

Achievement First
FAMILY HANDBOOK
2023-2024





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Welcome!

Every day, we're grateful for the opportunity to work with your children. It is our charge to ensure they know they're safe, loved and learning at school, and we are committing to partnering with you to support their academic, social and emotional growth throughout the school year.

The family-school partnership is so important, and we've put together this Handbook as one expression of that partnership. In it, you'll find policies that will help us work together to best support your children. We look forward to working closely with you and your family, to the school year ahead, and to all that your children will do in this school year and beyond!

The Mission of Achievement First

The mission of Achievement First is to deliver on the promise of equal educational opportunity for all of America's children. We believe that all children, regardless of race or economic status, can succeed if they have access to a great education.

Achievement First schools will provide all of our scholars with the academic and character skills they need to graduate from top colleges, to succeed in a competitive world, and to serve as the next generation of leaders for our communities.

Non-Discrimination Statement

Achievement First prohibits discrimination or harassment based on an individual's race, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, veteran status, sexual orientation, gender identity, gender expression, age, sex, or on any other classification protected by law, whether by students, employees, or individuals subject to AF control. For more information on policies regarding discrimination or if you wish to report a complaint, please contact your Director of School Operations.

Commitment to Inclusive Teaching

Achievement First is committed to cultivating an inclusive and welcoming learning environment for all scholars. We intentionally work to select and include material that is reflective of the rich diversity of our communities, aligned with our network values. Scholars and families may not choose to opt out of engaging with any instructional materials other than those specifically permitted by state and federal law. (Rhode Island General Laws § 16-18-22(c))

Attendance

Attendance at school is the most basic requirement for learning. In order for scholars to reach their personal best, they must show up and make their strongest effort at school each and every day. We ask that families ensure that their child is in school. In order to meet the demands of our curriculum, we strongly encourage scholars to be in school as much as possible. While we understand that life happens,

and there are circumstances that are beyond your control, we believe that scholars should aim to complete the school year with fewer than 4 absences. Please note the following important attendance policies:

- ***We do not differentiate between “excused” and “unexcused” absences:*** We commit to structuring every minute of the school day in a way that will benefit your child academically and socially. Any time a student misses a day of school, it has a significant impact on their educational experience. For this reason, any day your child does not attend school will be marked an absence. Regardless of the reason, when a child misses school, the impact on their education is the same: a full day of instruction was missed. We know there will be rare circumstances when scholars will need to miss school due to a serious illness, a death in the family, an emergency beyond the family’s control, or a religious observance, but the child will still be marked absent for the day, although we do take extenuating circumstances into account when considering attendance as a factor in our decision-making. Additionally, for instances in which the school arranges alternative instruction at an alternate site, will not count as absences for the school’s purposes.
- ***Never miss school for appointments or vacation:*** We strongly encourage families to schedule vacations when school is not in session. We ask that appointments, including doctor visits, be scheduled outside of school time. In the case that a scholar has a medical appointment at a time when school is in session, we strongly encourage they start the day at school and return to school after the appointment, rather than missing the entire day of school.
- ***Suspensions count as absences unless the scholar attends alternative instruction:*** If a scholar is suspended from school, they are entitled to alternative instruction as soon as possible (one hour minimum per day at the elementary level, two hour minimum per day at the middle and high school levels). Contact the school as soon as possible upon learning of a suspension in order to schedule alternative instruction at a mutually agreeable time; it may take a full day or more to get alternative instruction logistics set up. If a scholar does not attend this alternative instruction, the suspension will be counted as an absence.
- ***Transportation and Attendance:*** Every scholar should have a back-up plan for getting to school if they miss the bus. Please call the school immediately if your scholar misses the bus so the school knows the situation and can help problem-solve.
- ***Excessive absences:*** If a scholar is absent for 10 consecutive days of school and there has been no successful contact between the family and the school to explain these absences, their seat may be filled with another scholar from the waitlist. The school will meet state requirements for reaching out to families to confirm mandatory school attendance and will follow state requirements for informing appropriate child services agency of excessive absences.
- ***Attendance at after-school events:*** Scholars who are absent from school cannot attend school events, dances, or other school-sponsored activities on the day of the absence, unless the school has given advance permission. Scholars must have attended the classes to be able to attend school events.
- ***The school will track and follow up on scholar absences:*** The school will take attendance daily and will maintain records of all scholar absences. We want a strong and consistent partnership

with our families. This means your scholar's school will maintain reasonable communication with you, should your scholar's absences exceed 7 days. You can expect to be asked to discuss and problem solve barriers with your scholar's school team until their attendance improves.

- **Exams and Quizzes:** If a scholar is absent, they must make up any exams, quizzes, interim assessments, or other tests the day they return.

Tardies & Early Dismissals

Getting to school on time and remaining in school for the entire school day are keys to each child's success – at school and in life. At our schools, learning begins from the moment scholars walk in the door.

Tardiness

Scholars arriving after the start of classes are considered tardy. In cases when a school bus arrives late, those scholars arriving on that bus will not be considered tardy. Five tardies in a year will be counted as one absence.

Early Dismissal

Scholars are expected to stay in school until the end of the day. To maximize learning time and to avoid unnecessary disruptions, we ask that scholars remain in class until dismissal, unless there are exceptional circumstances requiring an early dismissal. If an early dismissal is pre-planned, please notify the school as early as possible. Five early dismissals will be counted as one absence.

Make-Up Work After Absence

After returning from an absence, scholars are expected to complete any missed assignments. Any missed work must be completed in order to receive credit. The time generally allowed to complete this work will be the number of days the scholar was absent, except in the case of an extended illness. For example, if a scholar was absent for one day, then they will have one day to make up for any missed work.

In the event of a planned absence (one that you know about in advance), please notify teachers and the Main Office in advance so they can prepare a packet of work for scholars to complete during the absence.

Homework

Homework is an essential part of the Achievement First educational program: it is designed to reinforce skills taught in the classroom, to help scholars develop a deeper understanding of concepts, and to promote good study habits. **When homework is assigned, it must be completed in full and in accordance with Achievement First's standards for quality work and presentation.**

If a scholar's homework is late, missing, incomplete, or of poor quality, the scholar may earn consequences. For example, the scholar may be required to make up the work after school, or the scholar may be required to complete additional assignments. Parents/guardians may receive a phone call if their child has missed several assignments. **Making sure that your scholar completes their homework is one of the most important ways you can support your child's success!**

After-School Times

It can sometimes be beneficial to a scholar to remain after school, whether for disciplinary purposes, extra help with schoolwork, assistance with a school program, or other reasons. Teachers may request that a scholar stay after school whenever they believe that it will benefit the scholar.

Required After-School Times

Scholars may be required to go to extension, homework support, or academic intervention services after school hours.

Additional after-school or Saturday enrichment programs are privileges, and scholars who do not consistently follow school rules during the regular school day or during after school times may not be allowed to attend moving forward.

The exact times of these programs may change slightly during the school year, and we would notify parents and scholars in the event of such changes. Schools will notify families at least 24 hours in advance of keeping students after school.

Discipline

At Achievement First, our mission is to provide our scholars with both the academic and character skills needed to succeed in college and beyond. As such, school culture and discipline are an important part of what we do every day. We have high expectations for scholar behavior because we believe high standards create a safe, positive, and productive environment for our scholars. To that end, our scholars are expected to adhere to the Achievement First Code of Conduct, which can be found in the **Appendix D**.

Teachers build strong relationships with scholars to challenge them to be their best selves. We use tactics to engage all scholars. We bring joy to the classroom. Teachers celebrate both the academic and character excellence of all scholars throughout the day. This is the basis of a warm-demanding classroom.

At Achievement First, much of the strength of our culture is rooted in the clarity, consistency and rationale guiding our high expectations. Behavior expectations are the same from classroom to classroom.

The path to college starts from Day 1 of Kindergarten. We take pride in sharing the life skills and core values we embody with our scholars. We, and all scholars, also take pride in being our best selves every day. To that end, we will all hold each other accountable to being our best selves.

As necessary, we will make thoughtful modifications and provide additional supports so that our scholars receiving special services have the support (consistent with their IEPs and 504 plans) they need to be successful. Scholars with disabilities, scholars with behavior support plans, and scholars with behavior interventions may have specific adjustments made to ensure these scholars do not receive consequences as a result of their disability.

Using proactive, preventative strategies, we aim to keep all our students in class all day, every day. While we believe deeply in the power of positive reinforcement, we also believe consequences can play an

important part in encouraging scholars to make more positive choices. Moreover, consequences also help us ensure the safety of each individual child as well as the entire school community.

If scholars make poor choices, we employ developmentally appropriate consequences such as loss of privileges (e.g., attendance on a field lesson) or required attendance at after-school Extension. During Extension, scholars may receive additional academic help, practice building skills in the areas in which they struggled to make appropriate choices, write apology letters, talk to a teacher or administrator, or research and/or plan a solution to remedy the impact their behavior had on the school community. Scholars/families are responsible for transportation to/from home.

In the rare instance in which a scholar's behavior requires a suspension, Achievement First staff will work with the scholar, family, and teachers to support this scholar's return to the classroom or the school. Scholars who are suspended are asked to show learning from their actions as part of showing an understanding of the seriousness of their actions and of being welcomed back into the community. Suspended scholars will also be responsible for making up all missed work within an agreed upon timetable.

In case of severe or repeated violations that endanger the welfare of scholars and/or staff, the principal may recommend that a scholar be suspended for a period of time in excess of 10 days ("Long-Term Suspension"). A Long-Term Suspension only takes place after a hearing with the Board of Trustees.

Disciplinary Procedures and Due Process Rights

The discipline policy of Achievement First is an important part of how we build a learning-focused, safe, and positive school environment. However, it is important that we implement these policies in a fair and transparent way. Scholars and their families deserve and are entitled to the due process protections outlined below.

NOTE: *Students who have previously been identified as having one or more disabilities under the IDEA (Individuals with Disabilities Education Act) and/or Section 504 of the Rehabilitation Act may require alternative and/or additional procedures related to discipline. Specific procedures regarding disciplinary action for those students are set forth more fully below in Discipline of Scholars with Special Needs.*

Classroom Removals

A removal occurs when a scholar is removed from the classroom to a designated area as a consequence for severely disrupting learning. Removals can last no more than four (4) hours. Although the goal is to keep scholars in the classroom learning as much as possible, a teacher, staff member, or school leader has the authority to remove a scholar from the classroom when the scholar's behavior poses a continuing danger to scholars or staff or an ongoing threat of disruption to the academic process.

- When a scholar is removed, the teacher must notify the Dean of Students or the Dean's designee at once and send the scholar to a designated area.
- As soon as the child can have a calm conversation, the scholar will have the opportunity for an informal hearing with the Dean or Dean's designee to hear the reasons for the removal and have an opportunity to informally present the scholar's version of the relevant events before the staff

member decides whether to assign additional consequences. We think it is good practice to have an informal hearing, to the greatest extent possible, in connection with each removal.

- The overall goal is to get the scholar back on track and back in class as quickly as possible. In most cases, the scholar will be able to return to class in twenty (20) to sixty (60) minutes. In order to return to class, the scholar may have to complete a reflection form, not be disruptive in the removal area or other classrooms or offices, demonstrate that they are calm and ready to return to class, practice building skills in the areas in which they struggled to make appropriate choices, and have a satisfactory conversation with the Dean or Dean's designee about the behavior and how the scholar is to behave the rest of the day and in the future. In addition, the scholar may be required to have a discussion with and apologize to the relevant teacher or staff member before returning to class.
- The Dean, Principal, or designee will record the amount of time lost from class.
- In cases of major or egregious behavior, the Principal or Dean may decide that the behavior warrants additional consequences that would keep the scholar from returning to class.

In-School Suspensions and Short Term Out-of-School Suspensions

The Principal or a Dean of Students, as a designee of the Principal, also has the authority to issue in-school suspensions (ISS) or a short-term out of school suspension. An ISS involves the scholar attending school but not attending regular classes and lasts between four (4) hours and five (5) days. A short term out-of-school suspension is an out-of-school suspension that lasts from four (4) hours to ten (10) days. Either one can only be issued by the Principal or Dean. When a scholar has engaged in a behavior that could warrant an in-school suspension or a short term out-of-school suspension, the following steps must take place:

- 1) Review the evidence and ensure that the incident giving rise to the suspension is properly documented. (May be done by the principal, dean, or designee.)
- 2) Except in cases where a scholar's behavior poses an immediate threat to the safety of scholars or staff, the Principal or Dean will conduct an informal hearing with the scholar. In this informal hearing, the scholar will hear the reasons for the removal from class and have an opportunity to informally present the scholar's version of the relevant events before the principal, or dean, makes a decision whether to assign in-school suspension.
- 3) After the informal hearing, the Principal or Dean will determine the appropriate consequence and, if they determine that is an in-school suspension or short term out-of-school suspension and the length of suspension. In determining the length of suspension, the Principal or Dean may receive and consider evidence of past disciplinary problems which have led to previous disciplinary actions and the scholar's understanding of the seriousness of their actions. The decision of the Principal or Dean with regard to disciplinary actions up to and including in-school or short term out-of school suspensions shall be final.
- 4) The Principal, Dean, or their designee will make reasonable attempts by telephone to immediately notify the parent/guardian of the suspension, stating the cause(s) leading to the discipline, the length of suspension, and what the scholar must do to return to the school community.
- 5) Within twenty-four (24) hours of issuing the suspension, the Principal, Dean or their designee will send written notification to the parent/guardian to the last address reported on school records (or to a newer address known to the Principal, Dean, or designee) stating the cause(s)

leading to the suspension, the length of suspension, and what steps the scholar needs to complete for a successful re-entry into the school community.

