, equitable, developmentally appropriate, proportional to the severity of the conduct, and restorative when appropriate.

Nothing in this section authorizes out-of-school suspension, expulsion, disciplinary unenrollment, emergency removal, or exclusion from school except as permitted by federal law, District of Columbia law, OSSE requirements, and Chavez policy.

GRADE-BAND RULES FOR EXCLUSIONARY DISCIPLINE

Middle School Scholars: Grades 6–8

For scholars in grades 6–8, Chavez shall not impose out-of-school suspension, expulsion, or disciplinary unenrollment unless a school administrator determines, consistent with District of Columbia law and Chavez policy, that the scholar willfully caused, attempted to cause, or threatened to cause bodily injury or emotional distress to another person.

High School Scholars: Grades 9–12

For scholars in grades 9–12, Chavez shall not impose out-of-school suspension, expulsion, or disciplinary unenrollment for:

1. violating dress code or uniform rules;
2. willful defiance, disrespect, insubordination, or failure to follow directions; or
3. behavior that occurs off school grounds and is not part of a school-sponsored activity, unless the scholar willfully caused, attempted to cause, or threatened to cause bodily injury or emotional distress to another person.

Chavez shall not impose out-of-school suspension, expulsion, or disciplinary unenrollment for unexcused absence, lateness, skipping class, or leaving class without permission, except where District law expressly permits disciplinary unenrollment after twenty or more consecutive full-school-day unexcused absences.

Suspension Limits

For scholars in grades 6–12, no out-of-school suspension shall exceed ten consecutive school days for a single incident.

No scholar may receive more than twenty cumulative school days of out-of-school suspension during an academic year unless permitted by District law and supported by the required written justification from the Head of LEA.

Short-term out-of-school suspension means an out-of-school suspension of one to five school days.

Long-term out-of-school suspension means an out-of-school suspension of six to ten school days.

In-School Suspension

An In-School Suspension (ISS) is an in-school disciplinary response assigned by a school administrator when a scholar has disregarded school expectations and when an in-school intervention is appropriate. Parents/guardians will be notified when a scholar is assigned ISS.

During ISS, the scholar remains in school and is assigned to a supervised setting, such as the Alternative Learning Center (ALC), for the purpose of reflection, behavior modification, academic continuity, and successful re-entry to the regular school environment. ISS may last from one class period up to three school days.

While in ISS, scholars are expected to complete missed classwork, assigned academic work, and any reflection or behavior-support assignment. Scholars assigned to ISS may be restricted from participating in school activities during the ISS period.

Failure to complete ISS work or follow ISS expectations may result in additional non-exclusionary interventions, parent/guardian contact, loss of privileges, additional ISS, a behavior contract, restorative intervention, disciplinary probation, or administrative review. Failure to complete ISS work or follow ISS expectations shall not automatically result in out-of-school suspension. Out-of-school suspension may be imposed only if the scholar's conduct independently meets the legal and policy requirements for out-of-school suspension.

Out-of-School Suspension

Out-of-School Suspension (OSS) means the temporary removal of a scholar from the scholar's regular school program and school activities for disciplinary reasons. OSS may be used only when legally permitted, when necessary to ensure safety or respond to serious misconduct, and after consideration of appropriate non-exclusionary responses.

Before imposing an OSS, except in the case of an emergency removal, the school will:

1. notify the scholar of the alleged infraction;
2. notify the parent/guardian of the alleged infraction;
3. conduct a thorough investigation;
4. accept and review information from the scholar and other persons with knowledge of the incident;
5. give the scholar an opportunity to explain their side of the incident;
6. determine whether the alleged infraction occurred based on the information gathered;
7. consider the scholar's grade level, disability status, English learner status, homelessness status, prior interventions, intent, context, impact, and safety needs; and
8. determine whether the behavior can be safely and appropriately addressed through a non-exclusionary response.

The Principal or designee may impose an OSS only after determining that the suspension is permitted by law and Chavez policy.

SHORT-TERM OUT-OF-SCHOOL SUSPENSION: ONE TO FIVE SCHOOL DAYS

Once a decision is made to impose a short-term OSS, the Principal or designee will:

1. inform the scholar of the suspension and the reason for the suspension;
2. notify appropriate school officials and the registrar;
3. notify the parent/guardian by phone, email, in person, or other appropriate means;
4. provide written notice to the parent/guardian by the end of the school day when practicable; and
5. provide a continuing education plan.

The written notice shall include:

1. the disciplinary infraction;
2. the factual basis for the decision;
3. the length of the suspension;
4. the scholar's right to return to school at the end of the suspension;

5. the continuing education plan;
6. the appeal process; and
7. any re-entry meeting or support plan, if applicable.

A scholar's return to school at the end of a suspension shall not be conditioned on a parent/guardian attending a conference, accompanying the scholar to school, or otherwise being present at school. Chavez may request a re-entry meeting to support the scholar's successful return, but the scholar may return when the suspension period ends unless another lawful exclusion applies.

EMERGENCY REMOVAL

Emergency removal means the immediate out-of-school suspension or disciplinary unenrollment of a scholar based on the school's reasonable belief that the scholar's presence poses an immediate and continuing danger to other scholars or school staff.

Emergency removal is not a final disciplinary decision. In the event of an emergency removal, Chavez will notify the parent/guardian as soon as practicable and will complete the required investigation and due process procedures as soon as practicable.

In the event of an emergency removal, statements will be collected from available staff and witnesses. Relevant statements or summaries will be made available to parents/guardians consistent with confidentiality laws, student privacy requirements, and applicable law.

During any emergency removal, Chavez will provide the scholar with access to assignments, school staff regarding academic work, and an opportunity to complete make-up work.

LONG-TERM OUT-OF-SCHOOL SUSPENSION: SIX TO TEN SCHOOL DAYS

A long-term out-of-school suspension is a denial of a scholar's right to attend school and participate in school functions for six to ten school days. A long-term suspension shall not exceed ten consecutive school days for a single incident.

When a scholar is alleged to have committed an offense that may be eligible for long-term suspension, the school will:

1. notify the scholar of the alleged infraction;
2. determine the scholar's educational status, including whether the scholar is a student with a disability, suspected student with a disability, English learner, homeless, at-risk, or otherwise entitled to additional protections;
3. conduct a thorough investigation;
4. accept and review information from the scholar and other persons with knowledge of the incident;
5. give the scholar an opportunity to explain their side of the incident;
6. determine whether the alleged infraction occurred based on the investigation;
7. consider whether non-exclusionary interventions can safely and appropriately address the behavior; and
8. provide required notice and a disciplinary hearing before a final long-term suspension decision is imposed, unless an emergency removal applies.

Written notification shall be provided within one school day of the conclusion of the investigation when practicable. The notice shall include:

1. the disciplinary infraction;
2. the factual basis for the recommended disciplinary action;
3. the recommended disciplinary action;

4. the date and time of the disciplinary hearing;
5. the scholar's status pending the hearing;
6. the scholar's continuing education plan;
7. the scholar's right to present information and respond to the allegations;
8. the right of the parent/guardian and one additional adult to participate in the hearing;
9. the appeal process; and
10. any applicable disability-related protections.

School administrators may notify the parent/guardian by phone, email, in person, or other appropriate means in addition to providing written notification.

APPEAL OF A SHORT TERM OUT-OF-SCHOOL SUSPENSION

Scholars and parents/guardians may submit a written request to the Executive Director or designee to appeal a short-term suspension within one school day of being notified of the suspension. The school's Formal Complaint Form may be used to submit the appeal.

The Executive Director or designee will attempt to schedule the appeal hearing within seven school days of receiving the written request to appeal.

The appeal hearing is closed to the public. The hearing may include the presentation of evidence, testimony, and questioning of those present. A parent/guardian and one additional adult may represent or support the scholar at the hearing.

If the scholar or parent/guardian does not appear for a scheduled appeal hearing, Chavez may proceed in their absence only after confirming that legally required notice was provided. Chavez may reschedule the hearing for good cause, including language access needs, disability-related accommodations, emergency circumstances, homelessness-related barriers, or other circumstances that reasonably prevented participation.

The hearing shall not be recorded by any party unless required by law or approved in advance by the Executive Director or designee.

The Executive Director or designee will notify the parent/guardian of the appeal decision within two school days after the appeal hearing. If the suspension is overturned, the scholar's cumulative record and any other school-maintained discipline records will reflect that conclusion.

COUNTING SUSPENSION DAYS

Suspension days shall be counted as follows:

1. A suspension day means a school day when school is officially in session.
2. Time when school is not officially scheduled shall not count as part of the suspension.
3. If school is canceled for any reason during a scheduled suspension day, the suspension may be extended to include only the number of school days originally imposed.
4. The suspension shall terminate at midnight on the final school day of the suspension unless otherwise stated in the written notice.
5. No out-of-school suspension for a scholar in grades 6–12 may exceed ten consecutive school days for a single incident.
6. No scholar may receive more than twenty cumulative school days of out-of-school suspension during an academic year unless permitted by District law and supported by the required written justification from the Head of LEA.

CONTINUING EDUCATION PLAN DURING SUSPENSION

Scholars who are suspended shall be able to continue their education during the suspension period. Chavez will provide access to all appropriate assignments for the duration of the suspension, access to school staff regarding academic work, and an opportunity to complete make-up work that cannot be completed during the suspension.

Parents/guardians will be notified about the continuing education plan within 24 hours of a suspension being issued. The plan may be modified as necessary to meet the scholar's individual needs and to support the scholar's return to the classroom.

PARTICIPATION IN SCHOOL AND SCHOOL-RELATED ACTIVITIES DURING SUSPENSION

Scholars who have been suspended from school are not eligible to participate in school functions, athletics, extracurricular activities, or school-sponsored events during the period of suspension, unless otherwise approved by the Principal or designee or required by law.

STUDENTS WITH DISABILITIES

For scholars with disabilities, scholars suspected of having a disability, and scholars with Section 504 plans, Chavez will provide all protections required by the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, District law, and Chavez policy.

A manifestation determination review will be held when required by law, including when a disciplinary removal would constitute a change of placement. Chavez will also consider whether a manifestation determination or additional disability-related review is required when a pattern of removals may exist.

EXPULSION

Expulsion means removal of a scholar from Chavez for disciplinary reasons for the remainder of the school year or longer, in accordance with federal law, District law, and Chavez policy.

Expulsion is reserved for the most serious misconduct and may be imposed only when legally permitted, after required due process, and after consideration of appropriate non-exclusionary alternatives.

When a scholar is alleged to have committed an offense that may be eligible for expulsion, the school will:

1. notify the scholar of the alleged infraction;
2. determine the scholar's educational status, including whether the scholar is a student with a disability, suspected student with a disability, English learner, homeless, at-risk, or otherwise entitled to additional protections;
3. conduct a thorough investigation;
4. accept and review information from the scholar and other persons with knowledge of the incident;
5. give the scholar an opportunity to explain their side of the incident;
6. determine whether the alleged infraction occurred based on the investigation;
7. consider whether non-exclusionary interventions can safely and appropriately address the behavior;
8. send written notification within one school day of the conclusion of the investigation when practicable; and
9. hold a disciplinary hearing to determine the outcome.

The written notice shall include:

1. the disciplinary infraction;
2. the factual basis for the recommendation for expulsion;
3. the date and time of the disciplinary hearing;
4. the scholar's status pending the hearing;
5. the scholar's continuing education plan;
6. the scholar's right to present information and respond to the allegations;
7. the right of the parent/guardian and one additional adult to participate in the hearing;
8. the appeal process; and
9. any applicable disability-related protections.

A scholar who is pending a disciplinary hearing may be excluded from school programming or activities only if an emergency removal or other lawful exclusion applies. If the scholar is excluded pending the hearing, Chavez will provide a continuing education plan and access to appropriate assignments, academic support, and make-up work.

DISCIPLINARY AND EXPULSION HEARINGS

Disciplinary and Expulsion Hearings are used when a long-term out-of-school suspension, expulsion, or other disciplinary unenrollment is recommended.

Nothing in this section authorizes a long-term suspension, expulsion, disciplinary unenrollment, emergency removal, or exclusion from school except as permitted by federal law, District of Columbia law, OSSE requirements, and Chavez policy.

PURPOSE OF THE HEARING

The purpose of a Disciplinary or Expulsion Hearing is to determine whether:

1. the alleged conduct occurred;
2. the conduct violates the Chavez Code of Conduct;
3. the recommended disciplinary response is permitted by law and Chavez policy;
4. the recommended disciplinary response is individualized, fair, equitable, developmentally appropriate, and proportionate;
5. non-exclusionary interventions can safely and appropriately address the conduct;
6. the scholar is entitled to additional protections or supports, including protections related to disability, suspected disability, English learner status, homelessness, foster care, or other legally protected status; and
7. the recommended outcome should be imposed, modified, or rejected.

HEARING PANEL

When a scholar is recommended for a Disciplinary or Expulsion Hearing, the matter will be heard by a panel of at least three school staff members designated by the Principal or designee.

Panel members shall not have been directly involved in investigating, witnessing, reporting, or deciding the incident being reviewed. A staff member who was directly involved in the incident, investigation, recommendation, or prior discipline decision may provide information at the hearing but shall not serve as a voting panel member.

The Principal or designee may coordinate the hearing process, schedule the hearing, provide notice, and facilitate logistics. If the Principal or designee was directly involved in the incident, investigation, or recommended disciplinary action, another administrator or designee who was not directly involved should facilitate the hearing.

NOTICE OF HEARING

The Principal or designee will attempt to schedule the Disciplinary or Expulsion Hearing within five school days of the conclusion of the investigation identifying the alleged disciplinary infraction.

Written notice shall be provided to the parent/guardian and scholar as soon as practicable and, when possible, at least two school days before the hearing. Notice may be provided by email, hand delivery, regular mail, certified mail, or another reliable method of communication.

The written notice shall include:

1. the alleged Code of Conduct violation;
2. a summary of the facts supporting the allegation;
3. the recommended disciplinary action;
4. the date, time, and location or virtual access information for the hearing;
5. the scholar's status pending the hearing;
6. the scholar's right to present information and respond to the allegation;
7. the right of the parent/guardian and one additional adult or advocate to participate;
8. the right to request language access, disability-related accommodations, or other reasonable supports;
9. the continuing education plan if the scholar is excluded from school pending the hearing;
10. the appeal process; and
11. the contact person for questions or rescheduling requests.

Chavez will make reasonable efforts to contact the parent/guardian before the hearing. If Chavez is unable to reach the parent/guardian by phone, email, text, or other ordinary communication methods, Chavez will send written notice by certified mail or another reliable method.

STATUS PENDING THE HEARING

A scholar recommended for a Disciplinary or Expulsion Hearing may continue attending school unless an emergency removal, suspension, or other lawful exclusion applies.

A scholar shall not be excluded from school programming or activities while awaiting a hearing solely because a hearing has been recommended. If Chavez determines that emergency removal or another lawful exclusion is necessary, Chavez will provide notice, a continuing education plan, and all required due process protections as soon as practicable.

EMERGENCY REMOVAL

Emergency removal means the immediate out-of-school suspension or disciplinary unenrollment of a scholar based on the school's reasonable belief that the scholar's presence poses an immediate and continuing danger to other scholars or school staff.

Emergency removal is not a final disciplinary decision. If emergency removal is used, Chavez will notify the parent/guardian as soon as practicable, provide a continuing education plan, and complete the investigation and hearing process as soon as practicable.

HEARING PROCEDURES

Disciplinary and Expulsion Hearings are closed to the public.

At the hearing, the facilitator or panel chair will:

1. state the purpose of the hearing;
2. identify the alleged Code of Conduct violation;
3. explain the hearing procedures;
4. identify the participants present;
5. review the recommended disciplinary action; and
6. explain that the panel will determine the outcome based on the information presented.

The school may present a summary of the incident, relevant documents, witness statements, photographs, video evidence, or other information. If video footage is available, the panel may review the footage. The video may be shown to the scholar and parent/guardian only when doing so does not violate the privacy rights of other scholars or otherwise violate confidentiality laws. When video cannot be shown, Chavez may provide a summary of the relevant portion of the video consistent with student privacy requirements.

The scholar may be represented or supported by the scholar's parent/guardian and one additional adult or advocate. The additional adult may include an advocate, family member, school-based mental health provider, special education provider, or other support person selected by the family.