As necessary and appropriate, the school may require that the in-school suspension be served at a different Achievement First school.

Hearing Regarding Short-term Out-of-School Suspension Decisions

When notified about a short-term out-of-school suspension decision, a parent has the right to request an informal conference with the principal and to present the scholar's version of the incident and question the complaining witnesses against the scholar. The school may limit or prohibit questioning of other scholars if there is good reason to do so (*e.g.*, bullying, harassment, or any other situation that might impact the social, emotional, or physical well-being of a scholar). This informal hearing will be scheduled as soon as possible and normally within one (1) school day. The short-term out-of-school suspension will stand while the hearing takes place, although it will be removed from the child's record if the principal, after the informal hearing, believes that the suspension decision was made in error.

Work Completion During Suspension and Documentation of Suspensions

Scholars are responsible for completing academic work missed during the suspension. The completed work will receive full credit if it is submitted by the deadlines in accordance with the school make-up policy. If a scholar does not complete this work, the scholar may face standard academic consequences (*e.g.*, Homework Extension or no academic credit).

Return from In-School Suspension or Short-Term Out-of-School Suspension

We ask all scholars who are suspended to take the following steps before they return to the school or classroom. We believe that the following practices are essential to set up the scholar for success. The length of a longer suspension may be reduced (at the discretion of the principal) if the following are satisfied:

- o The scholar and parent meet with the principal, dean, or dean's designee.
- o The scholar writes a letter of apology of acceptable quality (as deemed by the principal or dean) based on the child's academic level.
- o The scholar presents this letter to Achievement First staff and/or scholars.
- o Scholars who are suspended two or more times may be asked to submit a reasonable and realistic plan for improvement (based on a template / guidance given by the school). This plan must be of acceptable quality, as defined by the principal or dean.
- o The scholar may be asked to meet additional conditions if school staff believe these conditions will improve the likelihood of the scholar returning to school successfully.

Recommendation for Long-Term Out-of-School Suspension

A long-term suspension may be recommended by the principal. It is an out-of-school suspension (ten [10] or more days up to one [1] school year) due to serious, major, or egregious infractions. Only the Board may impose a long-term suspension. A long-term out-of-school suspension is a removal from school for more than ten (10) school days and up to one (1) school year. A long-term suspension may be recommended by the principal; however, it can only be ordered by a Presiding Officer – the Board of Trustees, a Regional Superintendent or a Hearing Officer designated by the Board – after a formal hearing following the procedures set forth in the Hearing Procedures section below. A scholar may appeal a long-term suspension decision to the Commissioner of Education.

Recommendation for Expulsion

Expulsion is defined as the permanent exclusion from the school. Expulsion is an appropriate consequence when a student engages in an alarming disregard of the safety of others, and/or where it is necessary to safeguard the well-being of other students.

When an egregious event occurs or a sustained pattern of serious, major, and/or egregious events occurs, or when in the principal's judgment, the safety of the school community is significantly compromised, expulsion is an appropriate consequence. Achievement First's first responsibility is to ensure the safety of our scholars.

Hearing Procedures

Except in an emergency situation, prior to long-term discipline of a scholar, a hearing shall be conducted by one of the Presiding Officers referenced above. The hearing is governed by the procedures outlined below. Whenever an emergency exists, the hearing provided for above shall be held as soon as possible within the time limits set forth by law.

The school will provide written notice to the scholar themselves, or if a minor, to their parent/guardian. The written notice will be in the parent/guardian's spoken language. It will include: (a) a clear, written statement of the reason for the recommended long-term suspension; and (b) notice of the scholar's rights to a prompt public or private hearing, at the scholar's election; and (c) the right to representation by counsel at the hearing. Payment for this representation is the responsibility of the scholar and their parents/guardians, although free or reduced legal services through various agencies may be available to those who qualify. Parents and guardians should feel free to request information about such services from the principal or dean.

If a hearing is requested, the scholar or parent/guardian shall be given a prompt notice setting the time and place of such hearing. The school shall schedule that hearing so as to allow sufficient time for preparation, without undue delay.

A parent may request to postpone the hearing for a reasonable period of time to allow the scholar and parent/guardian to prepare the case. In such instances, however, the scholar must remain out of school while awaiting the hearing, even if the scholar is out of school for more than ten (10) days. The school will provide alternative instruction during this period.

If the Presiding Officer is the Board of Trustees, the hearing is before at least a quorum of the Board. This means that at least a majority of the Board will be in attendance for the entirety of the hearing, including the process of rendering a decision. The hearing shall take place in public or private, at the scholar's election. If in private, the Board shall follow the process for convening in closed session under the Rhode Island Open Meetings Act. Should the Presiding Officer be a Regional Superintendent or a Hearing Officer, the hearing will be private. A complete verbatim record of the hearing will be made either by a recording or by a stenographer.

A scholar is entitled to be represented by counsel throughout the hearing. They are entitled to cross-examine all witnesses presented by the administration, and to present witnesses and evidence on their behalf. If the scholar or their parents/guardians use a spoken language other than English, the School or Board will provide the services of a translator or interpreter, as practicable and available.

The chairperson of the Board, or legal counsel if the Board elects to be assisted by counsel, Regional Superintendent, or Hearing Officer shall conduct the hearing. They shall call the meeting to order, introduce the parties, Board members and counsel where applicable, and swear any witnesses as they are called by the administration or the scholar. It is also permissible for the stenographer to swear the witnesses prior to taking of testimony.

The charges will be introduced into the record by the principal/designee.

The hearing will not follow formal rules of evidence. The Presiding Officer may accept hearsay and other evidence if it deems that evidence reliable, relevant, and/or material to its determination.

Each witness for the administration will be called and sworn. After a witness has finished testifying, they will be subject to cross-examination by the opposite party or their legal counsel, and questioning by the Presiding Officer(s).

After the administration has presented its case, the scholar will be asked if they have any witnesses or evidence to present. If so, the witnesses will be sworn, will testify, and will be subject to cross-examination by the administration or its legal counsel, and questioning by Board members. The scholar may also choose to make a statement at this time. If the scholar does so, the scholar will be sworn and subject to cross-examination by the administration or its legal counsel, and questioning by the Presiding Officer. The parties may then make concluding statements, with the administration proceeding first, the scholar next, and the administration retaining the right to reply to the scholar's concluding remarks if it chooses to do so. The parties may also submit written position statements within a reasonable time after the close of the hearing.

The Presiding Officer may convene to deliberate outside of the presence of both parties, in conformity with the Rhode Island Open Meetings Act. If the Presiding Officer elects to deliberate outside of the presence of the parties, neither the administration, the scholar, nor their representatives, shall be present for or participate in such deliberations. Legal counsel to the Board may assist the Board during deliberations but only to provide counsel regarding procedural and related questions, such as the weight to be afforded the evidence, the standard and burden of proof, and the appellate process.

In cases in which the scholar has denied the allegation(s), the Presiding Officer will first determine whether the administration has proven, by a preponderance of the evidence, that the scholar committed the offense(s) as charged by the principal/designee.

If it finds that the administration has carried this burden, and that the charges are proven, then the Presiding Officer next will determine the appropriate discipline to be imposed. It need not be bound by the principal's recommendation, but may give it strong consideration. In addition, the Presiding Officer may review the scholar's attendance and/or academic records.

The Presiding Officer may only consider evidence of past disciplinary problems that have led to removal from the classroom or a suspension for the purpose of determining the length of suspension, and the nature of the alternative educational opportunity to be offered. **Note:** Past disciplinary incidents may not be considered if they were determined in a Manifestation Determination Review to have occurred as a result of a scholar's documented disability.

In those cases in which administrators presented the case in support of the charges against the scholar, those administrators will not be present during the deliberations of the Board either on questions of evidence or on the final discipline to be imposed. The superintendent/designee may, after reviewing the incident with administrators, and reviewing the scholar's records, make a recommendation to the Presiding Officer as to the appropriate discipline to be applied.

R.I. Gen. Laws § 16-21-18 requires the Presiding Officer to suspend a scholar for one year if the scholar brings or possesses a weapon, as defined under 18 U.S.C. § 921(a), within school premises, premises being used for school purposes or activities, into a vehicle used for school transportation, or onto a roadway or path along which school children or teachers are walking to school. The one-year penalty also applies when the scholar aims a firearm or realistic replica of a firearm at school premises, school vehicles, or students, staff, or visitors attending school or in transit to or from school. The law permits the Board to shorten this term of suspension, however, on a case-by-case basis, on the recommendation of the regional superintendent, under guidelines to be developed by the Board.

The Presiding Officer will issue a written decision, within a reasonable time after the hearing, based exclusively on the record, detailing the reasons and factual bases for its decision. It will provide the scholar with: (a) a copy of the decision; and (b) a copy of the stenographic or electronic record, including exhibits (at no cost). The scholar is entitled to appeal an adverse decision of the Presiding Officer to the Commissioner of the Rhode Island Department of Elementary & Secondary Education by filing an appeal. If they file such an appeal, the Presiding Officer shall transmit the record to the Commissioner, with a copy of the decision.

Notice of long-term suspension, and the conduct for which the scholar was suspended, shall be included on the scholar's cumulative educational record. Such notice, except for notice of a long-term suspension based upon the possession of a firearm or deadly weapon, shall be expunged from the cumulative educational record if the scholar graduates from high school.

When a scholar withdraws from school after having been notified that a hearing on a long-term suspension is pending, the hearing will be canceled.

Achievement First will maintain written records of all suspensions, including the name of the scholar, a description of the offending behavior, the disciplinary action taken, and a record of the number of days a scholar has been removed or suspended for disciplinary reasons.

The scholar/parent may submit any complaint regarding this process to the Rhode Island Department of Education's Charter School Office.

Alternative Instruction

The required alternative instruction will begin no later than two (2) days after the final decision is rendered. The alternative instruction will occur during or after the school day at the school, the scholar's home, or the nearest public library or other public location, at the discretion of the school. This alternative instruction will continue for the duration of the time the scholar awaits disposition on their hearing. The school will provide alternative instruction to scholars on short and long-term suspension to the extent required by law.

Transportation, Arrival, and Dismissal

School Bus Transportation

Eligibility for yellow school bussing is determined by our local districts and/or bussing companies. However, we reserve the right to suspend an eligible scholar from the bus if they in any way threaten the safety and well-being of anyone on the bus. **Note:** *Scholars with specialized transportation in their IEP or 504 Plan may require alternative and/or additional procedures related to discipline. Should a scholar with this service in their IEP or 504 Plan be suspended from the bus for more than ten (10) days, then an MDR will need to be held, as outlined in Discipline of Scholars with Special Needs.*

Notifying the School of Transportation Changes

Please arrange transportation home before your child leaves for school in the morning. If you need to pick up your child from school and your child usually rides the bus, or if you must otherwise change your child's transportation for that day, please do one of the following:

- **Be at the school at dismissal time** – If you need to pick up your child instead of them getting on the bus, we ask that you be at the school at dismissal to pick up your child as they are in the bus line. If you are not here by the time the buses leave, your child will be sent on the bus.
- **Send in a note** – Send a note to school with your child detailing the change in plans and providing a clear description of, and contact information for, who will pick up your child.
- **In an emergency, call the school** – If you or your family experiences an emergency that requires a change in your child's transportation plans, please call the school immediately to make arrangements. If your child normally rides the bus and you wish to pick him or her up from school and you have not notified the school in writing that morning, you must meet your child at the school at dismissal time.

Late Pickup From School

Scholars who are picked up at the end of the school day are expected to be picked up during dismissal. If a family member is more than ninety (90) minutes late picking up their scholar or the time has reached 6PM, the school may need to take the child to the local police precinct for safe supervision.

Parent/Guardian Late to Pick Up from Bus Stop

Elementary scholars who ride the bus must have an approved adult meet the child at the bus stop daily. If an adult is not present, scholars will be returned to the school. It will be the responsibility of the parents/guardians to pick-up scholars from the school.

Arrival/Dismissal

Scholars should not arrive at school prior to the beginning of arrival.

Buses will pick up and drop off scholars next to the building. As a result, we ask anyone dropping off and/or picking up scholars to be mindful of the tight traffic situation, arrive on time, and plan accordingly.

At dismissal, scholars should leave the school building unless they are attending after-school tutoring or an extracurricular activity. Scholars are never allowed to wait in any other portion of the building. They

must wait in a designated afterschool location, under the supervision of a staff member. Scholars may not wait outside without staff supervision.

Scholars Who Walk

Middle or high school scholars are permitted to walk home or take the city bus unless we receive written notification from a parent(s)/guardian(s) to the contrary. With written parental permission, elementary school scholars may walk home or take the city bus.

For scholars who walk to and from school, and for scholars who may be walking from the public transportation stops, a number of streets must be crossed. Families should instruct scholars to use all of the appropriate crossing lights at each intersection, and to cross each intersection only when it is safe to do so within the designated crosswalks. Please call the local police department with questions or concerns regarding public transportation and walking safety.

Scholars who walk to and from school should act as representatives of the school. The same standards of behavior outlined in this document apply while scholars are traveling to and from school.

After-School Transportation

When a scholar remains after school, the school administration will see that the scholar's parents/guardians are given notice, and arrangements are made for the scholar's safe return home. The school does not provide transportation for after-school activities.

Staff Rides

Generally, staff members are prohibited from using their personal vehicle to transport scholars to and/or from school or school-sponsored events or activities. In the rare circumstance that a staff member must transport a scholar in their personal vehicle, prior written consent must be obtained from the parent/guardian and the principal.

Ridesharing Policy

It is a violation of ride-sharing companies such as [Uber](#) and [Lyft's](#) terms of service for minors to use its service without an adult due to the concerns that drivers are not screened for being alone with children. **Therefore, school personnel will not knowingly permit students to depart school in rideshares even if such service is ordered by a parent/guardian UNLESS the student is accompanied on the ride by a parent/guardian or an individual over the age of 18 provided there is written parental consent.**

School Uniforms

All scholars must wear the Achievement First uniform every day at school. Arriving at school out of uniform is a violation of the Code of Conduct. Should a scholar arrive at school not in uniform, they will be given a uniform provided by the school to change into before going to class, to later be returned to the Main Office. Families should contact a member of the Operations Team if cost of the uniform is prohibitive so alternative arrangements may be made.

We have a required school uniform for several very important reasons:

- **Uniforms unite us as a community.** The Achievement First uniform is a powerful visual statement of our community, and is one of the steps of creating a shared sense of belonging and community.

- **Uniforms look professional.** Uniforms can help scholars come mentally prepared for school.
- **Uniforms reduce distractions and clothing competition.** Our uniforms intend to remove distractions from learning time (for example, eliminating the potential distraction of students discussing/evaluating what others are wearing.)

Promotion to the Next Grade

Achievement First provides a rigorous, college-preparatory educational program, and the faculty, staff, and administration are committed to helping all students satisfy all requirements for promotion and graduation. *Our ultimate goal is college readiness.* We believe that in some instances it will be better for a scholar to repeat a grade in order to fully develop the skills, habits and knowledge required for the next grade and for rigorous colleges and careers.

We recognize that retention is a major decision that has important ramifications for a scholar and family. Our promotion and retention decisions are made with solid evidence of academic progress and social growth, and are consistent with established policies and practices. When a student's performance indicates that they are not ready to move on, we would rather have that scholar repeat a grade while with Achievement First so that we can provide intensive support and work in close partnership with families – as opposed to sending a scholar off to the next grade where they may not be set up for success.

- Achievement First aims to help all scholars meet promotion criteria and ultimately to be prepared for success in the next grade. There are times when a scholar simply needs another year to be able to fully tackle the work, and the school is committed to ensuring that a scholar's second year in a grade involves a clear plan to provide the scholar additional support.
- The school will share students' grade-level performance with parents at multiple points in the year (*e.g.*, Report Card Nights or Progress Report Nights in Fall and Spring), and let parents/ guardians know when a scholar is at risk of being considered for retention at the end of the year.
- The school's administrative team (and ultimately the Principal) has full authority to make all promotion decisions.
- Achievement First may retain early elementary scholars (K-2) who are not meeting our academic standards.

Promotion for Multi- Language Learners (MLLs):

As required by law, we evaluate the promotion of Multi-Language Learners differently. **Limited English proficiency will never be the school's sole reason for retaining any scholar.** Multi-Language Learner scholars shall participate in the state's assessment program (ACCESS Assessment) in accordance with state policies, with progress reported as required under Rhode Island state law.

Promotion for Students with Individualized Education Programs (IEP)

The purpose of an IEP is to outline the support a student needs to access the general education curriculum in the least restrictive setting. At the first sign a student with an IEP is at risk of retention, the school must ensure that robust and appropriate supports are in place in order for the student to make

appropriate academic progress. If a student with an IEP meets retention consideration criteria, the school will take the IEP into consideration when making the best decision for the student's development.

Special Services

Achievement First is committed to serving all scholars enrolled in our schools, including scholars with disabilities and scholars with a history of academic and/or behavior difficulties. Individualized Education Programs (IEP) and 504 Plans offer formal assistance to scholars who require specialized instruction or services as a result of a disability. **If your child had a 504 Plan or IEP at a previous school, please contact the Special Services Leader.**

Child Find

Under federal and state special education requirements, Achievement First is obligated to identify students who may have disabilities, and partner with the host district to evaluate students and determine whether they do, in fact, have a disability and qualify for special education. If a student has a disability recognized under the Individuals with Disabilities Education Act (IDEA), and that disability negatively impacts educational performance, that student qualifies for special education and related services. If a student has a physical or mental impairment recognized under Section 504 of the Rehabilitation Act of 1973, and that impairment substantially limits one or more major life activities, that student is entitled to special education accommodations designed to meet those students' individual educational needs as adequately as the needs of nondisabled students are met. This obligation to identify and evaluate students who may qualify for special education is called Child Find.

Child Find is important because if a student does have a disability, there are various in-school supports and services that can be provided to them (at no cost to the parent/guardian) to help them fully access their education. Many of these supports can be provided to your child at Achievement First.

If you are concerned because your child is struggling academically, behaviorally or socio-emotionally (for example, they are overly anxious or depressed and withdrawn), you have the right to request that your child be thoroughly evaluated and considered for additional programs and/or services so that they can learn and make meaningful progress at school. You can make this request at any time, even if AF has not raised a concern about your child's progress, either by speaking to the Special Services Leader ("SSL") at your child's school.

Response to Intervention (RTI)

The Individuals with Disabilities Education Act (IDEA) requires us to identify, locate, and evaluate students in need of special education and related services.

Our primary mechanism to identify students who may qualify for special education is the Response to Intervention (RTI.) We believe that providing early and robust interventions, that are scientifically-based, can simultaneously help us identify students who may qualify for special education services and stem the over-identification of racial minorities in special education.

RTI encompasses a high quality curriculum and instruction in the general education classroom, as well as Tier 2 interventions- academic or behavioral supports beyond what is offered in the general classrooms- and Tier 3 interventions- individual instruction for the scholars who need the most support. For this reason, we rely on regular progress monitoring and an active Child Study Team to determine which

students may require more intense interventions and/or should be referred to the IEP team for an initial evaluation to determine eligibility for Special Education and related services.

Although we use the RTI process to provide early interventions and identify scholars who should be evaluated for special education and related services, the lack of RTI data will not be used as the reason not to refer a student to determine their eligibility for special education and related services.

If you have concerns about your student's progress, you may refer your child to the Child Study Team by submitting a written request to the front office. **If you have questions about the Child Study Team, please contact the Special Services Leader.**

Referral to Special Education: Individualized Education Program (IEP)

Scholars with disabilities may qualify for individualized special education and related services to meet their unique needs under the Individuals with Disabilities Act (IDEA). To be eligible for an IEP, your scholar must have at least one (1) of the thirteen (13) disabilities listed in the IDEA *and* that disability must affect your scholar's educational performance and/or their ability to learn and benefit from the general education curriculum.

When the parent/guardian or school refers a scholar for special education services, a series of one or more meetings will occur in a specified timeframe to potentially evaluate the student for special education and related services:

- **Referral Meeting:** The first meeting is when the team discusses which evaluations a student should receive. This may be a meeting or written communication(s). Please note that we will not evaluate your child without prior parental consent.
- **Evaluations:** A student usually receives a social evaluation, psychological evaluation, and educational assessment. Based on the nature of your concerns, your student may require specialized evaluations (e.g., related service evaluations or assistive technology device evaluations) to identify any additional services that may be needed.
- **IEP Meeting:** After the evaluations, the IEP Team convenes to determine if the data collected from the evaluations indicate that the student meets the criteria for a disability classification. If the team determines that the student has a disability and is eligible for special education services, the team determines the supports and services the student will require in order to be successful.

If at any time you suspect your child has a disability, you have the right to request that your child be evaluated for special education services. You may complete a referral form or submit your concerns in writing to your child's teacher or a member of the school's Leadership Team. An IEP meeting will be arranged, and you will be notified of the date, time, and location of the meeting at least seven (7) days prior. **If you have questions about the special education referral process, please contact the Special Services Leader.**

Referral to Special Education: Section 504 Plans:

Students with disabilities requiring specialized support may qualify for a support plan under Section 504 of the Rehabilitation Act. To be eligible for a 504 Plan, your child must have a disability and that disability must interfere with the child's ability to learn in a general education classroom. A Section 504 Plan outlines specific accommodations and services to enable your student to learn alongside their peers. If you suspect your child has a disability, you have the right to request that they be evaluated for a 504 Plan. You may complete a referral form or submit your concerns in writing to your child's teacher or a member of the school's Leadership Team. **If you have questions about the 504 referral process, please contact the Special Services Leader.**

Requesting Behavioral Supports

When students are demonstrating behavioral challenges in school, it could be because of a variety of factors. Sometimes, students are adjusting to a new environment (*e.g.*, new to AF, or being in a new grade or classroom). Sometimes students are frustrated in a particular moment or about a specific situation. In both of these instances, students may demonstrate behaviors for a few days or few weeks, but as they adjust or resolve their frustration, the behaviors will likewise be resolved. Other times, students may demonstrate behaviors over a longer period of time and behaviors may be related to a diagnosed disability or could be symptomatic of a disability that has not yet been diagnosed. When a student is struggling with behaviors over a longer period of time, parents may be unsure what can/should happen in school to support the student.

Parents/Guardians of students with disabilities may also have specific concerns about whether ongoing behaviors are related to their child's disability, and whether the school is providing appropriate behavior supports that are responsive to both the behavior and the disability.

If you have concerns that your child is demonstrating behaviors in school that could be associated with your child's disability, and/or concerns that the school is not providing appropriate behavioral supports, you may make a request for behavioral supports using "Behavioral Support Request Form" in **Appendix F**. You can also request a copy of this form from the school. After you make the request, the school will set up a meeting with you to discuss your concerns and your request.

After that meeting, you and the school may agree that the school will provide Tier 2 or Tier 3 behavioral supports to your child. However, if you and the school do not agree, and you would still like your child to receive behavioral support, you can request that the school conduct an evaluation called a **Functional Behavioral Assessment (FBA)**. As part of the FBA, the school will conduct classroom observations of your child to collect data including the type(s) of behaviors your child is engaging in, how frequently behaviors are happening, whether there are specific events or circumstances that may trigger the behaviors, and how long behaviors last once they start.

If you request an FBA, the school must conduct the FBA (the observations and collection of data), and schedule another meeting with you within two to three (2-3) weeks from when you request the FBA. At the meeting with you, the school will review the FBA results and discuss whether the results indicate a need for a Tier 2 or 3 Plan.

The following chart may be helpful for understanding the process and options for requesting behavioral supports:



As you can see from the chart above, after the FBA, if you and the school still do not agree on whether your child needs behavioral supports, you may file a formal complaint, by following the complaint procedure outlined in the next section (“Concerns About Special Education”). Similarly, if the school does not conduct an FBA and meet with you within two to three (2-3) weeks of your request for an FBA, you can also file a formal complaint by following the complaint procedure outlined in the section below.

Concerns about Special Education

Achievement First is committed to maintaining a strong partnership and ongoing dialogue between its teachers, staff, our scholars, and their families. This includes partnering around support for students with disabilities. We hope that any concerns can be addressed in collaboration with the school, and this section of the Handbook contains information about how to bring your concerns to the attention of the Principal. We also recognize that at times parents may need another route to achieve resolution of their concern. Parents have several paths to address their concerns and they are outlined below.

- **Mediation.** When the school and the parent/guardian do not agree on a resolution to the parent’s concern, the parent may request state level special education mediation. Mediation is available at no cost to the family and is completely voluntary. The mediation process involves a third party, assigned by the Rhode Island Department of Education, who helps the parent/guardian and the school effectively communicate, address identified issues, and reach agreement. The mediator does not issue a decision, but enables the parent and the school to reach a final agreement.
- **Written Special Education Complaint.** When a parent/guardian has a concern about regulatory procedures (i.e., the school’s compliance with federal and state special education laws or regulations), they can file a written complaint with RIDE. The complaint would be investigated and a letter of findings regarding the school’s compliance would be issued.