The scholar may present information for the panel to consider, including documents, witness information, written statements, mitigation information, evidence of self-defense or lack of intent, disability-related information, restorative options, or other relevant information.

The scholar has the right to speak on their own behalf and the right not to speak. A decision not to speak shall not be treated as an admission of responsibility.

The panel may ask questions of any person present. The hearing is not a court proceeding, and formal rules of evidence do not apply. Cross-examination is not permitted. However, the scholar, parent/guardian, or advocate may suggest questions for the panel to ask or identify information they believe the panel should consider.

FAILURE TO APPEAR

If a scholar, parent/guardian, or advocate does not appear for a scheduled hearing, Chavez may proceed in their absence only after confirming that legally required notice was provided and reasonable efforts were made to contact the parent/guardian.

Chavez may reschedule the hearing for good cause, including language access needs, disability-related accommodations, emergency circumstances, homelessness-related barriers, transportation barriers, serious illness, or other circumstances that reasonably prevented participation.

Failure to appear at the initial hearing does not automatically waive the right to appeal.

PANEL DECISION

In making its decision, the Disciplinary Panel will review:

1. the evidence and information presented at the hearing;
2. any statements presented on behalf of the school or scholar;
3. the Chavez Code of Conduct;

4. the scholar's grade level;
5. the scholar's disability status or suspected disability status, if applicable;
6. whether the conduct caused, attempted to cause, or threatened bodily injury or emotional distress;
7. the scholar's prior conduct, if relevant and appropriate;
8. prior interventions, if applicable;
9. the seriousness and impact of the conduct;
10. whether non-exclusionary interventions can safely and appropriately address the behavior; and
11. any mitigating or aggravating circumstances.

The Disciplinary Panel decision shall be made by majority vote.

The panel may decide to:

1. dismiss the recommendation;
2. find that a Code of Conduct violation occurred but impose a lesser consequence;
3. assign a restorative pathway or other non-exclusionary intervention;
4. impose or recommend a long-term out-of-school suspension, where legally permitted;
5. impose or recommend expulsion or disciplinary unenrollment, where legally permitted;
6. modify the recommended disciplinary response; or
7. return the matter for additional investigation if necessary.

NOTICE OF DECISION

Within one business day of the conclusion of the hearing when practicable, the Disciplinary Panel will issue a decision.

The scholar and parent/guardian will be notified of the decision by phone, email, or other appropriate method within two school days of the conclusion of the hearing when practicable.

Written notification will be provided within three school days of the decision when practicable. Written notice may be sent by email, mail, hand delivery, or another reliable method.

The written decision shall include:

1. the hearing outcome;
2. the reason for the decision;
3. the Code of Conduct violation found, if any;
4. the disciplinary consequence, if any;
5. the length of the suspension, if applicable;
6. the scholar's right to return to school at the end of the suspension, if applicable;
7. the continuing education plan for any period of exclusion;
8. any re-entry meeting or support plan, if applicable;
9. any disability-related protections or next steps, if applicable; and
10. the appeal procedure.

A scholar's return to school at the end of a suspension shall not be conditioned on a parent/guardian attending a conference, accompanying the scholar to school, or otherwise being present at school. Chavez may request a re-entry meeting to support the scholar's successful return.

DISCIPLINARY PANEL HEARING APPEAL

A scholar who receives a long-term out-of-school suspension, expulsion, or disciplinary unenrollment as a result of a Disciplinary Panel decision has the right to appeal the decision in writing to the Executive Director or designee.

The written appeal must be submitted within five school days of the written notice of the Disciplinary Panel decision being issued. The school's Formal Complaint Form may be used but is not required.

Failure to attend the initial Disciplinary Hearing does not automatically prevent a scholar or parent/guardian from appealing. Chavez may consider the reason for non-attendance as part of the appeal process.

APPEAL SCHEDULING

An appeal date will be set within five school days of receipt of the written appeal request when practicable.

The appeal hearing will occur within fourteen calendar days from the date the appeal hearing is set, unless the family and Chavez agree to a different timeline or good cause exists to reschedule.

APPEAL DECISION-MAKER

The appeal will be heard by the Executive Director or designee. The appeal decision-maker shall not have served as a voting member of the Disciplinary Panel and shall not have been directly involved in investigating or deciding the incident.

A school representative may present the facts of the case. The appeal decision-maker shall conduct the appeal and make the appeal decision.

APPEAL PROCEDURES

Appeal hearings are closed to the public.

At the appeal, the scholar may be represented or supported by the scholar's parent/guardian and one additional adult or advocate.

The scholar has the right to speak on their own behalf and the right not to speak. A decision not to speak shall not be treated as an admission of responsibility.

The appeal may include:

1. review of the Disciplinary Hearing record;
2. review of the evidence and documentation considered by the Disciplinary Panel;
3. statements from the school representative;
4. statements from the scholar, parent/guardian, or advocate;
5. new information that was not reasonably available at the time of the Disciplinary Hearing;
6. information about procedural errors, disproportionality, disability-related concerns, or other reasons the decision should be modified or overturned; and
7. questions from the appeal decision-maker.

The appeal is not a court proceeding, and formal rules of evidence do not apply. Cross-examination is not permitted. However, the scholar, parent/guardian, or advocate may suggest questions for the appeal decision-maker to ask or identify information they believe should be considered.

STATUS WHILE APPEAL IS PENDING

A scholar's status while an appeal is pending will be determined based on the disciplinary decision, safety considerations, applicable disability protections, and District law.

A scholar may be excluded from school while an appeal is pending only if the scholar is subject to a lawful suspension, emergency removal, expulsion, disciplinary unenrollment, or other lawful exclusion. Chavez will provide a continuing education plan during any period of exclusion.

FAILURE TO APPEAR AT APPEAL

If a scholar, parent/guardian, or advocate does not appear for a scheduled appeal hearing, Chavez may proceed in their absence only after confirming that legally required notice was provided and reasonable efforts were made to contact the parent/guardian.

Chavez may reschedule the appeal hearing for good cause, including language access needs, disability-related accommodations, emergency circumstances, homelessness-related barriers, transportation barriers, serious illness, or other circumstances that reasonably prevented participation.

APPEAL DECISION

In making the appeal decision, the Executive Director or designee will review:

1. the evidence and documentation from the Disciplinary Hearing;
2. the written Disciplinary Panel decision;
3. any statements or information presented at the Disciplinary Hearing;
4. any information properly presented during the appeal;
5. the Chavez Code of Conduct;
6. the scholar's grade level and applicable grade-band discipline rules;
7. any applicable disability-related protections;
8. whether the disciplinary response was legally permitted;
9. whether the disciplinary response was individualized, fair, equitable, developmentally appropriate, and proportionate; and
10. whether the disciplinary response should be upheld, modified, or overturned.

The Executive Director or designee will notify the parent/guardian of the appeal decision within three school days of the appeal hearing when practicable.

The Executive Director or designee may:

1. uphold the disciplinary decision;
2. uphold the disciplinary decision with modifications or conditions;
3. reduce the disciplinary consequence;
4. return the matter for additional investigation or a new hearing;
5. overturn the disciplinary decision; or
6. determine that no Code of Conduct violation should be recorded.

If the suspension, expulsion, or disciplinary unenrollment is overturned, the scholar's cumulative record and school-maintained discipline records will be updated to reflect that conclusion. Chavez may retain records

required for legal, compliance, reporting, safety, or administrative purposes, but the overturned disciplinary consequence shall not be treated as an active disciplinary finding against the scholar.

The appeal decision is final within Chavez's internal disciplinary process.

AUDIO AND VIDEO RECORDING OF DISCIPLINARY AND APPEAL HEARINGS

Disciplinary and appeal hearings are closed to the public.

Unauthorized audio or video recording of disciplinary or appeal hearings is not permitted.

Chavez may maintain written notes or an internal hearing record for administrative, legal, compliance, or appeal purposes.

Audio recording may be permitted when required as a reasonable accommodation under the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, the Individuals with Disabilities Education Act, or other applicable law. Requests for recording as an accommodation should be made as soon as practicable to the Executive Director or designee. Chavez will consider accommodation requests on an individualized basis and will not deny a legally required accommodation solely because the request was made less than 48 hours before the hearing.

Participation at School and School Related Activities and Re-Enrollment

Scholars who have been expelled from Cesar Chavez PCS shall not be eligible to participate or attend any school functions. Scholars will not be eligible to re-enroll for subsequent school years. Expulsion is the permanent removal of a scholar from Cesar Chavez PCS.

DUE PROCESS PROCEDURES FOR SCHOLARS WITH DISABILITIES

All disciplinary removals for scholars with disabilities shall be conducted in accordance with the most current federal and district laws. Scholars with disabilities are subject to the same code of conduct as all scholars provided that the following procedures are also followed when applicable. When a special education scholar's removal amounts to a change in placement, a manifestation determination review meeting will be held as outlined below.

A **change of placement** because of a disciplinary removal occurs if a child with a disability is removed from his/her current educational placement for more than 10 consecutive school days, or the child is subjected to a series of removals that constitutes a pattern because:

- (1) The removals total more than 10 school days in a school year
- (2) The child's behavior is substantially similar to previous incidents that resulted in the series of removals

AND

- (3) Additional factors such as length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another constitute a pattern.

Removal for 10 or fewer school days in a school year. Scholars in special education can be suspended for up to 10 consecutive or cumulative school days in a year to the same extent that suspension is used for all scholars. A plan for continuing the scholar's education during suspension will be implemented in the same way that it is implemented for all scholars who are suspended. This plan will ensure that the scholar

- Continues his/her studies and receives all assignments during the suspension
- Can communicate with school staff about the assignments and

- Has the opportunity to make up any work missed during the suspension if the scholar cannot complete it during the suspension

Removal for more than 10 cumulative school days when the scholar's behavior does NOT represent a pattern. A manifestation determination is not required when a scholar is suspended for more than 10 school days in a school year and the series of suspensions does not constitute a pattern. However, scholars who are suspended for more than 10 school days in a school year must continue to receive educational services while on suspension so as to enable them to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting their IEP goals. Scholars who are suspended for more than 10 days in a school year may also receive, as appropriate, a functional behavior assessment and behavior intervention services and modifications to address the behavior violation so that it does not recur.

Removal for more than 10 consecutive school days or more than 10 cumulative school days when the behavior DOES represent a pattern. Disciplinary action that results in a scholar being suspended for more than 10 consecutive school days or 10 cumulative school days in a year where the series of suspensions constitute a pattern may result in a disciplinary change in placement. A disciplinary change in placement requires a manifestation determination to be made by the Special Education Team.

When this occurs, the following documentation and action steps must occur:

- *Parent Notification.* The parent/guardian must be notified of the disciplinary action to be taken and informed of the procedural safeguards on the day the decision to take disciplinary action was made.
- *Manifestation Determination.* A Special Education Team meeting must be convened within 10 school days to determine whether the scholar's behavior was a manifestation of his or her disability.

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

A manifestation determination meeting (MDR) reviews the relationship between the scholar's disability and the scholar's behavior that is subject to the disciplinary action. The determination is made by the scholar's IEP team, after review of all relevant information in the scholar's file including the IEP, teacher observations, and relevant information provided by parents. The team must determine whether:

- (1) The conduct in question was caused by or had a direct and substantial relationship to the child's disability

OR

- (2) The conduct in question was the direct result of the school's failure to implement the scholar's IEP.

If it is determined that the **scholar's behavior(s) was a manifestation of his or her disability**, then the IEP team must conduct a functional behavior assessment, unless one has already been conducted, and develop a behavior intervention plan for the scholar or review the scholar's current behavior intervention plan and modify it as necessary. The scholar must also return to the placement from which he/she was removed unless the parent/guardian and school agree otherwise as part of a modification to the behavior intervention plan. If the parent/guardian and school agree to continue the scholar's removal to an interim alternative educational setting as a behavior intervention, that agreement will be discussed at an IEP meeting and detailed in a prior written notice. In such cases, the IEP team will determine what services are needed in the interim alternative educational setting.

There are **special circumstances** where a scholar with a disability can be removed from his/her last placement to an interim alternative educational setting for up to 45 school days without regard to whether the scholar's behavior was determined to be a manifestation of his or her disability and regardless of whether the parent agrees. Special circumstances exist if the scholar:

- (1) Carries a weapon (a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such item does not include a pocket knife with a blade of less than 2.5 inches in length) to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of a local educational agency (LEA)
- (2) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a local educational agency (LEA)
- (3) Inflicts serious bodily injury (a bodily injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty) upon another person while at school, on school premises, or at a school function under the jurisdiction of a local educational agency (LEA).

At any time the Special Education Team, with parent consent, may change the scholar's placement in accordance with the least restrictive environment requirements of IDEA.

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

Interim Alternative Educational Setting

As discussed above, any scholar with a disability who is removed for more than 10 days in a school year must continue to receive a free appropriate public education (FAPE) in an interim alternative educational setting (IAES). The IAES must provide the services necessary to enable the scholar to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting their IEP goals. When a scholar will receive services in the IAES for 10 school days or less and the removal does not constitute a change in placement, school personnel, in consultation with at least one of the child's teachers, determine what services are needed in the IAES. If the removal constitutes a change in placement (more than 10 school days consecutive or a pattern of removals that exceed 10 school days cumulatively), the IEP team determines what services are needed in the IAES.

If maintaining a scholar with a disability in his or her current placement is substantially likely to result in injury to the scholar or others scholar, the school can request a hearing officer to order placement in an IAES for up to 45 days. After the hearing request has been made but before the hearing officer's decision is rendered, the school can remove the scholar to the IAES unless the parent and school agree otherwise. In this case, the IEP team still determines what services are appropriate. A parent may, but is not required to, consent by written agreement to a 45-day interim alternative educational setting as an alternative to a hearing. Such an agreement will also be detailed in a prior written notice.

Interim alternative educational settings will be designed based on the individual needs of each scholar. When interim services will be provided off site, any providers of offsite services will be closely monitored to ensure that the providers meet all requirements of applicable local and federal law. This includes requirements to ensure the health and safety of the children being provided services, including, for example, assurances that all staff undergo routine background checks and are trained to identify and report suspected child abuse and neglect, and requiring certificates of occupancy and other compliance with facility safety. In addition, all service providers must be licensed and qualified to perform related services, in accordance with the scholar's educational plan.

Curriculum, instructional materials, and assignments for the IAES will be provided by PCS or approved by the PCS in the event the IAES is able to make these materials available. The LEA Representative for PCS will check in at least bi-weekly with IAES providers to discuss progress and ensure implementation of all necessary services. IAES providers will be required to provide weekly attendance reports and bi-weekly progress reports. IAES providers will be required to provide service trackers on a bi-weekly basis as well. PCS

will continue to be responsible for tracking IEP goal progress and grades for all scholars removed to the IAES.

Cesar Chavez PCS' policies as noted in the Cesar Chavez PCS' Scholar and Family Handbook apply to any scholar in an IAES unless specifically noted as a part of the scholar's placement.

Scholars Who Are Not Yet Found Eligible

A scholar for whom the district is deemed to have knowledge of a disability. A child who has not yet been determined to be eligible for special education and related services must be afforded the disciplinary protections under IDEA if the school had a basis of knowledge that the child is a child with a disability before the behavior that precipitated the disciplinary action occurred.

The school is deemed to know knowledge if:

- (1) The child's parent expressed concern in writing to administrative or supervisory personnel of the school or district that the child is in need of special education and related services
- (2) The parent of the child had requested a special education evaluation

OR

- (3) The child's teacher or other school or LEA personnel expressed specific concerns to the Director of Student Support Services or to other supervisory personnel about a pattern of behavior demonstrated by the child.

The school is NOT deemed to have knowledge of the disability if:

- (1) The parent has not allowed an evaluation or has refused special education and related services

OR

- (2) The child has been evaluated and determined not to be a child with a disability.

DISCLOSURE OF INFRACTIONS

Cesar Chavez PCS' faculty and staff, are obligated to abide by the Family Education Rights and Privacy Act as it pertains to any questions and/or statements regarding scholar infractions of the Code of Conduct. The School will protect scholar privacy and abide by all local, state, and federal laws.