- **Due Process Complaint.** When a parent/guardian’s concern involves the identification, evaluation, placement, or provision of a free appropriate public education to their student, the parent can request a due process hearing by filing a complaint. In the hearing, the school and the parent/guardian present their respective cases to an impartial hearing officer in an administrative proceeding. The hearing officer would ultimately render a binding written decision.

Additional information regarding special education dispute resolution can be found in the Procedural Safeguards, which are available [here](#).

Closed Campus

Achievement First takes the safety and security of our scholars very seriously. To assist in providing a safe school environment, all AF schools operate a closed campus. In other words, once scholars enter the building, they must remain on campus until the end of the school day unless they have written authorization from their parents/guardians and receive permission from the Principal or designee. Scholars who leave campus without such authorization are subject to discipline in accordance with the discipline policy. A scholar with permission may only leave the building/campus under the escort and supervision of an authorized adult – who has physically come to the office to sign a scholar out – unless the school has been given written permission authorizing unaccompanied departure.

In addition, except under written agreements approved and signed by the Principal, scholars are prohibited from leaving the school building (or areas of the school building designated for their grade) or using any exit other than the ones designated for scholar use without permission. Scholars who are in restricted areas (e.g., exit not designated for scholar use) or outside of the designated area for their grade without proper authorization are subject to disciplinary action.

Communication Expectations

Our families are partners with Achievement First staff in creating a warm and respectful environment for everyone in our team and family. We work hard to ensure that the school’s values permeate all interactions with families and scholars. Therefore, school staff and families are both responsible for ensuring that all communication is positive and mutually respectful. To that end, this policy prohibits disruptive, volatile, hostile, violent, or threatening communication and/or actions by AF staff, scholars, families, visitors, or other members of the public. The policy further requires that AF staff treat scholars, families, and other members of the public with civility, courtesy and respect, and that scholars, families and other members of the public members in turn treat AF staff and each other with civility, courtesy and respect.

We require families and scholars to share concerns with school staff, and vice versa, in a manner consistent with mutual respect and civility. As members of a shared school community, we all commit to maintaining an appropriate volume, tone, and substance. Accordingly, disrespect (*e.g.*, name-calling or frequent interruptions), profanity (*e.g.*, cursing), and threatening language are unacceptable, and strictly prohibited. If a conversation does not meet our shared commitment of mutual respect, either party has the right to end the conversation and schedule additional time at a later date.

Families also have the option of addressing concerns, including the actions of a staff member, via the family concerns procedure (see **Appendix H** for the Family Concern Form).

Our priority is to maintain a safe and respectful environment for scholars and adults alike via a calm, productive, positive learning environment. In the event that an investigation substantiates a violation of

the communication expectations, the school may issue consequences such as issuing a written warning, requiring written requests prior to scheduling subsequent meetings, or barring an individual from the school site. **Note:** Violations of this policy by staff members may result in employment consequences.

Reaching out with Questions

We want to make sure that all families have the contacts needed to get their questions answered. AF staff will return your email, text, or phone call within 48 hours on business days.

School Visitor Policy

Parents/guardians/families are a vital part of the Achievement First community. We welcome you as a partner in the education of our scholars. In order to maximize our scholar's learning time and minimize distraction in our classrooms, we ask that you do the following:

- Schedule a virtual meeting with school staff to limit in-person visitors. Families can observe or meet with individual staff.
- Please reach out to schedule a plan to observe your scholar's classroom(s). In the vast majority of circumstances, we can accommodate parents/guardians with advance notice, but there may be times when we may ask to set up a different time and/or meet with a parent/guardian before a visit.
- Upon arriving, sign-in with the Main Office and obtain a visitor badge to wear while in the building.
- Silence your cell phone prior to entering the classroom.
- Please refrain from interacting with scholars so they are able to pay attention to their teachers at all times.
- Sit behind all scholars (at the back of the classroom) so that you are not blocking a child's view.

If you would like to speak with a member of our staff, please contact them by phone/e-mail or call the school to set up a meeting. Staff will generally be unable to meet or talk with you during instructional time.

Consistent with our commitment to maintaining a safe and secure school environment, all visitors are required to report directly to the main office and present valid identification in order to receive a visitor's badge. While on campus, all visitors/guests are required to display the visitor's badge at all times. Scholars are strictly prohibited from having non-familial visitors (e.g., delivery personnel, friends, etc.) to campus.

If a visitor is coming to school to drop something off for a scholar or to leave a message, we still require that the visitor come to the main office and may prohibit the visitor from going beyond the main office (e.g., the scholar may have to come to the main office). For the sake of scholar safety, we cannot have anyone unannounced in the building.

The School reserves the right to bar entry of individuals who fail to comply with the requirements above. Scholars who enable unannounced or unauthorized individuals to access the school building are subject to disciplinary action.

Emergencies

In case of an emergency, parents or guardians should contact the school either by calling the school or coming in person. Under no circumstance should parents/guardians attempt to remove scholars from the building without notifying staff members in the main office. Scholars will not be dismissed without proper advanced notification from their parent/guardian.

Fire Safety and Evacuation Procedures

Frequently throughout the school year, scholars and staff will participate in fire drills and safety drills to ensure that the entire school community is familiar with the appropriate response in the event of an emergency. Should any procedure change, scholars will be notified of and trained in any significant changes.

Should it be necessary to evacuate the school building, school staff and scholars will evacuate according to the school's evacuation plan. Once attendance is taken and the school building has confirmed to be safe, staff and scholars will return promptly. If the school building is off limits, the school has a designated congregation point where all staff and scholars will gather. Parents/guardians will be informed as soon as possible.

In the case of a lockdown within the school building due to an external threat or an intruder, scholars will follow our lockdown protocol. If the school is in a lockdown, no one may exit or enter the building. Once the threat is confirmed to be removed, the lockdown will be lifted and entrances/exits will be permitted. The school will communicate via recorded message and in writing relating to any lockdown.

Addressing Family Concerns

At Achievement First, fostering a strong partnership and continuous dialogue among teachers, staff, scholars, and their families is of the utmost importance. We believe that strong communication is key to nurturing trust and respect between families and the school community. We are always receptive to your input and value your thoughts and feedback on any school-related concerns, whether they pertain to school policies, academic grades, disciplinary decisions, or other matters. In order to streamline communication and ensure it is effective, we kindly request families familiarize themselves with the below procedures and utilize them when expressing concerns to the school.

Procedures for Addressing Concerns

If parents, guardians or others have a concern about a school policy, academic grade, discipline decision, or anything else, we welcome your input and encourage you to contact the appropriate staff member at the school. We encourage families to follow the procedures outlined below to address informal complaints.

Step 1: Contact Staff Member Involved: If there is a concern, we encourage families to address concerns by contacting the staff member involved by phone or email. The parent/guardian may call the school's front desk to obtain contact information. The staff member and the parent/guardian will then set up a meeting to discuss the concern either on the phone or in-person and work to reach a resolution that

satisfies both parties. (Note: if the concern is about special education, the staff member should be the Special Services Leader)

Step 2: Contact the Principal: If the concern is not resolved satisfactorily (or if the parent/guardian wishes), the next step is to reach out to the principal via phone or email or use the “Family Concern Form” (see Appendix H) to explain the concern in writing. Even if the issue is a problem with the principal directly, the parent/guardian should go through this step. It is important to work to resolve the issue directly first. The parent/guardian should contact the school’s front desk to obtain contact information for the principal. The principal will reply within three business days, at least acknowledging the complaint has been received, and the principal may take up to five additional business days to investigate and reach a decision.

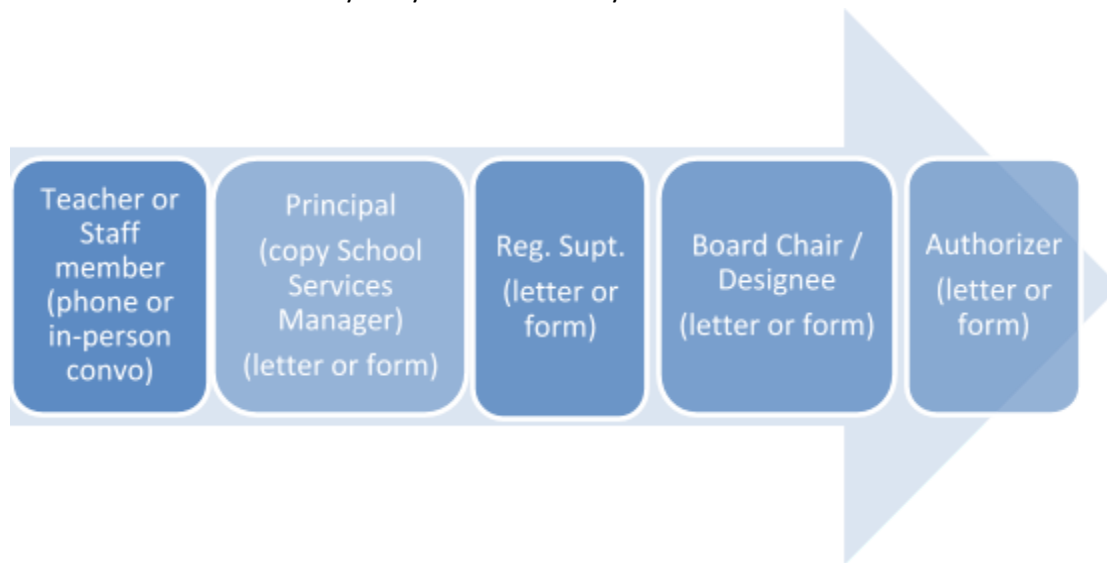
Step 3: Written Complaint sent to Principal’s Supervisor: If the parent/guardian is unsatisfied with the principal’s decision or response, the parent/guardian may write a letter to the regional superintendent who supports the school or use the “Family Concern Form” (see Appendix F) to explain the issue. The parent/guardian can fax, email, mail, or hand-deliver (to the school’s front desk) the letter/completed form, and the office staff will ensure that the communication gets to the Regional Superintendent. In some instances, it may be appropriate to schedule a meeting in person or via phone. If the parent/guardian would like to reach out to the regional superintendent directly, the parent should contact the front desk of the school to get their contact information. The regional superintendent will reply within three business days and may take up to 10 business days to investigate and reach a decision. The regional superintendent will send a written decision to the parent/guardian within 10 business days of receiving the letter or form unless the parent/guardian and the regional superintendent agree to hold a meeting instead or the original concern is shared in a meeting. Please note that the regional superintendent will not respond to complaints that have not gone through steps 1-2. A member of the front office staff member will put a copy of the complaint form and the regional superintendent’s response in the scholar’s file, and the front office staff will also ensure that a summary of the complaint and resolution is logged in the school’s scholar information system.

Step 4: Written Complaint to the School’s Board of Directors: If the parent/guardian is unsatisfied with the regional superintendent’s decision or response, the parent/guardian may write a letter to the school’s Board of Directors or use the “Family Concern Form” (see Appendix H) to explain the issue. The parent/guardian can fax, email (address available at the school’s front desk), mail, or hand-deliver (to the school’s front desk) the letter, and the communication will go to the Board’s chairperson. The parent/guardian should call the school’s front desk to obtain contact information. The Board or its designee will reply within three business days and may take up to 10 business days to investigate and reach a decision. The Board or its designee will send a written decision to the parent. Please note that the Board or its designee will generally refer complaints that have not gone through steps 1-3 back to the school. Additionally, some issues may require more time to resolve than the above timeline – in such instances, the Board or its designee will inform the parent and discuss the expected timeline for a response. A member of the front office staff will put a copy of the complaint form and Board’s response in the scholar’s file, and the front office staff will also ensure that a summary of the complaint and resolution is logged in the school’s scholar information system. If an individual or group voices a complaint at a public meeting of the School’s Board of Directors or to individual directors, directors shall not respond to the substance of the complaint, but instead shall thank the individual or group for their time and direct them to this complaint procedure or, as appropriate, take note of the complaint and respond based on the above timeline.

Step 5: Written Complaint to the Authorizer: If the parent/guardian is not satisfied with the Board’s decision, the parent/guardian may present their concern to the authorizer, the Charter Schools Office of

the State Department of Education. The parent/guardian will be provided with contact information for the authorizer with the Board's response in step 4. (Please note that the school will ask the authorizer not to respond to complaints that have not gone through steps 1-4.)

Please note that if the school gets multiple complaints on the same or a similar subject, the school may elect to consider all of the complaints in one process to ensure the process is clearly and effectively communicated to each family fairly and consistently.



The process described above is designed so that families can speak with the staff members who are most directly involved with the situation. Usually, this is the best way to resolve a concern or complaint because staff members can more quickly and efficiently address family concerns. *Parents/guardians do have the right, however, to submit concerns directly to the Board or to the authorizer. In this case, the Board will determine whether the complaint alleges a violation of the law or of the charter. If it does not, the Board will generally direct the parent/guardian back to the school level.*

Grievances Related to Discrimination Issues

Achievement First does not condone or tolerate discrimination on the basis of race, color, national origin, sex, sexual orientation or disability in admission or access to, or treatment, or employment in its programs or activities. Families have the right, therefore, to file a formal grievance if they believe that AF has violated a discrimination law (including but not limited to Section 504, Title IX, and Title VI). The grievance procedure for discrimination issues is included in **Appendix F – How to File a Grievance about Discrimination** – please review it carefully. The Special Services Coordinator, is the Title VII and Section 504 Coordinator. The Director of school Operations at your child's school is the Title IX coordinator. The purpose of this formal grievance procedure is to provide a simple and accessible process to address problems and claims of discrimination based on race, color, national origin, sex, sexual orientation, or disability. The Special Services Coordinator may designate the resolution of certain grievances to other appropriate school staff members.

School Calendar and Closings

School Closure Policy

Because we believe maximizing instructional time is critical to closing the achievement gap, Achievement First schools will only close under extreme circumstances. In such circumstances, **Achievement First will follow the lead of our host district unless you have explicitly heard otherwise from us at least twenty-four (24) hours in advance.** If you have any doubt as to the status of school, please listen to local radio and television stations. Again, unless you have explicitly heard otherwise from AF 24 hours in advance that we are making a different decision, if the host district announces a closure, delayed start, or early dismissal, Achievement First will do the same. To avoid confusion, Achievement First will not make separate closure announcements through local media outlets (*i.e.*, TV or radio). As the situation allows, Achievement First will however reiterate the delay, closure or cancellation of after-school events via auto-dialer, ParentSquare, and/or text message.

Special Circumstances

While Achievement First believes that following our host district's lead applies for 95% of all school closure scenarios, there are some highly unusual situations where Achievement First would decide to make a different decision.

While it is hard to predict the exact scenarios where we would not simply follow our host district's lead, we have experienced this on several occasions on days when Achievement First schools are in session and our host district's are not (*e.g.*, AF schools typically start the school year earlier and/or finish later than our host districts. *i.e.*- all AF schools have air conditioning and will typically stay open even if the host district announces a closure or early dismissal due to extreme heat.) In such instances, Achievement First will proactively reach out to all families via auto-dialer, ParentSquare, and/or text message as soon as possible so that families are aware and can plan accordingly.

School Closure Make-Up Plan

1. Our school year has 182 days, at least two more days than required by the state. In the case of lost days, our state and network-wide minimum number of days is 180 days.
2. If we experience a snow day, we will be closed for the first two days. However, once a school falls below 180 days, the guidance varies per region.
 - o Once a school falls below 180 days, we may hold remote school if we are not able to in person, to the extent permissible by law and as feasible.

Student Technology and Internet Use Policy

Achievement First schools uses devices (includes computers, tablets, mobile and other electronic devices for purposes of this section), software, applications, networks, and Internet services (the "Systems"), as one way of enhancing its mission to provide all of our students with the academic and character skills they need to graduate from top colleges, to succeed in a competitive world and to serve as the next generation of leaders in our communities.

The following rules are intended to provide general guidelines and examples of prohibited computer and Internet uses, but do not attempt to state all required or prohibited activities by users. Failure to comply with Achievement First's Student Technology Device and Internet Use Policy and these rules may

result in loss of computer and Internet privileges, and/or legal and disciplinary action. **For more information, please see Achievement First's Student Technology Agreement on ParentSquare.**

A. Use is a Privilege

Student use of Achievement First's computers, tablets, software tools, networks, and Internet services is a privilege. Scholars may not deliberately or willfully cause damage to computer equipment, network resources, or assist another in doing the same. Further, scholars may not deliberately or willfully use their or any other Achievement First Google email account (Gmail) to create accounts on third party sites for purposes other than educational and not without the explicit written permission from their School.

B. Acceptable Use

Student access to Achievement First's computers, tablets, software tools, networks, and Internet services are provided for educational purposes and research consistent with the curriculum and instructional goals. The Code of Conduct governs student conduct and communication on all systems. Scholars must comply with the rules and policies in the Code of Conduct as well as all specific instructions from staff members when accessing computers, tablets, software accounts, and network resources.

C. Use of Google Educational Email Accounts and Services

Scholars are assigned a Google email (Gmail) account for educational and software identification purposes as well as to communicate with school staff for school purposes. In addition to the Gmail account, scholars are also provided access to the Google Workspace for Education productivity tools and applications (Document, Spreadsheets, PowerPoint, Maps) for the purposes of research consistent with the curriculum and instructional goals. **All Internet access and other online services available to scholars are filtered and monitored to ensure their security and safety.**

Student's personal information is protected in the creation of their software accounts and when they are using their accounts for the purposes of doing their school work. Personal information such as name, email, and password are only shared with Google and software vendors in situations involving account issues. Google and contracted software partners are prevented from sharing student's information by Achievement First policies as well as federal and state laws.

Students are expected to use their Gmail account and its additional services in a responsible, efficient, and courteous manner that does not cause any harm to themselves or others.

D. Prohibited Use

The student is responsible for their actions and activities involving school computers, tablets, software tools, networks and Internet services, and for their information, files, passwords and accounts. Examples of unacceptable uses that are prohibited include, but are not limited to, the following:

1. Accessing Inappropriate Materials- Accessing, submitting, posting, publishing, forwarding, uploading, downloading, scanning or displaying materials that are defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing and/or illegal
2. Illegal Activities- Using computers, websites, online applications, software tools, networks and Internet services for any illegal activity or that violates other Achievement First policies, procedures and/or school rules
3. Violating Copyrights- Copying or downloading copyrighted material without the owner's permission

4. Plagiarism- Representing as one's own work any material obtained on the Internet or any licensed online product.
5. Copying Software/Media Files- Copying or downloading software without the authorization of the system administrator; illegally downloading music, photos, movies or other such files
6. Non-School Related Uses- Using the school unit's computers, tablets, networks and Internet services for non-school-related purposes such as private financial gain; commercial, advertising or solicitation purposes
7. Misuse of Passwords/Unauthorized Access- Sharing passwords, using other users' passwords without permission and/or accessing other user accounts
8. Malicious Use/Vandalism- Any malicious use, disruption or harm to the school unit's computers, tablets, networks and Internet services, including but not limited to hacking activities and creation/uploading of computer viruses
9. Unauthorized access to Social Networking/Chat Rooms/Newsgroups- Accessing social networking sites or software, chat rooms or newsgroups without specific authorization from the supervising teacher.
10. Discriminate against or harass any other person by virtue of any protected classification including, but not limited to, race, gender, sex, gender identity nationality, and/or religion.
11. Harass or threaten others, or send materials that might be deemed inappropriate, derogatory, prejudicial, or offensive or otherwise violate AF's Sexual Harassment or Title IX Policies.

D. No Expectation of Privacy

Achievement First retains control, custody, and supervision of all computers, tablets, networks and Internet services owned or leased by Achievement First. Achievement First reserves the right to monitor all Gmail accounts, AF issued software accounts (or accounts created using the Student Gmail account), computer and Internet activity by students. **Students have no expectation of privacy in their use of school computers or devices, school-issued email accounts, software accounts, Internet services, email, and stored files. The Systems and all information contained in them (including computer files, e-mail messages, Internet and Intranet access logs, etc.) shall remain the property of AF, and may be subject to disclosure under public records laws. Achievement First may, without prior notice or consent, log, supervise, access, view, monitor, and record use of Systems at any time for any reason related to the operation of the school.** Each person will respect the rights of others to the protection of the files they store on a computer and will not alter or damage such files or accounts.

Bullying/Cyberbullying

Rhode Island law defines bullying as the use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof directed at a student that:

1. Causes physical or emotional harm to the student or damage to the student's property;
2. Places the student in reasonable fear of harm to themselves or of damage to their property;
3. Creates an intimidating, threatening, hostile, or abusive educational environment for the student; infringes on the rights of the student to participate in school activities; or
4. Materially and substantially disrupts the education process or the orderly operation of a school.

The expression, physical act or gesture may include, but is not limited to, an incident or incidents that may be reasonably perceived as being motivated by characteristics such as:

- Race;

- Color;
- Religion;
- Ancestry;
- National origin;
- Gender;
- Sexual orientation, gender identity and expression;
- Mental, physical, or sensory disability, intellectual ability; or,
- By any other distinguishing characteristic.

Bullying most often occurs as repeated behavior and often is not a single incident between the bullying/cyber-bullying offender(s) and the bullying victim(s).

The same state law defines "cyberbullying" as bullying through the use of technology or any electronic communication, which includes but is not limited to any transfer of signs, signals, writing, images, sounds, data, texting or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including but not limited to electronic mail, internet communications, instant messages, or facsimile communications. Examples of this behavior include, but are not limited to:

- *Sending false, cruel, or vicious messages;*
- *Creating websites that have stories, cartoons, pictures, or jokes ridiculing others;*
- *Creating websites or blogs in which the creator assumes the identity of another person;*
- *Breaking into an email account and sending vicious or embarrassing materials to others;*
- *Engaging someone in electronic communication, tricking that person into revealing sensitive personal information and forwarding that information to others;*
- *Posting/sending of a student picture/videos without their permission; or*
- *Breaking into an educational software account and altering data information or changing settings configurations to affect another's progress.*

The online activities and technologies often used by students engaged in cyberbullying include, but are not limited to, social networking sites, chat rooms and discussion groups, instant messaging, text messaging, computers, cell phones and personal digital devices, digital cameras, cell phone cameras, and webcams. As new technologies emerge, they too may be included with the above forms of electronic communication.

The school is committed to promptly addressing and preventing incidents of bullying to the maximum extent possible. Additional information about reporting, investigation, intervention, and prevention of bullying and cyberbullying is included in **Appendix A**.

Student Cell Phone Policy

Students are not allowed to use cellphones in school, at school-sponsored activities, or on school field trips, unless specified by a staff member or chaperone in specific circumstances. This includes any cell phone features and applications such as camera, video recorder, calculator, texting or social media. If, during these times, a cell phone is used, rings, vibrates, flashes, or is seen by a staff member or chaperone, it will be confiscated from the student. At the school's discretion, the cellphone will be returned to either the student by the end of the day or to a parent/guardian at an agreed upon time. The school may pursue disciplinary consequences found in the Code of Conduct depending on how disruptive the incident is and/or if a student has had multiple violations. Cell phones brought to school must be powered off, stored

away in a locker or backpack area and cannot be taken out until the student is off school grounds. Schools are not responsible for damage, loss, or theft of cell phones.

Campus Parent and Campus Student

Achievement First uses an online student information system called Infinite Campus to track students' enrollments, contact information, attendance, grades, etc. The Campus Parent and Campus Student websites and apps allow parents and students to access the information about students' schedule, attendance, and grades that AF staff have entered in Infinite Campus. Teachers can also send parents and students messages about grades and assignments via the apps from their Infinite Campus accounts.

Schools will distribute information about accessing Campus Parent and Campus Student in August. Families can access our guide to using Campus Parent and Campus Student at:

- **English:** <https://tinyurl.com/AFCampusParent>
- **Spanish:** <https://tinyurl.com/AFCampusParentSpanish>

Nursing Services & Medication

Nursing services for Achievement First are provided by the nursing staff hired by the school. We recommend, however, that parents/guardians have a doctor or health center look into any recurring health problem(s) a child may be experiencing.

The nurse is responsible for checking all health records to be certain that each scholar is properly immunized. The school is required by law to have a completed health form on file for every scholar upon initial entry to the school. The health form documents the vaccinations that a child has received to date. If you have not received this form from the school, please contact the school's main office immediately. Students without the proper vaccinations or an approved exemption from the Rhode Island Department of Health may be excluded from the building until proof of vaccination is provided to the school.

If your child requires medication during school hours, please contact the school's main office to request a Medical Administration Form (MAF). The building nurse has the training and resources to store and administer medication. However, medication cannot be administered to your child until your child's physician has completed the form. This is a requirement of the Health Department and pertains to all medicine, including aspirin, Tylenol, and other over-the-counter medicines.

The building nurse will keep a detailed log of all medicines that are administered.

School Lunch Program

Breakfast and lunch will be available at no cost to all scholars. In order to make this happen, and as required by our local school district, all families must complete the school meals form.

Scholars have the alternative option of bringing lunch from home. Please do not send in lunches that need to be reheated or refrigerated; scholars do not have access to a refrigerator or microwave. We also ask that homemade lunches are nutritious, per the Healthy Foods Policy below.

Eating During Designated Times

Scholars may eat during designated meal times (breakfast, lunch, and snack) only.

Classroom Parties, Birthdays, and Other Events

Achievement First supports scholar's social and emotional growth by celebrating their achievements. Most of these celebrations take the form of school-wide or grade-level events which celebrate scholar academic achievement and character growth. In addition, each class usually celebrates scholars' birthdays by singing happy birthday and other rituals in a uniform way that is the same for and fair to all scholars. Teachers seek to make scholars feel truly special on their "special" day.

We ask that families NOT bring in food treats or other gift items for birthdays or holidays as the school cannot commit teacher or other staff time to distributing them. Families wishing to involve classmates in the celebration of their scholar's birthday or other holidays should do so by inviting them to a party that occurs outside of school hours. Please note that the school will only distribute invitations in school if they are issued to all scholars in the class.