MANDATED REPORTING

Scholar safety is our first priority at Cesar Chavez PCS. Because schools are mandated reporters of child abuse and neglect, we will call the Child and Family Services Agency (CFSA) Child Abuse and Neglect Hotline if:

A scholar tells a staff member that he/she:

- is being abused at home, there is drug use in the home, have been sexually abused, are engaging in child pornography or prostitution, have witnessed domestic abuse, are being threatened at home, or don't want to go home because they are afraid.

A scholar:

- Threatens suicide or threatens to kill or seriously harm another person.
- Is engaging in risky behavior (including sexual behavior, drug use, etc.) and the parents are not able to or unwilling to intervene.
- Has 10 or more unexcused absences or an extreme tardy problem. (Age relevant as per DCMR)
- Is being kept from school to care for family members or to do chores or work around the house.
- Is not attending school because they are holding a job.

A staff member:

- Sees physical signs of abuse such as bruises, burns, fractures, etc.
- Notices of neglect, including lack of basic food and clothing, inappropriate hygiene, lack of appropriate supervision, lack of medical treatment, or the child is residing in an inappropriate or dangerous environment.
- Has general concern for scholar safety, well-being, or mental health.

Parent/Guardians:

- repeatedly do not return phone calls, responding to notes or letters home, or are not coming up to school for meetings.
- Have withdrawn a scholar and fail to provide documentation enrolling the scholar in another education institution within ten (10) business days.

The school has no obligation to notify a parent/guardian or disclose any communication between school and CFSA.

STUDENT ON STUDENT SEXUAL HARASSMENT POLICY

Sexual Harassment Prohibited

Sexual harassment is strictly prohibited on school grounds, property immediately adjacent to school grounds, at school sponsored or school related activities, functions or programs whether on or off school grounds, on or off school bus or other vehicles owned, leased or used by the school, or through the use of technology or an electronic device owned, leased or used by the school.

Sexual harassment is also prohibited at a location, activity, function or program that is not school related or through the use of technology or an electronic device that is not owned, leased or used by the school, if the act or acts in question create a hostile environment at school for the victim, infringe on the rights of the victim at school or materially and substantially disrupt the education process or the orderly operation of a school.

Retaliation against a youth, volunteer or staff member who reports sexual harassment, provides information about any such acts, witnesses any such acts, or who testifies, assists, participates or refuses to participate in an investigation, proceeding or hearing is also prohibited.

Administrators will make expectations clear to students and staff that sexual harassment will not be tolerated and will be the grounds for disciplinary action up to and including suspension and dismissal for students.

Title IX Coordinator

The individual designated to coordinate the school's response to reports or complaints of sexual harassment and for overseeing the school's compliance with Title IX as it relates to students is:

Robert Graham – robert.graham@chavezschools.org

Definitions

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Formal complaint means a document filed by a complainant, complainant's parent/guardian or by the Title IX coordinator alleging sexual harassment against a respondent and requesting that the recipient investigate the allegation of sexual harassment.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or

3. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v)³, "dating violence" as defined in 34 U.S.C. 12291(a)(10)⁴, "domestic violence" as defined in 34 U.S.C. 12291(a)(8)⁵, or "stalking" as defined in 34 U.S.C. 12291(a)(30)⁶.

Sexual assault means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

Dating violence means violence committed by a person—

(A) who is or has been in a social relationship of a romantic or intimate nature with the victim; and
(B) where the existence of such a relationship shall be determined based on a consideration of the following factors:

- (i) The length of the relationship.
- (ii) The type of relationship.
- (iii) The frequency of interaction between the persons involved in the relationship.

Retaliation means intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX.

Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the recipient's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

Response to Reports

³ An offense classified as a forcible or non forcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

⁴ Violence committed by a person—

- (A) who is or has been in a social relationship of a romantic or intimate nature with the victim; and
(B) where the existence of such a relationship shall be determined based on a consideration of the following factors:
- (i) The length of the relationship.
 - (ii) The type of relationship.
 - (iii) The frequency of interaction between the persons involved in the relationship.

⁵ Includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

⁶ Means engaging in a course of conduct directed at a specific person that would cause a reasonable person to—

- (A) fear for his or her safety or the safety of others; or
(B) suffer substantial emotional distress.

Any individual may report sexual harassment – reports do not have to be made by the victim. Such reports can be made in person, by mail, by telephone, or by email, using the contact information listed for the Title IX coordinator or by any other means that result in the Title IX coordinator receiving the report.

All staff members are required to report any sexual harassment they witness or are made aware of. Staff members should immediately record all such incidents in accordance with school procedures and notify the Title IX Coordinator or other administrator on duty.

Any student who believes that they have been the target of sexual harassment or who is aware of such acts is strongly encouraged to promptly report the matter orally or in writing to the Title IX Coordinator Robert Graham (robert.graham@chavezschools.org), an administrator, or to any other faculty or staff member or member with whom the student is comfortable speaking. Also, any student who is subject to retaliation in violation of this policy or who knows of another student who has been subject to retaliation is urged to report it as soon as possible.

Anyone else who witnesses or becomes aware of sexual harassment, sexual assault or dating violence is also strongly urged to promptly notify the Title IX Coordinator.

When a report is made without a formal complaint, the Title IX coordinator will:

- Promptly contact the complainant to discuss the availability of supportive measures;
- Consider the complainant's wishes with respect to supportive measures;
- Inform the complainant of the availability of supportive measures with or without the filing of a formal complaint;
- Explain to the complainant the process for filing a formal complaint.

If the complainant does not wish to proceed with a formal complaint, the complainant's wishes will be respected unless the Title IX Coordinator determines that initiating an investigation over the wishes of the complainant is not clearly unreasonable in light of the known circumstances.

Supportive Measures

Supportive measures will be offered to complainants as appropriate and will vary depending on the circumstances. Supportive measures may include but are not limited to:

- counseling;
- extensions of deadlines and other course-related adjustments;
- campus escort services;
- increased security and monitoring of certain areas of the campus;
- restrictions on contact applied to one or more parties;
- leaves of absence; changes in class, work, housing, or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; and
- training and education programs related to sex-based harassment.

The school will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the school's ability to provide the supportive measures.

The school may not impose disciplinary sanctions (or other sanctions that are not "supportive measures") against the respondent without conducting a formal investigation. However, the school may remove a respondent on an emergency basis if:

- It undertakes an individualized safety and risk analysis;

- Determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal; and
- Provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

Investigations of Formal Complaints

The school will promptly investigate any formal complaints received. Respondents will be presumed to be not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the investigation process.

Once an investigation is concluded, further steps will be taken as needed to interrupt or stop each specific act of sexual harassment, prevent its recurrence, and address its effects, regardless of whether the incident is the subject of a criminal investigation.

Formal complaints will be investigated by Robert Graham, Director of School Operations. Once the investigation is complete, a decision will be rendered based on all of the evidence available. The decision-maker will be Joshua Jackson, Principal.

Who Can Make Complaints

A formal complaint may only be made by the following individuals:

- Complainant
- Parent, guardian or authorized representative with a legal right to act on behalf of the complainant;
- The Title IX Coordinator

Dismissal of Complaints

A formal complaint may be dismissed for the following reasons:

- The conduct alleged, even if proved, would not constitute sexual harassment;
- The alleged conduct did not occur in the school's education program or activity;
- The alleged conduct did not occur against a person in the United States;
- The complainant notifies the Title IX Coordinator in writing that they would like to withdraw the formal complaint;
- The respondent is no longer enrolled in the school;
- Specific circumstances prevent the school from gathering evidence sufficient to reach a determination as to the formal complaint.

If the complaint is dismissed, PCS will promptly notify the complainant of the basis for the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, then PCS will also notify the respondent of the dismissal and the basis for the dismissal. This notice will include information about the options to appeal the dismissal of a complaint.

Either party may appeal the dismissal of a complaint by submitting a written appeal to the Title IX Coordinator within three (3) school days of receiving written notice of the dismissal. Dismissals may be appealed on the following bases:

- Procedural irregularity that would change the outcome;

- New evidence that would change the outcome and that was not reasonably available when the dismissal was made; and
- The Title IX Coordinator, investigator, or decision maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal is appealed, PCS will:

- Notify the parties of any appeal, including notice of the allegations if notice was not previously provided to the respondent;
- Implement appeal procedures equally for the parties;
- Ensure that the decision-maker for the appeal did not take part in an investigation of the allegations or dismissal of the complaint;
- Ensure that the decision-maker for the appeal has been trained as required;
- Provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome; and
- Notify the parties of the result of the appeal and the rationale for the result within thirty (30) days of the submission of the appeal.

Informal Resolution Processes

If a formal complaint is initiated, the Title IX Coordinator may offer and facilitate informal resolution options, such as mediation or restorative justice, so long as both parties give voluntary, informed, written consent to attempt informal resolution. The school will not require participation in informal resolution as a condition of enrollment. The school will not condition informal resolution on the waiver of the right to a formal investigation and adjudication of formal complaints of sexual harassment. The school will not require the parties to participate in an informal resolution process and will not offer an informal resolution process unless a formal complaint is filed. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the investigation process with respect to the formal complaint.

Information for Complainants

Within two (2) business days of receipt of a formal complaint, the Title IX Coordinator will provide information to the complainant about:

- The investigation process and informal resolution process including a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of investigation process;
- The allegations including sufficient details known at the time including the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known;
- The complainant's right to have an advisor of his/her choice who may be, but is not required to be, an attorney;
- The right to inspect and review evidence;
- The prohibition against knowingly making false statements or knowingly submitting false information during the investigation process; and
- Available services and advocacy organizations, about the investigation process, about their rights under Title IX of the Education Amendments of 1972, the District of Columbia Human Rights Act of 1977, and crime victims' rights.

Information for Respondents

Within two (2) business days of receipt of a formal complaint, the Title IX Coordinator will provide information to the respondent about:

- The investigation process and informal resolution process including a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of investigation process;
- The allegations including sufficient details known at the time including the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known;
- The respondent's right to have an advisor of his/her choice who may be, but is not required to be, an attorney;
- The right to inspect and review evidence; and
- The prohibition against knowingly making false statements or knowingly submitting false information during the investigation process.

Investigation

Complaints of sexual harassment will be investigated in an adequate, reliable and impartial manner. The school will make every effort to complete the investigation within thirty (30) days of receipt of a formal complaint. Extensions of this timeline will be permitted for good cause. If such an extension is exercised, the investigator will notify each party in writing of the reason for the extension. At the conclusion of the investigation period, the investigator will prepare an investigative report to share with the parties and decision-maker as outlined below.

The school will make every effort to protect confidentiality during the course of the investigation. The individual responsible for conducting the investigation will be responsible for making determinations about confidentiality.

Each investigation will include an objective evaluation of all relevant evidence, including both inculpatory and exculpatory evidence. Credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The school will bear the burden of gathering evidence to reach a determination regarding responsibility for the alleged conduct. This investigation will include, as necessary, interviewing witnesses, obtaining documents, and allowing the complainant and respondent to present any inculpatory and exculpatory evidence including witnesses, so long as that evidence is relevant and not otherwise impermissible.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be accessed or considered, except by PCS to determine whether one of the exceptions listed below applies; will not be disclosed; and will not otherwise be used), regardless of whether they are relevant:

- Evidence that is protected under a privilege recognized by Federal or State law, unless the person to whom the privilege is owed has voluntarily waived the privilege;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless PCS obtains that party's or witness's voluntary, written consent for use in its investigation; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the

alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

The complainant and respondent will have the same opportunity to have others share information on their behalf during any investigative proceeding and to be supported during any proceeding by an advisor of their choice who may be, but is not required to be, an attorney. The parties will be provided written notice if they are invited to participate in any investigative proceeding in person. The notice will include the date, time, location, participants, and purpose of any such proceeding, with sufficient time for the party to prepare to participate.

Each party will have the same opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. The evidence will be sent to each party in electronic format or hard copy at least ten (10) days prior to the completion of an investigative report so that the parties have an opportunity to submit a written response.

Upon its completion, the investigator will send to each party and the decision-maker an investigative report that fairly summarizes relevant evidence.

Decision Making

Prior to a decision being rendered, each party will have an opportunity to submit written, relevant questions that a party wants asked of any other party or witness. These questions must be submitted to the decision-maker within five (5) days of the issuance of the investigative report. Within five (5) business days of receiving any such questions, the decision-maker will gather responses and provide them in writing to each party. The parties will have two (2) additional days to submit additional, limited follow-up questions. The decision-maker will have three (3) additional business days to gather and provide responses to any additional questions.

The decision-maker will make determinations about what questions are relevant. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

Within ten (10) days of the close of the question-and-answer period described above, the decision-maker will review all evidence gathered through the investigative report and any additional information gathered in response to party questions and will make a determination as to responsibility for the alleged conduct. The decision-maker will use a clear and convincing standard (i.e., clear and convincing evidence establishes that the allegation is substantially more likely than not true) to determine responsibility. Once a determination is made, a written decision will be issued to both parties and will include the following:

- Summary of the allegations;
- Summary of the course and outcome of the investigation including any notifications to the parties, interviews with parties and witnesses, and other methods used to gather evidence;
- Findings of fact supporting the determination;
- Conclusions regarding the application of the policy and code of conduct to the facts;

- A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions to be imposed on the respondent, and what other supportive measures will be made available to the complainant;
- Information about the procedures for appeal.

The decision-maker may notify appropriate law enforcement agencies if school staff determine that the behavior cannot be safely and appropriately handled through school-based disciplinary action. Law enforcement agencies will be notified if mandatory reporting requirements are triggered.

Appeals

Any party not satisfied with the outcome of the investigation may appeal in writing to the Executive Director Mr. Sanjay Mitchell (sanjay.mitchell@chavezschools.org). Appeals must be made within five (5) business days of the written decision.

Decisions may be appealed on the following bases:

- Procedural irregularity that would change the outcome;
- New evidence that would change the outcome and that was not reasonably available when the dismissal was made; and
- The Title IX Coordinator, investigator, or decision maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the decision is appealed, PCS will:

- Notify the parties of any appeal;
- Implement appeal procedures equally for the parties;
- Ensure that the decision-maker for the appeal did not take part in an investigation of the allegations or decision-making and is not the Title IX Coordinator;
- Ensure that the decision-maker for the appeal has been trained as required;
- Provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome; and
- Notify the parties of the result of the appeal and the rationale for the result within thirty (30) days of the submission of the appeal.

The appeal decision will be rendered within 30 days of receipt of an appeal, unless: (1) circumstances require additional time to complete a thorough investigation; (2) the higher-level authority sets forth those circumstances in writing; (3) the additional time is not to exceed 15 days.

Possible Responses When it is Determined that Sexual Harassment, Sexual Assault or Dating Violence Occurred

Behavior Type	Consequences
Sexual Harassment (verbal, non-consensual touching)	• Mandatory Counseling and/or reflective activity; • Short term suspension (1-5 days); • Restorative mediation
Dating Violence	• Suspension (3-10 days);

	• Counseling for both parties; • Safety Plan Development; • Referral to CFSA and MPD, if abuse suspected;
Sexual Assault (non-consensual sexual act)	• Immediate Disciplinary Removal; • Long term suspension • Expulsion (following due process) • Mandatory Referral to law enforcement
Retaliation/False Reporting	• Investigation of claim; • Consequences for retaliation (e.g., warning, suspension); • If false claims are knowingly made, referral to CFSA/MPD and disciplinary measures up to or including suspension

Counseling and Interventions for Respondents

Cesar Chavez PCS will work with its wellness and mental health providers to identify appropriate counseling and intervention strategies for students alleged to have committed acts of sexual harassment, sexual assault or dating violence, and to determine whether it is a referral to the Child and Family Services Agency is required where the accused's behavior indicates that he or she may be the victim of child sexual abuse or child abuse.

Resources for Students and Families Affected by Sexual Harassment

Students and families affected by sexual harassment, sexual assault or dating violence may be eligible for school-based supports. For more information about the availability of such supports, please contact Director of Student Support Services, Renee Ivey (renee.ivey@chavezschools.org).

Other information and resources available outside of school include:

- RAINN (National number to reach counselor anywhere in the country) - 1-800-656-HOPE (4673)
- National Sexual Violence Resource Center (Provides information about sexual violence) - 1-877-739-3895; www.nsvrc.org
- DC Rape Crisis Center - 202-333-RAPE (7273)
- Network for Victim Recovery of DC (NVRDC) (Provides free, holistic, and comprehensive case management and legal services to victims of all types of crime regardless of income.) - (202) 742-1727
- Men Can Stop Rape (Outreach and education and prevention work with men and boys.) - (202) 265-6530
- Safe Shores (DC Children's Advocacy Center) - (202) 645-320
- Wendt Center (offers individual and group counseling) – 202-204-5021

Training

Title IX personnel will receive training on the following:

- The definition of sexual harassment;
- The scope of the school's education program or activity;
- How to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes that protects the safety of complainants and promotes accountability;
- How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias; and
- Issues of relevance, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.

Mandatory Reporting

If the school becomes aware of a report or allegation of sexual assault or sexual abuse, in addition to its own response, the school will also make a referral to CFSA and/or MPD pursuant to mandatory reporting requirements.

BULLYING PREVENTION POLICY

OBJECTIVES AND PURPOSE

Cesar Chavez PCS expects scholars to treat each other with civility and respect and will not tolerate acts of harassment, intimidation, or bullying. Like other disruptive or violent behaviors, this conduct interferes with Cesar Chavez PCS' ability to educate scholars in a safe and productive environment and the rights and abilities of scholars to learn. Acts of bullying, harassment and intimidation directly contradict Cesar Chavez PCS values. Therefore, in an effort to further this mission, Cesar Chavez PCS families, scholars and staff members worked together to establish this comprehensive Bullying Prevention Policy. This policy protects the dignity and safety of the Cesar Chavez PCS community and describes prevention strategies to identify and prevent incidents by connecting youth to necessary services. Cesar Chavez PCS will promptly investigate all incidents of bullying, harassment, and intimidation and provide appropriate remedies for victims of an incident.

DEFINITION

Bullying is 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 or residence or business, or any other distinguishing characteristic, or on a youth's association with a person, or group with any person, with one or more of the actual or perceived foregoing characteristics; and
2. Can reasonably be predicted to:
 - a. Place the youth in reasonable fear of physical harm to their person or property;
 - b. Cause a substantial detrimental effect on the youth's physical or mental health;
 - c. Substantially interfere with the youth's academic performance or attendance; or
 - d. Substantially interfere with the youth's ability to participate in or benefit from the services, activities, or privileges provided by the school.

PROHIBITION AGAINST BULLYING & RETALIATION

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

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

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.

CODE OF CONDUCT

Cesar Chavez PCS, expects scholars to behave in a way that supports Cesar Chavez PCS' objective is to provide a safe and welcoming environment for other youth, Cesar Chavez PCS, staff, and community members. Youth who are part of the Cesar Chavez PCS community are expected to:

1. Treat all members of the Cesar Chavez PCS, community with respect;
2. Respect the property of Cesar Chavez PCS, its staff, and other youth connected to Cesar Chavez PCS; and
3. Respond appropriately to instructions from Cesar Chavez PCS, staff.

REPORTING INCIDENTS OF BULLYING OR RETALIATION

Cesar Chavez PCS expects all staff members and volunteers 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 administration (social worker, grade level administrator, assistant principal and/or Executive Director).

Youth, parents, guardians, and community members are encouraged by Cesar Chavez PCS to report any incidents of bullying that they witness or become aware of. Reports of bullying may be made to the Title IX Coordinator, Mrs. Robert Graham, or directly to the school office by calling 202-398-2230.

Reports of bullying by youth, parents, guardians and community members may be made anonymously, but disciplinary action cannot be taken by Cesar Chavez PCS solely on the basis of an anonymous report, though such a report may trigger an investigation that will provide actionable information.

INVESTIGATION INCIDENTS OF BULLYING

Prior to the investigation of an incident, the school Executive Director/designee, 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 steps taken include designating a staff member to serve as that alleged victim's "safe" person, altering the alleged bully/bullies' seating or schedule to reduce access to the alleged victim or creating a safety plan in consultation with the alleged victim. 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 an agency, the following groups will be notified as needed by the Executive Director/designee:

- Parents/guardians: The Executive Director, or designee, will, when appropriate, 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. The Executive

Director/designee will determine if parents/guardians should be informed prior to or after the investigation of an incident.

- Schools: Cesar Chavez PCS may notify the schools of all victims and bullies in an incident of bullying to ensure that youth are not victimized across agencies and that comprehensive service and protection can be provided to bullies and victims.
- Law enforcement agencies: If Cesar Chavez 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. As part of making this determination the Executive Director, or designee, may wish to consult with either a law enforcement officer or legal counsel.

Cesar Chavez PCS will notify these groups of incidents of bullying only to the extent allowed by law. Notification will be undertaken solely to ensure that services are provided to victims and bullies and to protect victims from further or sustained victimization. Cesar Chavez PCS will make every effort to protect the confidentiality of those who report bullying incidents.

The Executive Director/designee, is responsible for investigating reports of bullying and can be reached by email or phone provided in the Scholar/Parent Handbook. An investigation of an incident will be initiated no more than one (1) day after the Executive Director/designee 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 Executive Director/designee will interview any involved or relevant parties including alleged victims, bullies, witnesses, staff, parents or guardians.

Retaliation for reporting acts of bullying is expressly prohibited. As a part of the investigation, Cesar Chavez PCS will inform all parties of this policy and investigate reported bullying in as confidential a manner as possible.

Written records of the investigation process should be maintained and may be included in the prevention database to generate a more accurate picture of bullying behaviors at Cesar Chavez PCS. Where necessary, provisions will be made to include the advice of legal counsel.

In investigating an incident of bullying, the Executive Director/designee will seek to ensure that the reported incident is one of victimization, a sign of bullying, rather than of conflict. Thus, when investigating a reported incident, the Executive Director/designee, will attempt to determine, through interviewing the victim, what mechanisms the victim had and has access to for halting the incident that occurred, and preventing future such instances. If the victim reports few or no mechanisms for ending the incident or constructively dealing with future instances, that information will serve as compelling, though not conclusive evidence that the reported incident was an incident of bullying.

The Executive Director/designee, 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 Executive Director or designee determines that an incident of bullying has occurred, they should take the response steps enumerated in Cesar Chavez PCS' *Safety, Order, and Scholar Discipline Policy* to prevent the recurrence of an incident and restore the safety of a victim.

CONSEQUENCES OF BULLYING

Cesar Chavez PCS 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, Cesar Chavez PCS shall ensure that faculty and staff follow 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 scholar involved, and the age and developmental status of the scholar involved.

Responses to incidents of bullying may include, but are not limited to any scholar who is found in violation of the school's Code of Conduct regarding bullying will be subject to disciplinary action. All acts of bullying are considered Level II or III, as per the schools' Code of Conduct - violations and consequences may include:

- Parent/guardian meeting
- Alternative Learning Center (ALC)
- Peer Mediation
- Restorative Circle
- Peer Jury
- Restitution
- School community service/work
- Loss of school privileges and violation of Good Standing
- Ban on participation in school sanctioned activity
- Ban or suspension from Cesar Chavez PCS facilities
- Out-of-school suspension
- Expulsion

Sanctions will be applied within two business days of the determination that an incident of bullying has occurred, unless an appeal of the incident by the bully has been received in that time as described in the Appeals section of this policy. To ensure that single incidents of bullying do not become recurring problems, Cesar Chavez PCS will always refer victims and bullies involved in an incident to services in addition to imposing sanctions on bullies.

Cesar Chavez PCS shall communicate to youth in contact with Cesar Chavez PCS, the consequences that youth can expect for participating in bullying behavior.

Retaliatory behavior in response to a bullying investigation or finding is also prohibited for all employees, volunteers, and youth at Cesar Chavez PCS. Consequences for retaliation may include, but are not limited to the same consequences as for incidents of bullying noted above.

APPEALS

Parties dissatisfied by the outcome of a bullying investigation may appeal the determination of the Executive Director or his/her designee. This appeal should be submitted in writing no later than 30 days after the initial determination. Upon receipt of an appeal, the Executive Director or designee must conduct a secondary investigation within 30 business days of the receipt of an appeal. This 30 day may be extended by up to an additional 15 business days if the Executive Director or designee sets forth in writing the reasons why more time is needed to conduct an investigation. Additionally, upon the receipt of an appeal, the Executive Director or designee must inform the party making the submission of their ability to seek additional redress under the DC Human Rights Act.

PUBLICATION AND CONTACT INFORMATION

This policy will be made available on Cesar Chavez PCS' website and scholar handbook. The policy, and age appropriate versions thereof, will be distributed to youth and parents of youth in contact with Cesar Chavez PCS annually in the Scholar Handbook. Cesar Chavez PCS will emphasize that the policy applies to participation in functions sponsored by Cesar Chavez PCS.

Cesar Chavez PCS is responsible for coordinating the school's bullying prevention efforts. All questions, comments and concerns about the bullying policy and Cesar Chavez PCS' prevention efforts should be able to be directed to:

Attn: Dr. Joshua J. Jackson
Principal
joshua.jackson@chavezschools.org
(202) 983 - 0749

DRESS CODE POLICY

Purpose

Cesar Chavez does not require school uniforms; however, students are expected to dress appropriately for an academic setting. In addition, we encourage our students to freely express themselves as they feel comfortable, and in doing so, we expect that those choices are made mindfully and respectfully. The following guidelines will help when planning your daily outfits:

Prohibited Attire

- Clothing displaying profanity, drugs, alcohol, or tobacco products; violent messages; sexual messages; gang symbols or references; or language that demeans an identifiable person or group are not allowed
- Undergarments must not be visible when walking, sitting or standing.
- Jewelry that is perceived as dangerous, violent or promoting inappropriate themes. Heavy chains, bracelets, and necklaces that have spikes are not allowed to be worn in the building.

Hats and Headgear

- Hats, Hoodies, and Non-religious headgear, including skullcaps and ski masks, are not allowed to be worn in the building.

Shirts

- Midriff shirts, muscle shirts, blouses, or tops that allow skin to be exposed either on the upper torso or the back are not allowed.
Tops with spaghetti straps, tube tops, halter tops, muscle shirts, and colored or white tank tops must be worn as undergarments only. A sweater, shirt, or jacket must be worn over such items at all times.
- No tank tops, low-cut necklines, off-the-shoulder shirts, strapless, or body-tight spandex tops may be worn alone. Shirts must cover the shoulders, back, front, and midriff area.
- Transparent or see-through clothing is not allowed.

Pants:

- Pants must be secure at the waist at all times. Pants may not be worn low so that they show undergarments or skin or look as if they are about to fall off.
- Distress or torn pants are not allowed to be worn.

Shorts, skirts, and dresses:

- Shorts, skirts, and dresses must be at knee length
- Slits in shorts, skirts, and dresses must not extend higher than mid-thigh.

Shoes:

- Closed-toe shoes must be worn at all times. Slides, sandals and open-toe shoes are not allowed.

Policy for Violations of the Dress Code

If a scholar violates the Dress Code Policy, the scholar will be:

- Stopped at the front door and given the option to change his/her clothes.
- Given the option of calling his/her parents/ guardians for a change of clothes to be brought to the school. Students will remain in ISS until they receive a change of clothes.

The parent/guardian of any scholar refusing to follow the dress code policy will be called, and appropriate consequences will occur, including and not limited to a dress code debit, detention, or In-School Suspension.

This policy applies during the school day and at all school-sponsored events, unless otherwise stated.

CELL PHONE POLICY

Cesar Chavez PCS uses instructional technology as one way of supporting our mission to teach the skills, knowledge and behaviors scholars will need as responsible citizens in the global community. Scholars learn collaboration, communication, creativity and critical thinking in a variety of ways throughout the school day. In an effort to be proactive with today's growing social and interactive technology trends, our school is a no-cell phone location zone. This policy supports building scholar's capacity to build social and professional etiquette relating to electronic devices.

Our expectation is that scholars will not use their cell phones while in the building during normal academic hours. Scholars that are experiencing an emergency that requires cell phone communication should connect with a member of the leadership team.

Cell Phone Policy

Scholars are not permitted to have their cell phones at any time in the classroom. Cell phones that are brought into classrooms will be confiscated and held until the end of the day for parent and/or guardian pick up.

In order to support scholar success in the building:

- Cell phones will be collected by school administrators upon morning entry for scholars in lock boxes and held until the end of the day when cell phones are distributed during their last class of their day.
- Scholars that depart early need to connect with their school administrator to receive their phone upon dismissal
- Scholars found to have their cell phones will have cell phones confiscated and held until parental pick-up and/or release.

Scholars that are in violation of this policy may be subject to Level I & Level II consequences. Scholars that have repeated offenses may result in a cell phone contract with parental notification which includes daily confiscation to administrators. See cell phone contract in appendix.

ATTENDANCE POLICIES

Cesar Chavez PCS is committed to providing scholars with a high-quality education. Daily attendance in school is essential for scholar academic success. We strongly request that scholars and their parents make every effort possible to be on time and minimize the number of days they miss school.

All scholars who are five (5) years or older on or before September 30th of the current school year are legally required to attend school each day until they meet High School graduation requirements or turn 18 years old. Scholars must be present for 60% of the school day to be considered present, per DC Code § 38-202.

Cesar Chavez PCS recognizes there are certain days throughout the school year (i.e. upon the completion of commencement) when scholars are not expected to attend. On such days scholars will be considered "present" for reporting purposes.

Scholars who are absent from school are not permitted to:

- Be on school property;
- Participate in school activities;
- Attend school activities and/or after school activities including athletic participation

ABSENCES

EXCUSED ABSENCES

An absence is excused when a scholar (a) has a valid excuse, and (b) provides a written note from a parent/guardian (or doctor) within five (5) days of the absence. All excused absence notes are subject to monitoring and verification. Here are some examples of excused absences:

- Scholar illness. Scholars must provide a doctor's note for absences over three (3) days
- Medical appointments. Scholars are expected to attend school before/after the appointment
- Religious holidays
- Death in the family
- Family emergency, such as house fire, flood, or violence in the home
- Mandatory court appearance
- College or career program visit
- High School visit
- Military and or career program visit
- Failure of DC to provide legally mandated scholar transportation in cases where there is a legal responsibility for DC to provide transportation for the scholar to and from school
- An emergency or other circumstance approved by the Executive Director

If a valid excuse note is not provided within **five (5) days** of the absence, the absence may be considered unexcused.

UNEXCUSED ABSENCES

An absence is unexcused when a scholar fails to attend school without a valid excuse (whether or not they have parent/guardian approval). Some examples of unexcused absences include:

- Lengthy vacations
- Sports camps or outings
- Oversleeping
- Babysitting
- Skipping class
- Employment

ABSENCES IMPACT ON SCHOLARS GRADES

Cesar Chavez PCS believes that consistent attendance is essential for academic success. When scholars miss school without an approved excuse, it directly affects their ability to master course content and demonstrate achievement.

Policy Guidelines:

- Scholars who accumulate **5 or more unexcused absences** in any **single grading period** will receive an **automatic “Incomplete”** for that course. This could be for a specific class period or a full day.
- To remove the “Incomplete,” the scholar must complete an **attendance recovery plan** assigned by the teacher or administrator (e.g., Saturday school, academic intervention, or targeted assignments).
- If the recovery plan is not completed **within 2 weeks** of the grading period's end, the “Incomplete” will convert to a **failing grade**, at the discretion of school leadership.

- Unexcused absences may result in **loss of eligibility** for extracurricular activities, academic honors, and field trips during the affected quarter.

This policy emphasizes accountability and reinforces the importance of being present, prepared, and engaged in the learning process.

DOCUMENTATION OF EXCUSED ABSENCES

When a scholar returns to school after an absence, s/he should bring a note to the Registrar. The note should include the date(s) of the absence, the reason for the absence, and any required documentation. **An original doctor's certificate should be provided for medical appointments scheduled during the school day or absences due to illness totaling three or more days.** Any scholar who is absent 10 or more days, unexcused, is defined as a truant. Cesar Chavez PCS follows the District of Columbia policy for reporting truant scholars to court services or the Child and Family Services Agency (CFSA).

SUPPORTING SCHOOL ATTENDANCE

Families and guardians can help establish consistent and on-time attendance for their scholars.