Scholars must be in full uniform on their birthdays and other holidays unless notified in writing from the school.

Appendices

Appendix A: Reporting, Investigation, Intervention, and Prevention of Bullying and Cyberbullying

Bullying and Cyberbullying

Reporting Bullying and Cyberbullying (together, "Bullying")

- 1) If a student feels that they are a victim of bullying, witnesses a student being bullied, or has credible information that an act of bullying has taken place, the student should report the incident to the dean of Students. Students may report bullying situations anonymously. Please note that no disciplinary action will be taken against a student solely based on an anonymous report.

- 2) If a parent or guardian suspects bullying, they may report it via written note or e-mail to the Dean of Students.
- 3) Any staff member who witnesses or receives any report of bullying must notify the Dean of Students as soon as possible, and in any event within one (1) school day after the staff member witnesses or receives a report of bullying.
- 4) Parents or guardians of the victim of bullying and parents or guardians of the alleged perpetrator of the bullying will be notified by the Dean of Students within twenty-four (24) hours of the incident report.
- 5) All reports will be documented and confidentially maintained for the duration of both students' tenure at the school.
- 6) Retaliation or threats in any form designed to intimidate a victim of bullying, those who are witnesses to bullying, or those investigating an incident of bullying will not be tolerated. Retaliation or threat of retaliation will result in the imposition of discipline in accordance with the school's Code of Conduct.

Investigation

- 1) As with any situation involving a serious breach of school culture and the Code of Conduct, the Dean of Students will promptly investigate all reports of bullying. As bullying is prohibited by the Code of Conduct, it is important to note that this applies to activity on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the school, or through the use of an electronic device owned, leased or used by the school, or online or otherwise outside of the school setting if the bullying creates a hostile environment at school for the scholar against whom the bullying was directed, infringes on the rights of that scholar, or substantially disrupts the education process or the orderly operation of the school.
- 2) The Dean of Students will question the reporting student, parent, or staff member about specific details, which may include date of incident, time, location, and what was said or done to the student being bullied. If the reporter is anonymous, the Dean of Students will question those who are listed in the report. No disciplinary action will be taken solely on the basis of an anonymous report.
- 3) The Dean of Students will then meet with and question the student(s) accused of bullying, as well as the student(s) being bullied.
- 4) The Dean of Students or their designee will call the parents or guardians of the students involved in verified incidents of bullying and inform them of the outcome of the investigation, the school's response, and any consequences that may result from further acts of bullying within forty-eight (48) hours after the completion of the investigation.
 - o Parents or guardians of scholars against whom the bullying was directed will be invited to a meeting to discuss the measures being taken by the school to ensure the safety of their scholar and policies and procedures in place to prevent further acts of bullying.
 - o Parents or guardians of scholars who committed the bullying will be invited to a separate meeting to discuss specific interventions undertaken by the school to prevent further acts of bullying.
- 5) The investigation will include an assessment by the school social worker of what effect the bullying, harassment, or intimidation has had on the victim. A student who engages in continuous serious acts of bullying will also be referred to the school social worker.

Intervention and Prevention

A. Intervention

The school will promote the use of interventions that are the least intrusive and most effective, and will develop case-by-case interventions for addressing repeated acts of bullying against a single individual or recurring bullying incidents perpetrated by the same individual. Intervention may include, but not limited to the following:

- As the situation may warrant, the school may provide counseling or refer students to outside counseling to address the needs of the victim(s) of the bullying.
- As the situation may warrant, the school may provide or refer students to outside counseling and support to address the behavior of the students who bully (e.g., empathy training, anger management, and social skills), and will take other disciplinary measures as appropriate, up to and including long-term out-of-school suspension. The severity of the disciplinary action will be aligned to the severity of the bullying behavior.
- The school will monitor each individual situation to ensure that the bullying ceases for individual victims and on a school-wide basis.
- The school will notify the appropriate law enforcement agency if the principal or designee believes the acts of bullying constitute criminal conduct.

B. Prevention

Consistent with Achievement First's values orientation and ongoing character education, the school will consistently message to students throughout the school year that bullying is not part of our school's culture and will not be tolerated. Prevention may include, but it not limited to, the following:

1. Maintaining rules prohibiting bullying, harassment and intimidation and issuing appropriate consequences for those who bully other students.
2. Prohibiting discrimination and retaliation against any individual who reports or assists in the investigation of an act of bullying.
3. As part of our regular character education program, the school will provide advisory time and age appropriate curricula for all classes to discuss bullying in school and its effects.
4. Implementing an on-going cyber safety curriculum to ensure that students are knowledgeable about how to safely interact online.
5. Protecting the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications.
6. Discussing AF's values and mission with parents/guardians during family-oriented programming.
7. The school's Friday personal development program will contain a time to discuss promoting positive school culture including character development, bullying and cyberbullying prevention training, and cyber safety.
8. Hosting technology sessions to teach parents how to monitor their children's behavior on the Internet and smart devices.

Appendix B: Sexual Harassment and Dating Violence

Sexual harassment, sexual intimidation, and teen dating violence are prohibited in the public schools of Rhode Island. In accordance with the Lindsay Ann Burke Act (R.I. Gen. Laws §§ 16-85-1, 16-85-2, 16-21-30

and 16-22-24) and 20 U.S.C. §1681 (Title IX), Achievement First prohibits and will not tolerate sexual harassment, sexual intimidation or teen dating violence at school.

Sexual harassment is a form of sex discrimination. Sexual harassment includes degrading remarks, gestures, and jokes, notes, graffiti, and spreading rumors. It can also include indecent exposure, inappropriate touching, grabbing, pinching, or brushing against another in a sexual way.

Dating violence is a pattern of behavior where one person uses threats of, or actually uses, physical, sexual, verbal or emotional abuse to control their dating partner.

Sexual violence is an extreme form of sexual harassment. Teen dating violence can be a form of sexual harassment when it involves unwelcome touching, sexual demands, verbal abuse, and physical coercion of a sexual nature.

Allegations of sexual harassment and dating violence will be promptly investigated in accordance with our Title IX investigation protocol .

Appendix C: Title IX Policy

It is the policy of Achievement First to maintain a learning environment free from all forms of discrimination and harassment where all scholars are treated with respect and dignity. To that end, Achievement First complies with Title IX of the Education Amendments of 1972 ("Title IX") and its implementing regulations, which prohibits discrimination on the basis of sex in programs and activities that receive federal financial assistance. Sexual harassment, which includes sexual violence, is a form of sex discrimination prohibited by Title IX. To be clear, this policy protects staff and scholars in connection with all Achievement First academic, educational, extracurricular, athletic, and other school-sponsored, school-approved or school-related programs and activities, irrespective of whether such programs and activities take place on school grounds, on a school bus, or off-campus (e.g., on school trip).

Sex discrimination and sexual harassment based on sex is strictly forbidden and will not be tolerated in any form. Achievement First takes seriously all complaints and takes prompt, equitable action, including disciplinary action, upon a finding of a policy violation.

Reporting Procedures/Formal Complaint

Any person may report sex discrimination, including sexual harassment, whether or not the person reporting is the person alleged to be the victim of conduct that would constitute sex discrimination or sexual harassment. In other words, staff, parents and/or guardians as well as the Complainant may file a complaint. Such a complaint may be made at any time and may be done in person, by mail, by telephone, or by email, using the contact information listed below, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report (e.g., scholar reporting to a staff member). An employee notified of a complaint must immediately bring the complaint to the Title IX Coordinator, and/or the Principal. If the Title IX Coordinator is the subject of the complaint, the complaint may be submitted to the Principal, the Regional Superintendent or the Regional Director of Operations.

Title IX Coordinator at Achievement First schools is the Director of School Operations. Please contact them if you have a complaint.

The complaint should state the following:

1. Name of the complainant,
2. Date of the complaint,
3. Date(s) of the alleged harassment/discrimination,
4. Name(s) of the harasser(s) or discriminator(s),
5. Location/manner where such harassment/discrimination occurred,
6. Names of any witness(es) to the harassment/discrimination,
7. Detailed statement of the circumstances constituting the alleged harassment/discrimination, and
8. Remedy requested.

Response to a Complaint

Achievement First recognizes its mandatory obligations to respond promptly and equitably to allegations of sex discrimination and sexual harassment in a manner that is not deliberately indifferent, as defined. Accordingly, AF [insert school] will, at minimum, take the following actions in response to a complaint:

1. Notification of complaint to the Title IX Coordinator.
2. The Title IX Coordinator shall discuss promptly with the Complainant and their parents or guardians the availability of interim supportive measures.
3. Interim supportive measures shall be offered to the Complainant.
4. Title IX Coordinator shall provide notice of the allegations in writing to the parents and/or guardians of the Complainant and Respondent, at the same time, and provide a copy of this Policy as well as the grievance process and procedures.
 - a. The notice shall provide sufficient details about the allegations, the conduct/communication allegedly constituting sex discrimination and/or sexual harassment and the date and location of the alleged incident(s), if known.
5. All reported incidents of sexual harassment will be promptly, equitably and thoroughly investigated in an appropriately confidential manner.
6. Follow the published grievance procedures before the imposition of any disciplinary sanctions or other actions that are not interim supportive measures against the Respondent.
7. Offer an appeals procedure.

Privacy

Achievement First shall maintain confidentiality regarding the identity of Complainant(s), Respondent(s), and witnesses, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), as required by law, or as necessary to carry out a Title IX proceeding.

Retaliation

Achievement First expressly prohibits retaliation against any individual for exercising Title IX rights which includes, but is not limited to any action by a person(s) (including third parties) to intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in a Title IX investigation or proceeding.

Appeals

Achievement First shall offer both parties an appeal from a determination regarding responsibility and from its dismissal of a formal complaint or any allegations therein, based on the following:

1. Procedural irregularity that affected the outcome of the matter;
2. Newly discovered evidence that could affect the outcome of the matter; and/or
3. Title IX personnel (Title IX Coordinator, investigator(s), or decision maker(s)) that had a conflict of interest or bias that affected the outcome of the matter.

Complaints may also be filed at <http://www.ed.gov/about/offices/list/ocr/complaintintro.html> or by contacting the appropriate office of the U.S. Department of Education, Office for Civil Rights at the contact information below:

Office for Civil Rights

Boston Office

U.S. Department of Education

8th Floor

5 Post Office Square

Boston, MA 02109-3921

Telephone: (617) 289-0111

Fax: (617) 289-0150

Email: OCR.Boston@ed.gov

Title IX Investigation Procedures

The following procedures will be utilized upon the receipt of a formal complaint or when knowledge of an allegation of sex discrimination or sexual harassment is made available to an employee of the School. The Title IX Coordinator shall operate under the presumption that the Respondent is not responsible (a presumption of innocence) so that the School bears the burden of proof and the standard of evidence is correctly applied.

Investigatory Steps

- I. Notification.
 - A. The Title IX Coordinator shall promptly begin an investigation upon receipt of a complaint.
 1. If the allegations contained in a formal complaint do not meet the definition of “sex discrimination” or “sexual harassment” contained within the policy, or did not occur in the School’s educational; program or activity, the Coordinator will dismiss such allegations for purposes of Title IX, but may still address the allegations in any manner deemed appropriate by the School.
 2. The complaint may also be dismissed in the following instances:
 - a) Complainant wishes to withdraw the complaint or allegation.
 - b) Respondent withdraws from the School; or

- c) Other circumstances that prevent the School from gathering evidence sufficient to reach a determination.
- B. Preliminary Safety and Risk Assessment
 - 1. Title IX Coordinator will conduct an assessment to determine if there is an immediate threat to physical health or safety as well as determine what, if any, interim supportive measures are necessary.
 - 2. Consistent with the law, the Title IX Coordinator may remove the Respondent from a school program or activity on an emergency basis if it is determined that such an emergency is absolutely necessary to protect scholars and/or staff from immediate threat to physical health and/or safety for the pendency of the investigation.
- C. The Title IX Coordinator shall notify the Respondent and Complainant as well as their parents, in writing, that a complaint exists.
 - 1. The notice shall contain the following: a copy of the Title IX Policy and Investigative Procedures; the conduct allegedly constituting sex discrimination or sexual harassment; the date and location of the alleged incident, if known; the policy that the alleged conduct violates; a statement that the Respondent is presumed not responsible for the alleged conduct and that responsibility will be determined at the conclusion of the investigation; and the contact information for the investigator.
 - 2. The notice shall also advise the Respondent and Complainant as well as their parent that they may have an advisor of their choice (who may be an attorney, but does not need to be), and they may inspect and review evidence obtained in the investigation.
 - 3. The notice may be used to schedule a preliminary meeting to discuss the allegations, answer questions and to share next steps of the investigation.