- Engage with your child about the importance of a good education to their future
- Encourage good sleeping and eating habits
- Work with your child to come up with a consistent morning routine that includes plenty of time to get ready for school
- Leave extra time for transportation issues, like metro delays and traffic
- Make sure your child arrives at school at least fifteen minutes before class starts
- Schedule medical/dental appointments before or after school, where possible

TARDIES/SCHOLAR LATENESS

Classroom instruction and work time is essential for scholar academic success. Arriving at school late is considered tardy. Morning tardiness is inexcusable (unless it meets the requirements of an excused absence). Cesar Chavez PCS scholars who are marked tardy unexcused to any class including first period may be required to make up.

In the event that your child is going to be late or absent, please call ahead to inform the school's front office administrative assistant, even if you have informed your child's teacher(s).

Scholars that arrive after 60% of the academic day is completed will be marked "absent" from school as scholars do not meet the OSSE regulated in-seat time.

EARLY DISMISSAL

Cesar Chavez PCS will honor early dismissal for scholars only after written or verbal notification by a parent/guardian of the scholar, on file, which is verified by a member of our team. A parent/guardian letter that identifies and authorizes another adult to pick up the scholar must be submitted before the scholar will be dismissed early. Cesar Chavez PCS reserves the right to deny an early dismissal. Scholars are expected to pick up work that they are missing and work with their teachers to submit missed assignments.

ATTENDANCE POLICIES AND DISABLED SCHOLARS

Cesar Chavez PCS attendance policies apply to disabled and non-disabled scholars alike; the only exception is when a scholar's absences are directly related to his/her disability. Parents/guardians should contact the Director of Student Support Services for an individualized determination regarding the appropriate documentation to excuse an absence.

ATTENDANCE MONITORING: TRUANCY AND CHRONIC ABSENTEEISM

TRUANCY DEFINED

Truancy is the willful absence from school by a minor (5–18 years of age) with or without parental approval, knowledge, or consent.

A truant is a minor (5–18 years of age) who, without a valid reason and with or without parental knowledge or consent, does not attend school. A truant is defined as any scholar who **accumulates 10 or more unexcused absences** in one school year. Scholars between the ages of 14 and 18 who accumulate 15 or more absences will be referred to DC Court Services for truancy. Scholars under the age of 14 will be reported to CFSA, per District of Columbia policy.

TRUANCY ENFORCEMENT

All uniformed law enforcement officers in the District are responsible for truancy enforcement.

If a truant is picked up by the police, s/he will be transported in a police vehicle to the school.

- Parents/guardians are notified of the scholar's truancy status.
- Parents/guardians and scholars may be required to attend a truancy conference.

ATTENDANCE MONITORING AND CONSEQUENCES OF NON-ATTENDANCE

Cesar Chavez PCS will make every effort to identify scholars with chronic attendance issues, and to work with families to create attendance plans to address those issues. Our goal is that each scholar successfully completes his or her school year with Cesar Chavez PCS, however, as permitted by D.C. law, we reserve the right to un-enroll a scholar who reaches 20 consecutive, unexcused absences. Cesar Chavez PCS will not un-enroll a scholar without first (a) making a good faith attempt to hold at least two (2) attendance meetings, and (b) sending home two (2) attendance letters. Scholars unenrolled due to attendance will be unenrolled as of the last date present at school. In most cases, Cesar Chavez PCS will implement attendance interventions when scholars reach the following unexcused absence thresholds:

TRUANCY PROCEDURES

The intervention process for scholars identified as a “truancy risk” is as follows:

Unexcused Absence Threshold	Cesar Chavez PCS Interventions and Family Support
1	• Parent/guardian notification via phone & email around scholars absences
3 (Consecutive)	• Scholars are flagged at 3 consecutive absences through DeansList for parent communication of attendance concern
3, 5, 10, 15	• Parent/guardian notification via phone or electronic communication
5+ (Consecutive & Non-consecutive Absences)	• Notice of Concern issued • Initiate attendance intervention plan • Parent receives individualized phone call with plan to schedule home visit
7 Unexcused (Consecutive & Non-Consecutive Absences)	• Parent/guardian is contacted to schedule family meeting
10+ (Consecutive & Non-consecutive Absences)	• Attendance Warning Letter issued • Review attendance intervention plan • Referral to <i>Child and Family Services Agency</i> (for scholars ages 5-13), legally mandated

	If 10+ unexcused absences take place in the duration of 1 quarter, the scholar will receive an Incomplete "I" for the quarter, which may result in failing all classes during that quarter.
15+ (Consecutive & Non-consecutive Absences)	- Attendance Warning Letter issued - Review attendance intervention plan - Submit Referral to <i>Court Social Services and Office of Attorney General - Juvenile Division</i> (for scholars ages 14-17)
20 Consecutive Absences	Scholar is un-enrolled from Cesar Chavez PCS

Scholars under fourteen (14) years of age shall be referred by Cesar Chavez PCS to the Child and Family Services Agency (CFSA) and to the Court Social Services no later than two (2) school days after the accrual of ten (10) unexcused absences within the course of one (1) school year.

Scholars age fourteen (14) and over shall be referred by Cesar Chavez PCS to the Court Social Services and to the Office of Attorney General-Juvenile Section no later than two (2) school days after the accrual of ten (10) unexcused absences at any time within one (1) school year.

CHRONIC ABSENTEEISM

At Cesar Chavez PCS, we recognize that regular attendance is essential for academic achievement and overall student success. We are committed to working closely with scholars and their families to ensure consistent attendance and to address any challenges that may arise.

What is Chronic Absenteeism?

In accordance with DC law, a scholar is considered chronically absent when they miss 10% or more of the school year, regardless of whether absences are excused or unexcused. For a typical 180-day school year, this means missing 18 or more days.

Attendance Expectations:

Scholars are expected to attend school every day unless there is a valid reason for absence, such as illness or family emergency. Families are required to:

- Notify the school promptly when a scholar will be absent.
- Provide documentation for excused absences when applicable.

School Support and Intervention:

To support scholars and families in maintaining regular attendance, the school will:

- Monitor attendance daily and identify scholars approaching chronic absenteeism.
- Reach out to families proactively to discuss attendance concerns.
- Offer supports such as attendance improvement plans, counseling, and referrals to community resources.
- Collaborate with families to understand and address barriers to attendance.
- Follow DC truancy prevention laws by involving attendance officers or other authorities when necessary.

Consequences of Chronic Absenteeism:

If chronic absenteeism continues despite support, consequences may include:

- Academic repercussions in line with school policy.

- Required meetings with school leadership.
- Referral to DC attendance enforcement agencies as mandated by law.

Partnership with Families:

We believe that strong communication between families and the school is key to preventing chronic absenteeism. We encourage families to keep an open dialogue with school staff about attendance challenges so that timely support can be provided.

FAMILY ENGAGEMENT

Cesar Chavez PCS recognizes that parent/guardian involvement is vital to achieve maximum educational growth for scholars. In compliance with the No Child Left Behind Act's parental involvement requirements, Cesar Chavez PCS Title I schools shall meet with parents/guardians to provide information regarding their school's participation in the Title I program and its requirements. (Title I funds may be provided for transportation, child care, home visits, or other parental involvement services, as appropriate.)

Throughout the school year families are provided multiple opportunities to participate in their scholar's education, receive updates on their scholar's progress and provide feedback to their school leaders and parent organization about their experiences as a Cesar Chavez PCS family. Cesar Chavez PCS will ensure that such meetings are held annually, at a convenient time, and that all parents/guardians of participating scholars are invited to attend, including parents/guardians with disabilities and/or limited English proficiency. Cesar Chavez PCS will also ensure that translations of key documents and translators for families who do not speak English are provided at family meetings when appropriate. Families shall let school administration know if they are or know of a family in need of these services.

SCHOLAR AND FAMILY COMMUNICATIONS

Cesar Chavez PCS is committed to informing our scholars, parents, and community members about updates, highlights, and day-to-day operations of the school. Our primary methods for communicating with families include:

1. DeansList emails/text messages/robo calls: DeansList is our primary communication method regarding scholar behavior and updates. We ask that all parents have correct documentation on file to receive pertinent information regarding your scholar.
2. Parent & Scholar Email- We ask all parents and guardians to have an email on file with our school to receive important updates
3. Powerschool Auto Calls- Families will receive daily automated phone calls from Chavez in the event of school emergencies, attendance & truancy, and behavior related issues.
4. Monthly Newsletters sent to families via email
5. Social Media Announcements- We recommend that our scholars and parents follow us on Facebook and/or Instagram where we post community highlights and announcements:
 - a. **Instagram:** @Chavezschools
 - b. **Facebook:** <https://www.facebook.com/ChavezSchools/>
 - c. **Twitter:** @ChavezSchools
 - d. **Youtube:** ChavezSchools

If a child enrolls after the school year has begun, parents/guardians the school will make an effort to meet with parent/guardian. The Scholar Handbook is posted on the school's website and all inquiries should be referred to the website.

PARENTAL INVOLVEMENT POLICY

A parental involvement policy shall be developed jointly and agreed upon with parents/guardians of participating scholars. Parents/guardians shall be informed of their right to be involved in the development of the school's parental involvement policy, overall Title I plan, and school-parent compact. Cesar Chavez PCS shall ensure:

- Involvement of parents in the joint development of the **Cesar Chavez PCS** overall Title I plan and the process of school review and improvement.
- Coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve scholar academic achievement and school performance.
- Development of activities that promote the schools' and parents' capacity for strong parent involvement.
- Coordination and integration of parental involvement strategies with appropriate programs, including the requirements of other title programs, as provided by law.
- Involvement of parents in the annual planning, distribution of funds, and evaluation of the content and effectiveness of the policy in improving the academic quality of schools served under Title I.
- Barriers to participation by parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority are identified.
- Findings of annual evaluations are used to design strategies for more effective parental involvement and to revise, if necessary, the requirements of this policy.
- Parents are involved in the activities of schools served under Title I and are provided a flexible number of meetings.
- A minimum of 1 percent of the Title IA allocation will be designated for parental involvement activities. When applicable, a minimum of 95 percent of these reserved funds shall be distributed to the Title I identified schools.

Cesar Chavez PCS' policy shall be adopted by the Cesar Chavez PCS' Board of Trustees, reviewed annually, and updated periodically to meet the changing needs of parents/guardians and the schools. The parental involvement policy will be distributed to parents/guardians of participating scholars in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand. The policy will be made available to the local community as well.

Information and school reports will be provided in a format and language parents/guardians understand. Cesar Chavez PCS shall, to the extent practicable, also provide full opportunities for the participation of parents/guardians:

- with limited English proficiency,
- with disabilities,
- of homeless scholars, and
- Of migrant scholars.

PARENT ORGANIZATION

Cesar Chavez PCS will communicate to parents and scholars about campus information, parent engagement activities, and school events through email, text, phone calls, and handouts. In order to stay informed about campus events, we ask parents to keep up-to-date contact information in our system and participate in the school sponsored text messaging system, Remind App.

Cesar Chavez PCS will conduct the following parent engagement events throughout the year:

- Parent Orientation Nights—takes place prior to the start of the school year and provides important information around the school year.

- Back to School Nights—takes place during Fall and Spring; provides an opportunity for parents and teachers to connect around their scholars' academic and behavior status in classrooms.
- Chat n' Chew—quarterly events where the leadership team and parents can meet to discuss any concerns about the school.
- Honor Roll Assembly—quarterly events to celebrate and honor scholars that have earned honor roll and/or perfect attendance for the academic quarter.
- Family Game Nights— takes place during Fall and Spring; provides an opportunity for families and scholars to bring the whole family to Chavez for family-friendly activities.
- Parent Booster Clubs—organized meetings for parents to support school activities and initiatives around Senior Activities and Athletics

All parents are encouraged to participate in the parent organization activities. Please contact the Family and Community Engagement Coordinator for more information.

Technology

At Cesar Chavez PCS, we are privileged to get to use technology to learn and grow. Because computers and technology are an integral part of learning at our schools, we insist upon the thoughtful use and care of computers and other technology. In order to use Chavez Technology, all scholars are required to read and sign the *Scholar Technology Agreement*.

INTERNET SAFETY POLICY

It is the policy of Cesar Chavez PCS to: (a) prevent school network access to or transmission of inappropriate material via the Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of scholar personal information; (d) provide Internet safety education to scholars and (e) comply with the Federal Communications Commission's Children's Internet Protection Act (CIPA).

Cesar Chavez PCS takes reasonable measures to ensure that scholars do not access material and content that is potentially harmful to minors. As required by CIPA, Cesar Chavez PCS utilizes a technology protection measure ("filter") that blocks access to material that is potentially harmful to minors. The filtering technology blocks Internet content and visual depictions including, but not limited to: pornography, child pornography, sexual acts or conduct, and other obscene material that may be deemed harmful to minors.

Network administrators, supervisors, or other authorized staff may disable technology protection measures for legitimate educational purposes, bona fide research or other lawful purposes. Cesar Chavez PCS may override the technology protection measure for a scholar to access a site with legitimate educational value that is wrongly blocked by the technology protection measure.

Cesar Chavez PCS staff monitor scholar use of the Internet, through either direct supervision, or by monitoring Internet use history, to ensure that network services are used within the context of the school's instructional program, educational goals, and to enforce the *Internet Safety Policy* and *Acceptable Use Policy*. Additionally, the school takes reasonable precautions to prevent unauthorized access ("hacking") to electronic scholar records and information. These precautions may include, but are not limited to: network firewalls, confidential passwords, data encryption, electronic monitoring and physical data security.

Cesar Chavez PCS strives to provide instruction to minors on the topics of Internet Safety and appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response. Internet Safety education topics may include, but are not limited to: online behavior and ethics, social networking safety, chat room safety, cyber-bullying awareness and response and other online privacy and security issues.

Cesar Chavez PCS network and computing systems are for educational use only. The school makes no assurances of any kind, whether expressed or implied, regarding any Internet, network, or electronic communication services. Even with the above provisions, Cesar Chavez PCS cannot guarantee that a scholar or staff member will not gain access to objectionable or inappropriate Internet material.

PERSONAL DEVICE POLICY

Scholars are prohibited from using their personal electronic devices, including, but not limited to, cell phones, laptops, tablets, and e-readers, while at school. Personal devices will not be connected to a school network. Network traffic is routinely monitored and unauthorized access through a personal electronic device is prohibited. Disciplinary action may be taken if a scholar gains or attempts to gain surreptitious access to the network on a personal device.

Cesar Chavez PCS is not responsible for any damaged, lost, or stolen laptop, cell phones, touchpads, iPads, e-readers, headphones or similar devices. It is the scholar's sole responsibility to secure and care for his/her laptop or other electronic device if he/she elects to bring it to school. Additionally, the school does not provide any technical repair services or software for scholar use on personal laptops and is not responsible for any hardware/software issues that develop on personal devices used on school property.

If an electronic device is seen or heard:

- 1st infraction: electronic device will be confiscated and returned to scholar at the end of the day
- 2nd infraction: electronic devices will be confiscated and a parent/guardian must retrieve the device and sign a contract for scholars to turn in the device daily.

Please be advised that Cesar Chavez PCS is not responsible for lost or damaged electronic devices.

SCHOLAR ACCEPTABLE USE POLICY

Cesar Chavez PCS provides technology resources to its scholars for educational purposes. The goal in providing these resources is to further Cesar Chavez PCS mission of providing every scholar with a personalized education program that prepares them to succeed in college and the world of work. These resources include, but are not limited to, hardware, application software and Internet resources.

With access to computers and the Internet comes the potential availability of controversial material that may not be considered to be of educational value in the context of the school setting. Cesar Chavez PCS firmly believes that the value of educational materials and communication tools available online outweigh the possibility that users may obtain material that is not consistent with the educational goals of the school. Proper behavior, as it relates to the use of computers, is no different than proper behavior in all other aspects of the school.

All users are expected to use computers, network(s) and technology resources in a responsible, ethical and polite manner and to treat computers with care. This policy is intended to clarify those expectations as they apply to computer and network usage. Through this, and other policies, it is the intent of Cesar Chavez PCS to comply with the provisions of the Children's Internet Protection Act.

GUIDELINES

Following are guidelines that should be used for all use of technologies:

- Access to computers and the network system is a privilege and should be treated as such by all scholars.
- Technology should be used solely for academic purposes.
- The user is personally responsible for his/her actions in accessing and utilizing the school's technology resources. Scholars are advised never to access, keep, or send anything that they would not want their parents or teachers to see.
- Network traffic and computer use is monitored at Cesar Chavez PCS. Scholars have no expectation of privacy when using school technology resources.