II. Fact Finding

- A. The Title IX Coordinator or designee shall gather relevant information related to the allegations in the complaint. This information may include, but is not limited to: interview statements--whether written or verbal, documents, audio and video recordings, social media postings, and other records (e.g., screenshots of text messages).
 - 1. As a part of this process, the Respondent and the Complainant shall be interviewed separately and asked to explain their side of the story. They will also be asked to identify potential witnesses and share any other pertinent information.
 - 2. All potential witnesses shall be interviewed unless they decline or otherwise unavailable (e.g., withdraws from the school).
 - 3. Note: All questioning shall exclude evidence about the Complainant's sexual predisposition or prior sexual behavior unless such questions and evidence are offered to prove someone other than the Respondent committed the conduct alleged by the complainant or if the questions or evidence are offered to prove consent.
- B. AF recognizes that investigation may be temporarily delayed for good cause, including but not limited to, law enforcement involvement, absence of a party, witness or advisor, need for interpretation or other accommodations.

1. Note: The Title IX Coordinator or designee will notify the Respondent and Complainant of the delay and the reasons for such delay within five (5) business days in which they become aware of the need for a delay.

III. Review and Analysis

- A. After collecting as much relevant information as possible, the Title IX Coordinator or designee shall evaluate the evidence without bias for or against either party.
- B. The Title IX Coordinator or designee shall prepare a written summary of the facts gathered (i.e., there shall be no outcome determined).
 1. The summary shall include the initial allegations, the alleged policy violation, a summary of the investigatory steps as well as the evidence gathered.
- C. Thereafter, they shall provide the Respondent and Complainant an opportunity to review the information gathered and allow either party to submit any additional information or address any discrepancy.
 1. Note: The review period shall be at least seven (7) calendar days.

IV. Outcome Determination

- A. A separate decision-maker (i.e., not the investigator) will determine if a violation has occurred. AF will apply its chosen standard of evidence--*preponderance of the evidence*--to determine responsibility.
 1. The decision maker will decide whether each allegation is substantiated, unsubstantiated or inconclusive.

V. Written Report and Notification of Outcome

- A. After a determination has been made, the investigator shall prepare a written investigative report.
 1. The report shall contain the initial allegations, the policy violated, the parties involved, the evidence gathered, and any other relevant information, a high-level summary of the evidence that supports the decision-maker conclusions.
 2. The written determination shall also include any disciplinary sanctions, and whether remedial remedies to restore or preserve equal access to the educational program or activity will be provided.
 3. A copy of the final report shall be sent to each party.
 - a) A redacted copy may be necessary to comply with student data privacy laws.

Definitions:

Sex discrimination for purposes of this Title IX policy occurs when an individual, because of his or her sex, is denied participation in or the benefits of any program or activity receiving federal financial assistance.

Sexual harassment for purposes of this Title IX policy includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, non-verbal or physical conduct of a sexual nature when:

1. The purpose or effect of the conduct or communication is to demand--whether directly or indirectly--sexual favors in exchange for benefits (i.e., *quid pro quo*);
2. Submission to or rejection of the conduct or communication is used as the basis for decisions affecting a scholar (or employment or assignment of staff);
3. A reasonable person would find the conduct or communication so severe, pervasive, and objectively offensive that it denies a person's equal access to the school's educational programs or activities, unreasonably interferes with the scholar's educational performance (or with an employee's ability to perform their job); or creates an intimidating, offensive or hostile educational (or work) environment.

Complainant is the individual who is alleged to be the victim of conduct that could constitute sex discrimination and/or sexual harassment. Note: This term will be used even in the event that someone other than the alleged victim files the complaint.

Deliberate indifference for the purpose of this policy occurs when a school has actual notice or knowledge of discriminatory conduct and fails to act based on that knowledge.

Respondent is the individual who has been reported to be the perpetrator of conduct that could constitute sex discrimination and/or sexual harassment.

Interim supportive measures are individualized services reasonably available that are non-punitive, non-disciplinary and not unreasonably burdensome to the other party designed to ensure equal educational access, protect safety, or deter sexual harassment. These measures are without charge to a Complainant or a Respondent and may be offered before or after the filing of a formal complaint or when no complaint has been filed.

Remedial measures are the services implemented following the conclusion of an investigation designed to remedy the effects of an alleged incident of sex discrimination or sex harassment and to prevent occurrences of sex discrimination or sexual harassment. Remedial measures may include the continuation of some or all of the interim supportive measures previously implemented.

Preponderance of evidence is the standard of proof used by AF. It means that the information gathered concludes that the allegations are 'more likely than not' to be true, or more than 50 percent likely.

Appendix D: Code of Conduct

Achievement First provides a safe and structured environment that promotes scholars' academic and social development. The school's culture is a key element of our academic success. Choosing to disrupt the learning of yourself or others is not appropriate or acceptable. Scholars who fail to meet our clearly defined standards for appropriate and acceptable conduct are not allowed to disrupt the education of others. Scholars are held accountable through clear consequences for violating the school's rules.

We care about our scholars' safety and conduct not simply when they are in school – but at all times, including when they are traveling to and from school or school activities. Therefore, a disciplinary offense is a violation of the school's Code of Conduct if it occurs while the scholar is at school and/or on school grounds; is participating in a school-sponsored or other related activity; is walking to or from school or a school-sponsored or other related activity; is walking to or from, waiting for, or riding on school-provided transportation; or is walking to or from, waiting for, or riding on public transportation to and from school or a school-sponsored or other related activity. School-related disciplinary offenses may also include misconduct outside the school, including through the use of an electronic device owned, leased or used by the school or actions or speech on social media where evidence exists that the scholar's conduct had a significant impact on the educational environment and/or continued presence as a result of such conduct would have a substantial detrimental effect on the school, including the safety or rights of the scholar, other scholars, or staff members.

Scholars may be removed from class and/or school immediately if the scholar's presence in school or class poses a continuing danger to persons or property, an ongoing threat of danger, or a serious disruption to the academic process. We recognize that removal from the classroom directly impacts the learning for all scholars. Removal from class is not our first mode of support for any scholar, and will only be used if a scholar continuously does not meet expectations, disrupts learning time, or poses a threat to their safety or others *after* the teacher or school staff attempts to de-escalate the scholar in the classroom.

The school's Code of Conduct may be supplemented by teachers' rules for their classes and other school events. The school may develop a student feedback system and will provide materials about this system at Scholar Orientation, Parent Orientation, or other appropriate time at the beginning of the school year. The system may change throughout the year (*e.g.*, expectations are different in the beginning of the year and the end of year and are adaptable), and the school will alert scholars about material changes (*e.g.*, certain behaviors are now demerits that previously were not). A student feedback system is a behavior support and intervention that gives real-time feedback to scholars and regular feedback to families on how the scholar is meeting classroom and school-wide behavior expectations. This system can lead to both rewards (*e.g.*, privileges, awards, or shout-outs) or consequences and supports (*e.g.*, loss of privileges, interventions, and/or extensions). Repeated and/or severe behavior resulting in demerits and/or extension may also lead to suspension under the Code of Conduct below.

Disciplinary offenses result in consequences subject to the discretion of the principal or their designee(s) and may include demerits, Scholar Dollar deductions, extension, school service/cleaning (if the offense is related to defacing or damaging school property), loss of school privileges, Homework Extension, Saturday Extension, in-school suspension, out-of-school suspension, and/or expulsion. In determining the appropriate disciplinary action, school personnel who are authorized to impose disciplinary penalties may consider, among other things, the scholar's prior disciplinary record. Suspended scholars are not allowed to participate in school activities. Any breaches of state or federal law may be handled in cooperation with the police department or other authorities.

The following list of behavior infractions is not meant to be exhaustive, but rather provides examples of prohibited conduct and corresponding consequences. Additional violations of school rules and behaviors that compromise the school community and the learning of others will also merit consequences. Importantly, although the list is intended to provide expectations regarding the link between scholar misconduct and consequences, each scholar and each incident is different and may

have a variety of mitigating (*e.g.*, first time engaging in this conduct or sincere apology and acceptance of responsibility) or aggravating factors (*e.g.*, multiple violations in one incident or repeated incidents or the severity and negative impact of the behavior). For that reason, the principal or the principal's designee may, in their discretion, assign a different consequence than outlined in the ranges below, provided the consequence must be in keeping with the spirit of this policy and must be consistent with applicable law. Consequences must always be reasonable and developmentally appropriate, and intended to address the specific prohibited conduct.

INFRACTIONS	RANGE OF SCHOOL RESPONSES, INTERVENTIONS, AND CONSEQUENCES Summary of typical range: from warning to exclusion/removal from class
<p><i>Violation of School Rule</i></p> <ul style="list-style-type: none"> ● Being out of uniform ● Arriving late to school or class ● Mistreatment or inappropriate use of technology or school property ● Minor damage to property (<i>e.g.</i>, light pencil markings on desk) ● Possession of inappropriate property or technology or an object expressly prohibited or that impedes the learning process ● Unauthorized use of the building elevator <p><i>Disrespect</i></p> <ul style="list-style-type: none"> ● Minor disrespect of a fellow scholar or scholars ● Minor disrespect of a faculty member, staff member, visitor, volunteer, school transportation provider, or other member of the school community <p><i>Disruptive, distracting behavior</i></p> <ul style="list-style-type: none"> ● Disrupting class or school activity for any reason ● Horse-playing ● Running in hallways ● Making unreasonable or distracting noise ● Being off-task ● Failing to follow directions, delaying in following directions or otherwise undermining directions ● Refusing to follow directions <p><i>Being unprepared for class</i></p> <ul style="list-style-type: none"> ● Being unprepared for class ● Failing to maintain desk or locker area as required ● Failing to have school document, homework, or exam signed ● Failing to complete homework or other assignment 	<ul style="list-style-type: none"> ○ Non-verbal warning ○ Verbal warning or reprimand ○ Reflecting on behavior orally and/or in writing ○ Verbal or written apology ○ Time out within the classroom ○ Scholar-scholar mediation ○ Scholar-teacher conference ○ Scholar-administrator conference ○ Sitting in their seat during breaks ○ Modified lunch setting and/or lunch extension ○ Modified classroom participation (<i>e.g.</i>, limited partner work, etc.) to best support the scholar ○ Seating arrangement changed ○ Note home to parent/guardian to be signed and brought back to school ○ Call home to parent/guardian ○ Request meeting with parent/guardian ○ Confiscation of property (if related to infraction) ○ Performing extra service for the school, such as cleaning (if related to infraction) ○ Paying for or replacing damaged or missing property ○ Loss of classroom or other school privileges ○ Missing school events, trips, or activities ○ Extension ○ Friday Extension ○ Suspension of Transportation (if related to infraction) ○ Time out outside the classroom ○ Sent to dean's office, principal's office or other designated area ○ Exclusion and/or removal from a particular class or event

SERIOUS INFRACTIONS	RANGE OF SCHOOL RESPONSES, INTERVENTIONS AND CONSEQUENCES Summary of typical range: from exclusion/removal from class to in-school suspension
<p>Disrespect</p> <ul style="list-style-type: none"> ● Serious disrespect of a fellow scholar or scholars ● Serious disrespect of a faculty member, staff member, visitor, volunteer, school transportation provider, or other member of the school community ● Using an abusive, vulgar, or profane word or phrase <p>Not being where the scholar is supposed to be</p> <ul style="list-style-type: none"> ● Cutting school, class, or required in-school or after-school activity (including extension, homework make-up, required tutoring, etc.) ● Departing, without permission, from class, floor, building, or school-sponsored activity or going to an unauthorized location ● Refusing to leave an area where the scholar is not supposed to be – or refusing to leave an area where the scholar is distracting others ● Obstructing or blocking vehicular or pedestrian traffic <p>Not following consequences</p> <ul style="list-style-type: none"> ● Failing to comply with school-imposed consequences (e.g., skipping or refusing to go to an extension or other consequence) ● Disrupting Friday Extension, in-school suspension, or another significant consequence through misbehavior <p>Repeated misbehavior</p> <ul style="list-style-type: none"> ● Being removed from class/asked to report to the dean of students’ office, principal’s office, or other designated area during class more than one time in a given day ● Being removed from class/asked to report to the dean of students’ office, principals’ office, or other designated area during class more than three times in a given week ● Excessive and/or repeated afterschool extensions ● Repeated offenses for which the scholar has already earned in-school suspension or other consequences <p>Other serious infractions</p>	<ul style="list-style-type: none"> ○ Any consequence outlined above for infractions (listed above) ○ Additional oral or written reflections and/or apologies ○ Request formal meeting with parents/guardians ○ In-school suspension ○ Short-term out-of-school suspension