UNACCEPTABLE USE POLICY

The following list, though not covering every situation, specifies some of the conduct that violates the Acceptable Use Policy:

- Using technology resources to discriminate, harass, threaten, or demean individuals or groups
- Accessing or transmitting pornographic or any other inappropriate material
- Creating, sending, or displaying messages that contain inappropriate language or content
- Violating the privacy of other scholars or employees of Cesar Chavez PCS
- Intentional damage to hardware or software, or the creation or distribution of viruses, worms, or other forms of electronic damage
- Unauthorized use of a computer account or distribution of a password
- Altering or attempting to alter any device configuration
- Downloading and/or installing any software including, but not limited to, executable files, games, MP3 files, video files, or zip files
- Using network resources to conduct or participate in any other illegal or inappropriate activities
- Using social media or entertainment websites or applications
- Giving personal information, such as names, addresses, or phone numbers, to anyone over the Internet
- Sharing passwords with other users
- Breaching or attempting to breach any network security features
- Attempting to bypass filtering restrictions through the use of proxy servers or other means
- Connecting or attempting to connect personal devices to the school network
- Violating copyright law
- Plagiarism

LAPTOP CARE

Scholars at Cesar Chavez PCS are granted conditional access to a designated laptop to use for academic purposes. The use of a school laptop is a privilege and can be revoked at any time for failure to follow the Scholar Acceptable Use Policy and/or for failure to appropriately handle and care for school technology resources. The following list, though not covering every situation, specifies some of the conduct that violates the Scholar Laptop Care Policy:

When using a Chavez assigned laptop, a scholar shall

- Use only the laptop assigned to them
- Not open a laptop unless told to do so by a teacher
- Not leave laptop unattended
- Not use headphones unless directed to do so by a teacher
- Return the laptop to location at time designated by a teacher

- Return the laptop before dismissal
- Report damage, loss, or any other problems with a school laptop
- Not remove a laptop from school property
- Not eat or drink near a laptop
- Not take a laptop into a bathroom, cafeteria, or gym
- Not off labels or security tags or marking laptops in any way using markers, stickers, etc.
- Do not store your laptop in a backpack or locker.
- Not place heavy items such as books or binders on top of a laptop
- Not handling a laptop carelessly. Examples of careless handling include, but are not limited to, the following:
 - Carrying a laptop with the screen open
 - Holding or moving a laptop by the screen
 - Forcefully touching a screen with a finger, pen, or pencil
 - Bending a screen back farther than a 90° angle
 - Twisting a laptop screen
 - Using a laptop on a surface that is not hard, flat, or stable
 - Slamming a laptop screen closed
 - Dropping a laptop
 - Carrying a laptop in any way other than with two hands or securely held against the body with one hand.

CONSEQUENCES

Scholars who violate the Acceptable Use Policy or the Laptop Care policy will be subject to disciplinary action, technology restrictions, possible permanent loss of computer and network access, and/or scholar fines to replace and/or repair technology. Any violations of the law will be reported to the proper authorities.

CESAR CHAVEZ PUBLIC CHARTER SCHOOL GRIEVANCE PROCEDURE

Any person who believes that Cesar Chavez Public Charter School for Public Policy (CCPCS) has discriminated on the basis of race, color, national origin, sex, disability, age, religion, marital status, personal appearance, sexual orientation, gender identity or expression, family responsibilities, or political affiliation may submit a complaint as outlined below. The following grievance procedure should be employed to ensure that complaints receive full, equitable and prompt consideration.

1. What May Be Grieved

The CCPCS grievance process should be used to resolve complaints of discrimination and harassment based upon race, color, national origin, sex, disability, age, religion, marital status, personal appearance, sexual orientation, gender identity or expression, family responsibilities, or political affiliation.

Complaints of bullying will be addressed through CCPCS' Bullying Prevention Policy which can be found on our [Public Information](#) page of the website. A copy of the policy can also be requested through CCPCS' Bullying Prevention Coordinator:

Tavar McKenzie-Cole – tavar.mckenzie-cole@chavezschools.org

Complaints of sex-based harassment will be addressed through PCS' Sex-Based Harassment Policy which can be found on our [Public Information](#) page of the website.. A copy of the policy can also be requested through PCS' Title IX Coordinator:

Robert Graham – robert.graham@chavezschools.org

2. Who May Grieve

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

3. Other Remedies

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

4. Informal Grievance

Because most difficulties can be resolved by communicating a concern to someone, individuals are encouraged, but not required, to discuss their concern or complaint promptly and candidly with appropriate school officials.

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

5. Formal Grievance

Within ninety (90) days of encountering the harassment, discrimination, or concern that is the subject of the complaint, a complainant may file a written notice with:

Joshua J. Jackson – joshua.jackson@chavezschools.org

If the complaint is being made against the designated individual above, the complaint can be submitted directly to the Executive Director, Sanjay Mitchell at sanjay.mitchell@chavezschools.org who will designate an appropriate individual to investigate the complaint.

If the complaint is being made against the designated individual above, or you feel that your concern is not being remedied appropriately, the complaint can be submitted directly to the Chavez Schools board chairs at Chavezboardsecretary@chavezschools.org who will designate an appropriate individual to investigate the complaint.

The written notice shall identify the nature of the complaint, the date(s) of occurrence, and the desired result, and shall be signed and dated by the person filing the complaint.

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

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

Within thirty (30) days of receiving the written complaint, PCS will issue a written determination summarizing the course of the investigation, assessing whether the evidence substantiates the complaint made, and identifying the appropriate resolution as necessary. This timeline may be extended for good cause with written notice of any extension being provided to the complainant.

If, as a result of the investigation, it is determined that discrimination or harassment occurred, appropriate corrective and remedial action will be taken.

6. Appeals

If the complainant is not satisfied with PCS' decision, the complainant may appeal in writing to the [Title and Contact Info for individual who will receive appeals] within ten (10) business days of the date of the written decision summarizing the outcome of the investigation. The written appeal must contain all documentation from the initial complaint and the complaint's reasons for appeal.

Within twenty-one (21) business days from receiving the written appeal, PCS will respond in writing to the complainant as to the result of that appeal and the reasons thereof.

7. Prohibition Against Retaliation

PCS pledges that it will not retaliate against any person who files a complaint in accordance with this policy, or any person who participates in proceedings related to this policy.

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

Complainants also have the right to file a complaint 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.

LEGALLY MANDATED NOTICES

EQUAL OPPORTUNITY AND NON-DISCRIMINATION IN EDUCATION POLICY

NON-DISCRIMINATION

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

Scholars, parents and/or guardians having inquiries concerning Cesar Chavez PCS compliance with sexual harassment and or bullying policy implementation, Section 504, ADA, Title VI, Title IX, the Age Act, and/or DC Human Rights Act as they apply to **scholars, employees or third parties** or who wish to file a complaint regarding such compliance should contact: sade.creighton@chavezschools.org who has been designated by Cesar Chavez PCS to coordinate its efforts to comply with the regulations implementing Section 504, ADA, Title VI, Title IX, the Age Act, and the DC Human Rights Act.

Employees found to have engaged in prohibited discrimination will be subject to disciplinary action.

TITLE IX AND NON-DISCRIMINATION STATEMENT

In compliance with Title IX of the Education Amendments of 1972, Cesar Chavez PCS does not discriminate on the basis of sex or age in the employment of, or admission to, any education program or activity.

Cesar Chavez PCS does not discriminate against any person on the basis of race, color, gender, national origin, disability, religion, or age.

Please contact the Title IX Coordinator, any time for filing of complaints:

- robert.graham@chavezschools.org – Robert Graham

DISABILITY DISCRIMINATION INQUIRIES

Scholars, parents, and guardians with inquiries about potential disability discrimination should contact:

Renee Ivey, Director of Student Support Services/504 Coordinator:
Email: renee.ivey@chavezschools.org, 202-369-3283

ALL OTHER DISCRIMINATION INQUIRIES

Scholars, parents, and guardians with inquiries about any other form of potential discrimination should contact:

Dr. Joshua J. Jackson, Principal
Cesar Chavez Public Charter Schools
3701 Hayes Street, NE
Washington, DC 20019

joshua.jackson@chavezschools.org

Mr. Sanjay Mitchell
Cesar Chavez Public Charter Schools
3701 Hayes Street, NE
Washington, DC 20019

sanjay.mitchell@chavezschools.org

OFFICE OF CIVIL RIGHTS

Complainants also have the right to file a complaint with the Office of Civil Rights (OCR) by:

Mailing it to:

Office of Civil Rights, District of Columbia Office
Attention: Director
U.S. Department of Education 400 Maryland
Avenue SW Washington, DC 20202

Faxing it to: (202) 453-6021

Filing it electronically at:

www.ed.gov/ocr/complaintprocess.html

For more information, please contact OCR at:

(202) 453-6020 (voice);
(877) 521-2172 (TDD); or
ocr.dc@ed.gov

NOTIFICATION OF RIGHTS UNDER PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

PPRA affords parents/guardians certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

Consent before scholars are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole, or in part, by a program of the U.S. Department of Education (ED)–

- Political affiliations or beliefs of the scholar or scholar's parent;
- Mental or psychological problems of the scholar or scholar's family;
- Sex behavior or attitudes;
- Illegal, anti-social, self-incriminating, or demeaning behavior;
- Critical appraisals of others with whom respondents have close family relationships;
- Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
- Religious practices, affiliations, or beliefs of the scholar or parents; or
- Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a scholar out of –

- Any other protected information survey, regardless of funding;
- Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a scholar, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
- Activities involving collection, disclosure, or use of personal information obtained from scholars for marketing or to sell or otherwise distribute the information to others.

Inspect, upon request and before administration or use –

- Protected information surveys of scholars;
- Instruments used to collect personal information from scholars for any of the above marketing, sales, or other distribution purposes; and
- Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a scholar who is 18 years old or an emancipated minor under State law.

Cesar Chavez PCS has developed and adopted policies, in consultation with parents/guardians, regarding these rights, as well as arrangements to protect scholar privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Cesar Chavez PCS will directly notify parents/guardians of these policies at least annually at the start of each school year and after any substantive changes. Cesar Chavez PCS will also directly notify, such as through letter sent home, or email, parents of scholars who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent/guardian to opt his or her child out of participation of the specific activity or survey. Cesar Chavez PCS will make this notification to parents/guardians at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents/guardians will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their scholar out of such activities and surveys. Parents/guardians will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education 400 Maryland Avenue, SW
Washington, D.C. 20202-5901

PARENTS RIGHT TO KNOW NOTIFICATION

In accordance with the Every Scholar Succeeds Act of 2015, Cesar Chavez PCS is notifying you that you have the right to request information regarding the professional qualifications of your child's classroom teachers. Cesar Chavez PCS is happy to provide this information to you. At any time, you may ask for the following information:

- Whether the teacher has met qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction for DC Charter Schools;
- You may also ask, at any time, whether your child is being provided services by paraprofessionals and, if so, their qualifications.

EDUCATION OF HOMELESS CHILDREN & YOUTH PROGRAM

EDUCATIONAL RIGHTS PUBLIC NOTICE

The mission of the Education of Homeless Children and Youth Program is to ensure free, appropriate, public educational opportunities for homeless children and youths; to provide technical assistance to schools, shelters and the community; and to heighten awareness of homeless issues. Homeless children and youth should have equal access to the same educational opportunities and services as non-homeless children and youth. In addition, homeless children and youth should have the opportunity to meet the same challenging academic achievement standards to which all scholars are held pursuant to Title X of No Child Left Behind; McKinney-Vento Homeless Assistance Act federal law.

WHAT IS THE DEFINITION OF HOMELESS CHILDREN AND YOUTHS?

- Children and youth who lack a fixed, regular, and adequate nighttime residence; and includes children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations; are living in emergency or transitional shelter (including D.C. transitional housing); are abandoned in hospitals; or are awaiting foster care placement;
- Children and youth who have a primary nighttime residence that is a private or public place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public spaces, abandoned building, substandard housing, bus or train stations, or similar settings;
- Migratory children who qualify as homeless because they are living in circumstances described above; and
- Unaccompanied youth, including youth who are not in the physical custody of a parent or guardian, who qualify as homeless because they live in circumstances described above.

CAN A HOMELESS CHILD ENROLL IN SCHOOL?

Yes. The child may continue enrollment in the school of origin for the duration of homelessness. The school of origin is the one the child attended prior to becoming homeless or the school in which the child was last enrolled. The child may also enroll in the school for the attendance area where he or she is living temporarily. If a dispute arises over school selection or enrollment, the school must immediately enroll the homeless scholar in the school, pending resolution of the dispute. If the local school cannot resolve the dispute, the school must follow the Dispute Resolution Process, not to exceed 15 days. The local school must provide the parent, guardian or unaccompanied youth with a written statement of the school placement decision and the appeal rights.

WHOM SHOULD BE CONTACTED IF A DISPUTE ARISES REGARDING ENROLLING A HOMELESS CHILD OR YOUTH IN SCHOOL OR IF OTHER ASSISTANCE IS NEEDED?

The Education of Homeless Children and Youth Program has been designed to assist children and youth who are experiencing homelessness and their families regarding educational issues. If a homeless child or youth is experiencing difficulty in enrolling in school, please contact the Education of Homeless Children and Youth Office at (202)741-0470. The school's social worker has been designated as the McKinney-Vento coordinator at each campus and should be contacted for any additional assistance or grievances.

WHAT SERVICES ARE PROVIDED BY THE HOMELESS CHILDREN AND YOUTH PROGRAM?

The Homeless Children and Youth Program provides the following services: transportation assistance; dispute resolution; emergency school enrollment assistance; special projects; Homeless Awareness Month; staff development; and interagency collaboration.

In accordance with Federal law and U.S. Department of Agriculture (USDA) policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability.

To file a complaint alleging discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue SW
Washington, DC 20250-9410 or call, toll free, (866) 632-9992 (Voice). TDD users can contact USDA through local relay or the Federal Relay at (800) 877-8339 (TDD) or (866) 377-8642 (relay voice users). USDA is an equal opportunity provider and employer.

Also, the District of Columbia Human Rights Act, approved December 13, 1977 (DC Law 2-38; D.C. Official Code § 2-1402.11 (2006), as amended) states the following:

It shall be an unlawful discriminatory practice to do any of the following acts, wholly or partially for a discriminatory reason based upon the actual or perceived: race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, family responsibilities, genetic information, disability, matriculation, or political affiliation of any individual. To file a complaint alleging discrimination on one of these bases, please contact the District of Columbia's Office of Human Rights at (202) 727-3545.

D.C. Code § 2-1402.11.

FERPA NOTIFICATION OF RIGHTS

The Family Educational Rights and Privacy Act (FERPA) affords parents and scholars who are 18 years of age or older ("eligible scholars") certain rights with respect to the scholar's education records. These rights are:

1. The right to inspect and review the scholar's education records within 45 days after the day Cesar Chavez PCS receives a request for access.

Parents or eligible scholars who wish to inspect their child's or their education records should submit to the Executive Director or admissions coordinator a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible scholar of the time and place where the records may be inspected.

2. The right to request the amendment of the scholar's education records that the parent or eligible scholar believes are inaccurate, misleading, or otherwise in violation of the scholar's privacy rights under FERPA.

Parents or eligible scholars who wish to ask Cesar Chavez PCS to amend their child's or their education record should write to the Executive Director or designee, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible scholar, the school will notify the parent or eligible scholar of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible scholar when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the scholar'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. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or scholar volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, scholar, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school district in which a scholar seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the scholar's enrollment or transfer.

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

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

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

FERPA permits the disclosure of PII from scholars' education records, without consent of the parent or eligible scholar, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible scholar, § 99.32 of the FERPA regulations requires the school to record the disclosure. Directory information is defined here as name, address, telephone listing, participation in officially recognized activities and sports, and dates of attendance. Parents and eligible scholars have a right to inspect and review the record of disclosures. Parent/guardians may opt out of inclusion in directory information in writing to the Executive Director or COO. A school may disclose PII from the education records of a scholar without obtaining prior written consent of the parents or the eligible scholar –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the scholar seeks or intends to enroll, or where the scholar is already enrolled if the disclosure is for purposes related to the scholar's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible scholar's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the scholar has applied or which the scholar has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the scholar whose records were released, subject to § 99.38. (§ 99.31(a)(5))

- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer scholar aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31 (a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31 (a)(7))
- To parents of an eligible scholar if the scholar is a dependent for IRS tax purposes. (§ 99.31 (a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31 (a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31 (a)(10))
- Information the school has designated as "directory information" if applicable requirements under § 99.37 are met. (§ 99.31 (a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a scholar's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the scholar in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

FORMAL ACKNOWLEDGEMENT of School Year 2026-2027 SCHOLAR HANDBOOK RECEIPT AND REVIEW

We, the undersigned, understand that this handbook contains important information for parents, guardians and scholars. We acknowledge that we have received a copy of the 2026-2027 Cesar Chavez Public Charter School handbook. We are aware that this handbook contains information and policies for our review. We also understand that our signatures indicate that we have had the opportunity to speak with a Chavez administrator about the policies and ask any questions we might have and agree to adhere to the rules, policies and expectations outlined within.

1.) Scholar and Parent/Guardian review handbook.

2.) Scholar and Parent/Guardian sign handbook acknowledgement below.

DATE: _____

NAME OF SCHOLAR _____

SIGNATURE of SCHOLAR _____

NAME OF PARENT/LEGAL _____

SIGNATURE OF PARENT/LEGAL GUARDIAN _____

APPENDIX

Included:

School Calendar

Formal Complaint Form

Grade Appeal form

Transfer Credit Worksheet

Acceptable Use Policy

IEP Certificate of Completion Policy

CELL PHONE CONTRACT (HS)

Senior Activities Contract

ATHLETE CONTRACT

CODE OF CONDUCT DEFINITIONS

Chavez Schools 2026/27 Calendar

August 2026						
	Mo	Tu	We	Th	Fr	
	3	4	5	6	7	
	10 - PD	11 - PD	12 - PD	13 - PD	14 - PD	
	17 - PD	18 - PD	19 - PD	20 - PD	21 - PD	
	24 - 1/2 Day	25	26	27	28	5
	31					1

Month Quarter Semest Year
6 6 6 6

September 2026						
	Mo	Tu	We	Th	Fr	
1/3 Day PD		1	2 - 1/2 Day	3	4	4
	7 - HOL	8	9	10	11	4
FALL MAP	14	15	16	17	18	5
Open House	21	22	23 - 1/2 Day	24	25	5
	28	29	30			3

Month Quarter Semest Year
21 27 27 27

October 2026						
	Mo	Tu	We	Th	Fr	
				1	2	2
	5	6	7	8	9	5
SAT/P SAT	12 - HOL	13	14 - 1/2 Day	15	16	4
	19	20	21	22 - E/Q1	23 - GRD	4
	26	27	28	29	30	5

Month Quarter Semest Year
20 42 47 47

November 2026						
	Mo	Tu	We	Th	Fr	
	2 - Well	3 - N/S	4	5	6	3
	9	10	11 - HOL	12	13	4
Q1 PTC	16	17	18 - 1/2 Day	19	20	5
	23 - Virtual	24 - Virtual	25 - N/S	26 - HOL	27 - N/S	2
	30					1

Month Quarter Semest Year
15 15 62 62

December 2026						
	Mo	Tu	We	Th	Fr	
		1	2	3	4	4
Winter MAP	7	8	9	10	11	5
	14	15	16	17	18	5
	21 - N/S	22 - N/S	23 - N/S	24 - N/S	25 - HOL	0
	28 - N/S	29 - N/S	30 - N/S	31 - N/S		0

Month Quarter Semest Year
14 29 76 76

January 2027						
	Mo	Tu	We	Th	Fr	
					1 - HOL	0
	4 - ASync	5	6	7	8	5
	11	12	13	14	15	5
	18 - HOL	19	20	21	22	4
1	25 - E/Q2	26 - GRD	27	28	29	3

Month Quarter 2 Sem. 1 Year
18 49 91 94

February 2027						
	Mo	Tu	We	Th	Fr	
	1	2	3	4	5	5
Q2 PTC	8	9	10 - 1/2 Day	11 - PD	12 - Well	3
	15 - HOL	16	17	18	19	4
	22	23	24	25	26	5

Month Quarter Semest Year
17 20 20 111

March 2027						
	Mo	Tu	We	Th	Fr	
	1	2	3	4	5	5
	8	9	10	11	12	5
SPRING SAT	15	16	17 - 1/2 Day	18	19	5
	22	23	24	25	26	0
Spring MAP	29	30	31 - 1/2 Service			3

Month Quarter Semest Year
18 38 38 129

April 2027						
	Mo	Tu	We	Th	Fr	
				1	2	2
	5	6	7	8	9	5
	12	13	14 - E/Q3	15 - GRD	16 - HOL	3
Q3 PTC	19	20	21 - 1/2 Day	22	23	5
MS SBAC	26	27	28	29	30	5

Month Quarter 3 Semest Year
20 48 58 149

May 2027						
	Mo	Tu	We	Th	Fr	
MS SBAC	3	4	5	6	7	5
HS SBAC	10	11	12	13	14 - Well	4
HS SBAC	17	18	19	20	21	5
Final Exam E-11	24	25	26	27	28	5
	31 - HOL					0

Month Quarter Semest Year
19 29 77 166

June 2027						
	Mo	Tu	We	Th	Fr	
CAPIC- sional/ FELLO WSHIP		1	2	3	4	4
	7	8	9	10	11	5
	14	15	16	17 - L Day	18 - HOL	4
	21	22	23	24	25	
	28	29	30			

Month Quarter 4 Sem. 2 Year
13 42 90 161

July 2027						
	Mo	Tu	We	Th	Fr	
				1	2	
	5	6	7	8	9	
	12	13	14	15	16	
	19	20	21	22	23	
	26	27	28	29	30	



FORMAL COMPLAINT FORM

To be completed by the complainant:

Name:	Phone:
Address:	City, State, ZIP
Email Address:	Cell Phone:
Student:	Student Date of Birth:
School:	Grade:
Please state the nature of your complaint (attach additional sheets if necessary):	
Please state the resolution requested (attach additional sheets if necessary):	
Signature of Complainant: Date:	
Level I: Administrative Disposition – To be completed by the Executive Directors and/or designee: Date Received: ____ Date Contact: ____ Initials: ____ Action on Complaint: Signature: _____	

If you wish to request a review of the resolution offered by the Executive Directors and/or designee: you may do so by forwarding this form with a note explaining your reason for disagreement with the decision to the Executive Director.

Level II: To be completed by Executive Director/designee

Date Received: ____ Date Contact: ____ Initials: ____

Action on Complaint:

Signature: _____



GRADE APPEAL FORM

Student Name: _____ Grade: _____
Date: _____ Quarter: _____ School Year: _____
Class: _____ Semester or Year-Long? _____
of Absences: Excused _____ Unexcused _____

Appeal is based on (Check all that apply): ____ Attendance ____ Grade Dispute ____ Other

List of missing/disputed grades:

Assignment	Date

Explanation of Appeal: Please provide a basis for your appeal. Please attach any supporting documentation

For School Use Only:

Circle: Request is Approved Not-approved

Signature of Academic Leader or Designee



TRANSFER CREDIT WORKSHEET

Scholar Name: _____ Current Grade: _____

Previous School: _____

Type of Credit for which approval is sought : (circle all that apply):

- Home School
- High School Credit Received for Lower School Course
- International
- Non-Descriptive Course
- CLCP Designation
- Lab Science
- Other: _____

Please indicate the name(s) of courses for which approval is sought and the credit category:

Course Name, Prior Grade/Credits	Credit type (Requirement Area

Please attach a copy of the scholar's transcript and (if available) a course description for the course (from the child's previous school). For homeschool students, please attach their portfolio materials and other required documents required for admitting students from a homeschool setting.

Additional Information:

Person Completing form: _____ Date: _____

Role of Person Completing form: _____

Principal/Registrar/Counselor Signature: _____ Date: _____

Transfer Credit Worksheet (cont.)
For use by school

Date Request Received:

Request has been:

- Approved: Credit Value Awarded and Type of Credit:
- Denied: Explanation:
- More Information is Needed:

Signature of school designee: _____ Date: _____

Role of school designee signing form: _____

Date course (if approved) is added to the approved credits list? ___ or N/A Initials _____

This form, once a decision has been made, must be kept in the scholar's record.



STUDENT ACCEPTABLE USE POLICY AGREEMENT

I have read and agree to abide by the Chavez Schools Student Acceptable Use Policy. I acknowledge that I am responsible for my actions while using Chavez Schools' information technology resources. I understand that my online activities will be monitored at school and limited according to Chavez Internet Policies at home while using a school device, and that any violation of this policy may result in the permanent loss of computer privileges and network access, as well as school discipline and/or appropriate legal action.

Printed Name of Student: _____

Student Signature: _____ Date: _____

For students under the age of 18, a parent or guardian must also sign this agreement.

I have read and agree that my child must abide by the Chavez Schools Student Acceptable Use Policy. I acknowledge that my child is responsible for his/her actions while using Chavez School's information technology resources. I understand that my child's online activities will be monitored at school, and limited according to Chavez Internet Policies at home while using a school device,, and that any violation of this policy may result in the permanent loss of computer privileges and network access, as well as school discipline and/or appropriate legal action.

Printed Name of Parent or Guardian: _____

Signature of Parent or Guardian: _____ Date: _____

IEP CERTIFICATE OF COMPLETION POLICY

An IEP Certificate of Completion is an alternative to a regular High School Diploma, which is available to students based on an IEP team decision that a regular High School Diploma course of study is not appropriate, and an IEP Certificate of Completion is the best course of study to provide access to a Free Appropriate Public Education (FAPE).

Considerations for Decisions Regarding an IEP Certificate of Completion

An IEP team's decision to change a student's course of study from a Diploma to an IEP Certificate of Completion must be based on student-level performance data and documentation. Students are considered on an individual basis for an IEP Certificate of Completion course of study if the student meets criteria for DC Alternate Assessment participation, which includes:

- The student has a significant cognitive disability;
- The student is learning content derived from and linked to the Common Core State Standards (CCSS) instead of a standard general education curriculum based on grade level CCSS; and
- The student requires extensive direct individualized instruction and substantial support to achieve measurable gains.

Notification of an IEP Certificate of Completion Decision

Under applicable DC Regulations, Cesar Chavez PCS must provide the following information when a student is placed on an IEP Certificate of Completion course of study as the result of an IEP team decision:

- Written notification that the IEP team has determined the student will be placed on an IEP Certificate of Completion course of study,
- Accessible information about the differences between a regular high school diploma and an IEP Certificate of Completion, and
- Annual progress reports that include completed coursework and a clear indication that the student is on an IEP Certificate of Completion course of study.

Difference Between a High School Diploma and an IEP Certificate of Completion

A High School Diploma indicates that a student has met all requirements for High School graduation and completed a comprehensive course of study totaling 24 credits, which includes specific Foreign Language, Arts, and elective requirements. Students who earn a High School Diploma are able to apply to colleges and universities, apply for federal financial aid, enlist in the United States Military, and apply for employment that requires a High School Diploma.

Students who earn an IEP Certificate of Completion do not complete all of the requirements for graduation with a Diploma. They may have more limited post-secondary educational options, as the majority of four- year colleges require a standard high school diploma. Students who earn an IEP Certificate of Completion are not eligible for federal student aid for college, and cannot join the United States Military.

Requirements for an IEP Certificate of Completion

In order for a student to earn an IEP Certificate of Completion, the student must meet the following requirements:

1. Minimum curricular requirements

- Four (4) units of English Language Arts
- Four (4) units of Mathematics
- Four (4) units of Life Science/Physical Science, and
- Four (4) units of History/Social Studies

2. Community Service Hours

A student is required to complete 15 community service hours each year of attendance for a total of 60 hours in order to qualify for a Certificate of Completion. This decision should be made by the IEP team during the first year the IEP team agrees to an IEP Certificate of Completion, but the decision may be reviewed and revised annually in conjunction with the student's annual IEP review and graduation planning. Cesar Chavez PCS cautions against waiting until the student's final year of schooling to add or

increase community service hour requirements, in order to ensure students have sufficient time to complete hours.

3. Completion of IEP Goals

A student must complete all IEP goals as determined by each student's IEP team. In the absence of a specific agreement by the IEP team, Cesar Chavez PCS will expect that all Secondary Transition goals

related to Employment and Independent Living are marked as mastered, indicating the student has achieved established skill goals in these areas.

Students Who Cannot Pursue an IEP Certificate of Completion

A student is not eligible to pursue an IEP Certificate of Completion if:

- The student is five (5) credits or fewer away from earning a regular high school diploma;
- The student has satisfactorily completed all coursework required to earn a regular high school diploma, but has not met requirements related to community service hours; or
- The student has the ability to earn a regular high school diploma by age twenty- two (22).

Eligibility to Receive a Free Appropriate Public Education until Age 22

Cesar Chavez PCS will make a Free Appropriate Public Education (FAPE) available to a student who earns an IEP Certificate of Completion until the end of the school year in which the student turns twenty-two (22) years old. If a student earns an IEP Certificate of Completion prior to the school year in which the student turns twenty-two years old, Cesar Chavez PCS will inform the student in writing that the student remains eligible to receive FAPE through the end of the school year in which the child turns twenty-two (22) years old. If a student withdraws from Cesar Chavez PCS after receiving an IEP Certificate of Completion, but before turning twenty-two years old, and then wishes to resume educational programming, the student will need to enroll in a District of Columbia Local Education Agency (LEA). The student may need to enroll in an LEA other than Cesar Chavez PCS to access educational services if enrollment at Cesar Chavez PCS is not an option.



CELL PHONE CONTRACT

The Chavez Schools mission is to prepare scholars to succeed in competitive colleges and to empower them to use public policy to create a just, free and equal world. The Chavez community is committed to making sure that our scholars are prepared academically and behaviorally by living out our core values and adhering to policies and community guidelines listed in our student handbook. _____ has been issued this cell phone contract due to numerous cell phone violations this year. This contract is an agreement that I, _____ will abide by all Cesar Chavez rules and policies as described in the Student Handbook. I, _____ agree that if I am unable to honor this preliminary Cellphone contract in its entirety throughout the listed time frame _____ that I will be placed on an extensive cellphone contract effective immediately until further notice.

I promise my teachers, my parent(s)/guardian(s), and myself to honor this contract. I realize that violation of this contract by me will result in strict disciplinary actions.

As a result of my actions, the following actions will occur for the length of time designated below.

- ☐ **Offense 1: Conference and parent communication**
- ☐ **Offense 2: Conference and Class Contract: Turn in cell phone to Grade-Level Administrator/Culture Team Leader Daily for 1 class period**
- ☐ **Offense 3: Turn in Cell Phone to Grade-Level Administrator/Culture Team daily for 1 week**
- ☐ **Offense 4: Turn in Cell Phone to Grade-Level Administrator/Culture Team daily for 1 week and 1 hour of Community Service**
- ☐ **Offense 5: Turn in Cell Phone to Grade-Level Administrator/Culture Team daily for 1 week and 5 hours of community service**

I understand that parental contact will be made at each step within the disciplinary process. I have read and understand the Preliminary Behavior Contract between Chavez Schools and myself.

Student Name _____ Signature _____

Parent Name _____ Signature _____

Chavez Staff Name _____ Signature _____

Duration:

Date Contract Begins: ____/____/____

Date Contract Ends: ____/____/____

CODE OF CONDUCT DEFINITION LIBRARY

Purpose

This library defines terms used in the Cesar Chavez PCS Code of Conduct. It is designed to help scholars, families, and staff understand how behaviors are identified and classified. The category listed is the usual category. The final classification may change depending on the seriousness of the conduct, intent, impact, repetition, safety risk, and whether another school policy applies. When more than one definition could apply, the school will generally use the most specific definition. Understanding why a behavior occurred helps the school determine the right support, but it does not remove responsibility for the behavior or its impact.

Term	Usual Category	Definition and Important Distinctions	Social Skills That May Need Reteaching
Being Out of Assigned Area	Category I; Category II when repeated	Being in a school location other than the place where the scholar is scheduled or directed to be, without permission. Examples include being in another hallway, classroom, stairwell, bathroom, cafeteria, or common area during an assigned class or activity.	Following schedules; time management; using passes correctly; communicating needs; reporting to assigned locations
Bodily Injury	Legal threshold usually connected to Category III	Physical harm to a person's body, even when temporary. This may include physical pain, cuts, bruises, swelling, burns, scrapes, illness, or temporary loss or reduced use of a body part. Bodily injury does not automatically determine the consequence; the school must still review the full circumstances.	Keeping hands and body safe; emotional regulation; respecting physical boundaries; seeking adult help; repairing harm

Bullying	Category III; Category IV when severe	Severe, repeated, or ongoing physical, verbal, written, or electronic behavior that creates a meaningful power imbalance and substantially affects another scholar's safety, health, attendance, academic performance, or ability to participate in school. Power may come from size, strength, age, popularity, group size, access to information, disability, or another vulnerability. Bullying is different from ordinary peer conflict.	Empathy; responsible use of power; respecting boundaries; digital citizenship; bystander responsibility; stopping when asked
Coercion	Category III	Using pressure, threats, manipulation, fear, or power to make another person do something they do not freely choose to do.	Respecting consent; accepting "no"; ethical leadership; appropriate communication; respecting boundaries
Credible Threat	Category III or IV	A threat that appears serious enough to require immediate safety review. Factors may include a plan, target, time, place, access to a weapon, steps already taken, repeated statements, or details that make the threat appear more likely. A designated school administrator or safety team determines credibility.	Crisis communication; emotional regulation; conflict resolution; help-seeking; safe expression of anger; safety planning

Dangerous Item	Category III	An object or substance that can reasonably cause injury, fear, fire, poisoning, or another serious safety risk. An ordinary object may become a dangerous item when it is carried, displayed, threatened, or used in an unsafe way.	Safety awareness; responsible choices; reporting dangerous items; resisting peer pressure; conflict resolution
Defiance	Not used as a stand-alone infraction	A broad and subjective term that may refer to disagreement, refusal, disrespect, or noncompliance. Staff should identify the specific observable behavior instead, such as failure to follow directions, persistent noncompliance, disrespect, disruption, or insubordination. A scholar should not be disciplined simply for asking questions, showing frustration, or disagreeing respectfully.	Depends on the specific behavior identified
Discriminatory Conduct	Category III; Category IV when severe	Verbal, written, electronic, physical, or visual behavior that targets a person because of an actual or perceived protected characteristic, including race, color, religion, national origin, sex, sexual orientation, gender identity or expression, disability, age, family status, place of residence, political affiliation, or another characteristic protected by law or school policy.	Respect for human dignity; cultural awareness; perspective-taking; recognizing bias; inclusive communication; repairing identity-based harm

Disrespect	Category I; Category II when repeated or escalated	Verbal, written, electronic, or nonverbal behavior that violates expectations for appropriate communication but does not meet the definition of gross disrespect, harassment, bullying, threat, or assault. Examples may include rude or dismissive comments, mocking language, repeated interruption, inappropriate tone or gestures, or nonthreatening comments intended to annoy or embarrass. Respectful disagreement, appropriate self-advocacy, or asking why a decision was made are not disrespect.	Communicating disagreement; managing frustration; listening; appropriate tone and word choice; responding to correction; repairing relationships
Disruption	Category I	Behavior that interrupts learning, instruction, a school activity, or the ability of others to participate. Examples may include repeated calling out, excessive noise, distracting movement, repeated interruption, or engaging peers in off-task behavior. A brief distraction that is corrected quickly is not ordinarily a formal infraction.	Self-monitoring; impulse control; turn-taking; active listening; reading the room; appropriate participation

Drug or Alcohol Violation	Category III; Category IV when severe danger or distribution is involved	Possessing, using, selling, distributing, sharing, or representing a substance as alcohol, a controlled substance, an illegal or imitation drug, a synthetic drug, an unauthorized medication, an intoxicating substance, or drug paraphernalia. Medication outside the school's approved medication procedures may also be a violation.	Resisting peer pressure; health and safety decision-making; coping skills; asking for help; understanding substance risks
Extortion	Category III; Category IV when severe threats or violence occur	Using threats, intimidation, pressure, force, or misuse of power to make another person give up money, property, food, account access, services, information, or another benefit.	Respecting property; requesting needs appropriately; responsible use of power; empathy; recognizing coercion; restitution
Failure to Follow Directions	Category I	Not beginning or completing a reasonable, clearly stated direction given by an authorized staff member. The direction must be connected to learning, safety, supervision, school expectations, or normal school operations. Asking for clarification, requesting support, or being unable to complete a task because of a documented need does not automatically constitute failure to follow directions.	Listening; asking clarifying questions; beginning tasks; requesting help; responding to feedback; following routines

Fighting	Category III; Category IV when serious injury or severe violence occurs	A physical conflict in which two or more people use physical force against each other in a way that causes or could cause injury. Fighting may include exchanging punches, kicks, blows, tackling, wrestling during a conflict, or joining an existing fight. The school will review initiation, attempts to disengage, self-defense, and the amount of force used.	De-escalation; conflict resolution; walking away; seeking adult support; impulse control; responding to provocation
Gross Disrespect	Category II or III depending on the conduct	A serious violation of communication and social expectations involving targeted threats, discriminatory or identity-based slurs, sexually degrading language or gestures, spitting, severe personal attacks, targeted humiliation, or continued intimidation after a clear direction to stop. The specific behavior determines the category and may also be classified as a threat, harassment, discriminatory conduct, or physical aggression.	Managing anger; communicating disagreement; respecting boundaries; preserving dignity; responding to correction; repairing serious harm
Harassment	Category III; Category IV when severe	Unwelcome verbal, written, electronic, physical, or visual behavior that targets a person and is serious, repeated, or harmful enough to interfere with safety, education, participation, or well-being. Not every disagreement, rude comment, or peer conflict is harassment.	Respecting boundaries; accepting requests to stop; empathy; responsible digital communication; handling rejection; conflict resolution

Hazing	Category III; Category IV when severe harm occurs	Requiring, encouraging, or pressuring someone to participate in humiliating, degrading, dangerous, painful, or harmful behavior in order to join a group, remain in a group, gain status, prove loyalty, or be accepted. Hazing may occur even when the affected person appears to agree.	Ethical leadership; respecting consent; resisting group pressure; creating belonging without harm; bystander responsibility
Horseplay	Category I; Category II or III when repeated or unsafe	Playful physical behavior that is unsafe or disruptive but is not intended as a fight or attack. Examples may include play wrestling, chasing, playful pushing, grabbing belongings, mock fighting, or throwing objects as a joke. It becomes more serious when someone is injured, an object is used dangerously, the conduct continues after redirection, or the behavior becomes an actual conflict.	Respecting physical boundaries; recognizing unsafe play; reading others' comfort; stopping when directed; impulse control
Inappropriate or Offensive Gesture	Category I; may become Category II or III depending on content	A nonverbal action that is rude, insulting, or inappropriate but is not sexual, discriminatory, threatening, harassing, or physically invasive. A facial expression alone, including eye-rolling, is not automatically an infraction unless it is part of observable disruptive or targeted behavior.	Nonverbal communication; managing frustration; recognizing impact; communicating disagreement; impulse control

Insubordination	Category II; Category III when safety or major disruption is involved	A deliberate and sustained refusal to follow a reasonable, clearly communicated direction after the scholar understands the direction, receives reasonable time and support, and has an opportunity to comply. The refusal must also substantially interfere with instruction, supervision, school operations, or safety. Respectful disagreement, asking why, requesting help, delayed compliance, or requesting a break do not constitute insubordination by themselves.	Receiving correction; disagreeing appropriately; requesting clarification; managing frustration; making choices within boundaries
Intimidation	Category III; Category IV when severe	Behavior intended to make another person feel afraid, pressured, controlled, or unsafe. Examples may include cornering someone, following someone in a threatening manner, using group size or reputation to create fear, pressuring someone not to report, or repeatedly approaching someone after being told to stop.	Respecting boundaries; using influence responsibly; communicating without coercion; accepting "no"; perspective-taking; repairing trust
Leaving Class Without Permission	Category I; Category II when repeated	Exiting an assigned classroom or instructional space without authorization while remaining inside the school building. This does not include using an approved pass, following an accommodation, responding to an emergency, or leaving an immediate danger to report to a safe adult.	Requesting a break; asking permission; communicating distress; using passes correctly; returning after a reset

Leaving the Building or School Grounds	Category III	Exiting the school building, school property, or a school-sponsored activity without permission or approved dismissal. This is more serious than leaving class because the school may no longer be able to supervise or protect the scholar.	Communicating urgent needs; requesting assistance; using dismissal procedures; safety awareness; accepting support
Noncompliance	Category I; Category II when repeated	Not following an established expectation, routine, or reasonable direction. Because this is a broad term, the school should use a more specific definition when possible, such as failure to follow directions, inappropriate device use, leaving class without permission, or being out of assigned area.	Following routines; responding to reminders; receiving correction; asking for support; responsible decision-making
Peer Conflict	Not automatically a Code of Conduct infraction	A disagreement or struggle between people who have relatively equal ability to participate, respond, and seek help. Peer conflict may involve arguing, jealousy, friendship concerns, or mutual name-calling. It may still include another infraction, but it is not automatically bullying.	Perspective-taking; communication; compromise; problem-solving; emotional regulation; mediation

Persistent Noncompliance	Category II	Continuing to refuse or avoid a reasonable direction or established expectation after the expectation is clear, the scholar has shown understanding, reasonable time has been provided, and appropriate support, choices, or clarification have been offered.	Accepting feedback; managing frustration; communicating disagreement; choosing from acceptable options; problem-solving
Physical Aggression	Category III; Category IV when serious injury occurs	Intentional or reckless physical behavior directed at another person that causes, attempts to cause, or threatens bodily injury. Examples may include pushing, hitting, kicking, slapping, grabbing, tackling, throwing an object at someone, or attempting to attack. Physical aggression may occur even when the other person does not fight back.	Emotional regulation; keeping hands and body safe; recognizing escalation; setting verbal boundaries; seeking adult help
Profanity	Category I; Category II or III depending on use	Language is generally considered vulgar, obscene, or inappropriate for school. Profanity is usually Category I when it is used in general conversation or directed at a situation. It becomes more serious when directed at a person as an attack, used repeatedly after redirection, or used as part of a threat, slur, sexual degradation, bullying, harassment, or gross disrespect.	Managing frustration; school-appropriate language; expressing strong emotions; code-switching; repairing communication

Property Damage	Category II or III; Category IV when tied to severe danger	Intentionally or recklessly breaking, destroying, permanently marking, altering, or causing another person to lose the use of school or personal property. Classification considers cost, intent, safety risk, operational disruption, and whether the property was targeted to threaten, harass, or discriminate.	Managing anger; caring for shared spaces; accountability; restitution; respecting belongings; problem-solving
Property Misuse	Category I or II	Using school or personal property in an unauthorized, careless, unsafe, or inappropriate way without causing meaningful damage. Property misuse becomes property damage when it causes destruction, loss of function, permanent marking, or repair costs.	Respecting shared property; asking permission; safe use of materials; caring for community resources
Retaliation	Category III; Category IV when severe	Taking or threatening harmful action against someone because that person reported a concern, participated in an investigation, supported another person's report, provided information, or refused to participate in misconduct.	Accepting accountability; managing anger; respecting the reporting process; using grievance procedures; conflict resolution

Self-Defense	Not an infraction by itself	Using only the amount of physical force reasonably necessary to protect oneself or another person from an immediate physical attack. Self-defense generally requires that the scholar faced an immediate threat, could not safely disengage, used only necessary force, and stopped when the danger ended. Retaliation after the danger has passed is not self-defense.	Recognizing when danger has ended; leaving safely; seeking adult help; de-escalation; reporting concerns
Serious Bodily Injury	Category IV	Physical harm that creates a substantial risk of death or causes extreme physical pain, serious or lasting disfigurement, loss or long-term impairment of a body part or function, or another serious medical emergency.	Intensive safety planning; violence prevention; emotional regulation; crisis intervention; accountability for severe harm
Serious Emotional Distress	Legal threshold usually connected to Category III or IV	A significant emotional or psychological impact that is more than ordinary frustration, embarrassment, anger, sadness, or discomfort. It may substantially affect mental health, attendance, academic performance, participation, or emotional safety. Staff should document observable evidence and should not make a clinical diagnosis.	Empathy; respecting boundaries; recognizing emotional impact; stopping harmful behavior; responsible communication

Sexual Harassment	Category III; Category IV when severe	Unwelcome sexual conduct that is serious, repeated, or harmful enough to interfere with a person's safety, education, participation, or equal access to school. It may include unwanted sexual comments, rumors, messages, images, gestures, touching, intimidation, or harassment based on sex, sexual orientation, gender identity, or gender expression.	Consent; respecting boundaries; understanding unwelcome conduct; stopping when asked; digital responsibility; managing rejection
Sexual Misconduct	Category III; Category IV when severe	Sexual behavior that violates school expectations, another person's boundaries, or school safety. Examples may include sexual comments or gestures, displaying sexual material, exposure, unwanted touching, sexual pressure, or recording or sharing sexual images. Allegations may also be reviewed under Title IX, sexual harassment, safety, and mandated-reporting procedures.	Consent; physical and emotional boundaries; recognizing discomfort; accepting "no"; privacy; digital safety
Significant Disruption	Category III	Behavior that seriously interferes with instruction, school operations, safety procedures, supervision, or the ability of many people to participate in school. Examples may include causing an evacuation, preventing instruction for a substantial period, organizing a large disturbance, interfering with emergency procedures, or disrupting multiple classrooms.	Understanding community impact; emotional regulation; leadership; responding to safety directions; seeking help before escalation

Skipping Class	Category I; Category II when repeated	Intentionally failing to report to an assigned class or remaining absent from a substantial portion of the class without permission. Skipping class is different from arriving late, being held by another staff member, going to the wrong room by mistake, or having an excused absence.	Time management; managing avoidance; asking for help; following schedules; taking responsibility for missed learning
Threat	Category III; Category IV when severe	A spoken, written, electronic, physical, or implied message that communicates an intention to cause harm to a person, family member, property, or the school community. A statement may still be treated as a threat even when described as a joke if it creates fear or substantial disruption. All possible threats must be reported for administrative review.	Expressing anger safely; communicating conflict without threats; emotional regulation; understanding impact; de-escalation
Threatening Gesture	Category III	A physical action that reasonably communicates an intention to harm someone or damage property. Examples may include pretending to point or fire a weapon, drawing a finger across the throat, raising a fist while approaching someone aggressively, or displaying an object as though it will be used to harm.	Expressing anger without threats; managing body language; de-escalation; maintaining boundaries; understanding fear and impact

Verbal Altercation	Category II; Category III when threats, slurs, harassment, or serious intimidation occur	A mutual, escalating exchange between two or more people involving yelling, insults, hostile language, arguing, or provocation that disrupts the environment. Calm disagreement, respectful debate, or one isolated rude comment is not a verbal altercation.	Conflict resolution; listening; lowering intensity; disagreeing respectfully; leaving an escalating interaction; requesting mediation
Weapon	Category III or IV	An item designed to cause injury, an item carried or displayed for the purpose of causing injury or fear, or an ordinary object intentionally used or intended to be used as a weapon. Firearms and destructive devices are Category IV. Other items are classified based on the object, intended use, actual use, and danger created.	Safety planning; conflict resolution; resisting peer pressure; reporting concerns; understanding community impact

Policy-Governed Conduct

The following allegations require administrator review and may also require a formal investigation under another section of the handbook:

- Bullying or cyberbullying
- Discriminatory conduct
- Harassment
- Retaliation
- Sexual harassment or sexual misconduct
- Threats
- Drug or alcohol violations
- Weapons or dangerous items

The school's response will follow the applicable investigation, safety, reporting, due-process, disability, and nondiscrimination requirements.

Category Reminder

Category	General Meaning
Category I	Minor behavior usually addressed through classroom intervention, reteaching, reflection, logical responses, and repair
Category II	Repeated or moderate behavior usually requiring additional adult or administrative support
Category III	Serious behavior involving major disruption, threats, aggression, harassment, controlled substances, significant property damage, or actual or threatened harm
Category IV	The most serious behavior, including firearms, destructive devices, arson, severe violence, severe sexual misconduct, or conduct creating a serious and continuing danger