<ul style="list-style-type: none"> ● Serious versions of conduct listed under the infractions category 	
<p>MAJOR OFFENSES</p>	<p>MAJOR OFFENSES: Range of School Responses, Interventions and Consequences Summary of typical range: from in-school suspension to out-of-school suspension</p>
<p><i>Medication or Tobacco</i></p> <ul style="list-style-type: none"> ● Using or possessing over-the-counter medication inappropriately ● Using, possessing or transferring tobacco, e-cigarette or related products or accessories <p><i>Fleeing or blocking access</i></p> <ul style="list-style-type: none"> ● Fleeing an area, which includes, but is not limited to, running around the classroom, running in the hallways or between floors away from adults, and running out of the building ● Blocking access to any part of the school building <p><i>Action that impairs the school’s ability to function</i></p> <ul style="list-style-type: none"> ● Action that seriously impairs the ability of the school to function, including, but not limited to, extreme language, refusal to move, intentionally sustained distracting behavior, or demeaning or intimidating speech ● Gross disrespect of a faculty member, staff member, visitor, volunteer, school transportation provider, or other member of the school community <p><i>Abuse or Harassment</i></p> <ul style="list-style-type: none"> ● Committing sexual, racial, or any form of harassment or intimidation ● Bullying, cyber bullying, intimidation, hazing, threats, and/or harassment of another scholar (see bullying and cyber bullying sections for more detail) <p><i>Damaging Property</i></p> <ul style="list-style-type: none"> ○ Damaging or destroying personal or school property – or attempting to do so ○ Throwing, pushing, or moving furniture/classroom objects in an aggressive or upset manner ○ Gross disrespect or destruction of school property, including graffiti <p><i>Physical Aggression</i></p>	<ul style="list-style-type: none"> ○ Any consequences outlined above for infractions or serious infractions (listed above) ○ In-school suspension ○ Short term out-of-school suspension ○ Long-term of-of-school suspension

<ul style="list-style-type: none"> o Making verbal or physical threats, empty or otherwise o Fighting, pushing, scratching, shoving, biting, punching, grabbing, slapping, kicking or any other unwanted physical contact – or any contact with the intent to hurt, but without causing serious injury o Any action that presents imminent threat to physical safety of self or others o Throwing an object at another person or in the classroom <p>Sexual Activity</p> <ul style="list-style-type: none"> o Engaging in sexual activity or inappropriate touching o Indecent exposure <p>Gambling, Stealing, Lying, Forgery, Plagiarism</p> <ul style="list-style-type: none"> ● Gambling ● Lying or giving false information to, or misleading, staff member ● Stealing ● Plagiarism, cheating, altering records or forgery, including forging of parental signatures <p>Other major offenses</p> <ul style="list-style-type: none"> ● Major versions of conduct listed under the serious infractions category 	
<p>EGREGIOUS OFFENSES</p>	<p>EGREGIOUS OFFENSES: Range of School Responses, Interventions and Consequences Summary of typical range: from out-of-school suspension to expulsion</p>
<ul style="list-style-type: none"> ● Repeated major offenses and/or fundamental disregard for school policies and procedures in a manner that presents an unsafe or abusive condition for members of the school community or seriously disrupts the educational process of the school ● Creating a hazardous or offensive condition, such as setting off false alarms, making bomb or other violent threats, or calling in threats, empty or otherwise, enabling unauthorized individuals to access the school building ● Threatening a staff member or their family friends with serious physical harm or ongoing repeated and/or specific threats made to another member of 	<ul style="list-style-type: none"> o Any consequences outlined above for infractions, serious infractions or major offenses o Short-term out-of-school suspension, usually for an extended period (<i>e.g.</i>, more than one day) o Long-term out-of-school suspension <p>When an egregious offense occurs, both the principal and regional superintendent should be notified immediately. Past disciplinary offenses may be considered in the school’s decision-making around consequences. If the scholar has already been found to have engaged in an egregious offense that did not result in long-term suspension earlier in the school year, the school is more likely to recommend long-term suspension upon any subsequent egregious offense.</p>

the school community creating or intended to create an unsafe environment for the other individual

- Significant destruction or attempted significant destruction of school property, including arson
- Significant theft (*e.g.*, items valued at several hundred dollars) or stealing from a staff member, including money, wallet, credit cards, and personal possessions
- Possession, use, or transfer of drugs, alcohol, or controlled substances, including, but not limited to, illegal drugs (*e.g.*, marijuana), drug paraphernalia, prescription medication or alcohol, on school grounds or at a school-sponsored event
- Sale or distribution of drugs, alcohol, or controlled substances, including, but not limited to, illegal drugs (*e.g.*, marijuana), drug paraphernalia, prescription medication, tobacco or alcohol, on school grounds or at a school sponsored event
- Possession, use, or transfer of a firearm or weapon or mock weapon, including, but not limited to, the following: firearm, air gun, BB gun, knife, bludgeon (*e.g.*, metal knuckles), sling shot, explosives, dangerous chemicals,, any sharp pointed instrument or other dangerous instrument intended as a weapon (*e.g.*, broken glass, lighter, baseball bat, etc.)
- Assault and/or use of extreme force against or an action intended to inflict serious injury upon another scholar or scholars, school personnel, or other member(s) of the school community; actions that should have been reasonably foreseen as having the potential to inflict serious injury are included
- Sexual assault
- Physically assaulting a staff member or other adult members of the school community; this includes, but is not limited to hitting, kicking, punching, slapping, or pushing
- Scholar charged with or convicted of a felony that poses a continuing danger to persons or property or ongoing threat of serious disruption to the academic process
- Scholars with a protective order against them that is based on or involves violence, severe harassment, or threat of violence against another scholar or staff member

- | | |
|--------------------------------------------------------------------------------------------------------------------------|--|
| <ul style="list-style-type: none">• Egregious versions of conduct listed under the major offenses category | |
|--------------------------------------------------------------------------------------------------------------------------|--|

Appendix E: Discipline of Scholars with Special Needs

Scholars with disabilities may be disciplined in accordance with the procedural safeguards set forth in both federal and state law and regulations under the IDEA (Individuals with Disabilities Education Act) and/or Section 504 of the Rehabilitation Act.

Disciplinary procedural safeguards are also extended to scholars suspected of having a disability. A scholar is suspected of having a disability if prior to the conduct, either:

- o The parent/guardian of the child expressed concerns in writing to the child's teacher or a school administrator that the child may need special education and related services;
- o The parent/guardian of the child requested an evaluation for special education services, or;
- o The teacher of the child, or other school personnel, have expressed specific concerns about a pattern of behavior that may be caused by disability directly to the special services leader, or other supervisory personnel.

The school must follow the same procedures when disciplining scholars with suspected disabilities, as it follows for scholars with IEPs or Section 504 plans, unless:

1. The parent/guardian did not allow the student to be evaluated;
2. The parent refused special education services, or;
3. The student was evaluated and determined not to qualify as a student with a disability.

One of these disciplinary procedural safeguards is the requirement to convene a Manifestation Determination Review (MDR). An MDR is a process to determine if a student's violation of the school's code of conduct is the result of the student's disability. An MDR must occur within ten (10) school days of a violation of the school's code of conduct which results in a change of placement for a scholar with an IEP or a 504 plan, a scholar in the initial referral process, or a scholar suspected of having a disability.

Under the IDEA, a change of placement occurs if:

1. The removal is for more than ten (10) consecutive school days; **or**,
2. Short-term removals make up a pattern because:
 - a. The current removal when added to a series of previous short-term removals totals more than ten (10) schools days in a school year;
 - b. The child's behavior is similar to their behavior that resulted in previous removal(s); and of other factors (*e.g.*, length of each removal; proximity of removals to one another). **Note:** At Achievement First, any time a scholar with a disability is removed from their educational setting for more than ten (10) cumulative school days, we regard this as a change of placement and require a Manifestation Determination Review to be held.

A removal, under the IDEA, is defined as any time a student is removed from their current placement for more than ninety (90) minutes, unless the student receives an In-School Suspension (ISS) in which:

- The scholar is not segregated from their general education peers
- The scholar has continued access to the general curriculum
- The scholar continues to receive all services mandated in their IEP, 504 plan or Behavior Intervention Plan.

All in-School Suspensions which do not meet the above standards, all their out-of-school suspensions, and all expulsions, including a 45-day removal to an Interim Alternative Educational Setting, constitute a removal and therefore factors into the ten (10) cumulative day calculation.

If a change of placement occurs, an IEP or 504 Team meeting shall be promptly convened to determine whether the misconduct is a manifestation of the scholar's disability.

A parent/guardian shall be informed of the need to convene a Manifestation Determination Review (MDR) meeting on the date of the decision to discipline a student, or as soon as possible thereafter. The parent/guardian of the scholar shall be provided with a copy of the Procedural Safeguards setting forth their rights under the IDEA. As soon as possible but no later than ten (10) school days after the date of the decision, the IEP or 504 Team shall meet to determine whether the conduct is a manifestation of the child's disability or occurred due to a failure of the school to implement the IEP.

If, upon review, the team determines that the student's behavior is not a manifestation of their disability, then the child may be disciplined in the same manner as a child without a disability for that particular behavioral event. During the duration of the removal, the student shall receive an alternative educational opportunity consistent with the student's educational needs.

If, upon review, the team determines that the student's behavior is a manifestation of their disability, then the scholar must return to their educational placement, unless the parents and school agree to a change of placement as part of the modification of the behavior intervention plan. Furthermore, the team will consider the student's misconduct; develop or review the current Functional Behavior Assessment; and revise the student's IEP/Behavior Intervention Plan (BIP) to prevent a recurrence of such misconduct and to provide for the safety of the other students and staff. If there is no current BIP, the school, in consultation with the IEP team must also develop such a plan to address the behavior that led to the disciplinary action.

Additionally, each subsequent removal after the initial MDR requires a new MDR to be conducted.

Prior to a change of placement, scholars may receive disciplinary actions in accordance with the Achievement First discipline policy.

Parents/guardians may request a due process hearing to challenge the manifestation determination. Except as provided below, the child will remain in their current educational placement pending the determination of the hearing.

Interim Alternative Education Setting

A scholar with a disability or suspected disability may be removed to an Interim Alternative Educational Setting (IAES) for up to 45 school days, regardless of whether the behavior is determined to be a manifestation of the child's disability in limited circumstances as defined by the IDEA and applicable state laws and regulations, including if they:

- Carry or possess a weapon at school, on school premises or at a school function; or

- Knowingly possess or use illegal drugs, or sell or solicit the sale of a controlled substance at school, on school premises or at a school function; or,
- Inflict serious bodily harm at school, on school premises or at a school function.¹[1]

A meeting must be held to determine the Interim Alternative Education Setting

If you have questions about the disciplinary guidelines for students with disabilities, please contact the Dean of Special Services/Special Services Leader

Expulsions/Long-Term Out-of-School Suspensions and Manifestation Determination Reviews

Prior to conducting an expulsion/long-term out-of-school suspension hearing for a scholar with a disability, an IEP/504 team shall convene to determine whether the misconduct was caused by the student's disability. If it is determined that the misconduct was caused by the child's disability, the child shall not be expelled/suspended. The IEP/504 team shall reevaluate the child for the purpose of modifying the student's IEP/504 plan to address the behavior and to ensure the safety of other children and staff in the school. If it is determined that the misconduct was not caused by the child's disability, the child may be expelled following the same processes and procedures as a student without a disability. Whenever a student with a disability is expelled/suspended for more than ten (10) days, an alternative educational opportunity, consistent with such child's educational needs, shall be provided during the period of expulsion/suspension.

Achievement First maintains written records of all exclusions of ALL students. The records must include the name of the scholar, a description of the behavior infraction, the disciplinary action taken, and a record of the time or number of days of the disciplinary action.

Provisions of Services During Removal

Those scholars removed for a period fewer than ten (10) consecutive days will receive all classroom assignments and a schedule to complete such assignments during the time of their suspension. Provisions will be made to permit a suspended scholar to make up assignments or tests missed as a result of such suspension.

During any subsequent removal that, combined with previous removals, equals ten (10) or more school days during the year, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of their IEP/504 plan. In these cases, school personnel, in consultation with the child's special education teacher or IEP/ 504 Team, shall make the service determination.

Appendix F: How to File a Grievance about Discrimination

Non-Discrimination

¹The IDEA defines serious bodily injury as injury which 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.

Achievement First does not discriminate in admission to, access to, treatment in, or employment in its services, programs, or activities, on the basis of race, color or national origin, in accordance with Title VII of the Civil Rights Act of 1964 (Title VII); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination in Employment Act of 194 (ADEA). In addition, no person shall be discriminated against in admission to Achievement First on the basis of race, sex, color, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in English language or a foreign language, or prior academic achievement. No person shall be discriminated against in obtaining the advantages, privileges, or access to the courses of scholar offered by the school on the basis or race, sex, color, religion, national origin, or sexual orientation. Finally, pregnant scholars are allowed to remain in regular education classes and participate in extracurricular activities with non-pregnant scholars throughout their pregnancy, and after giving birth are permitted to return to the same academic and extracurricular program as before the leave (Title IX).

Achievement First does not condone or tolerate discrimination on the basis of race, color, national origin, sex, sexual orientation or disability in admission or access to, or treatment, or employment in its programs or activities. The purpose of this formal grievance procedure is to provide a simple and accessible process to address problems and claims of discrimination based on race, color, national origin, sex, sexual orientation or disability. Achievement First will keep these proceedings as informal and confidential as may be appropriate at any level of the procedure. These policies do not limit the right of the complainant having a problem to discuss the matter informally with any appropriate member of the administration. Additionally, parents have the right to deliver the formal grievance directly to the Board.

Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each level should be considered as a maximum, and every effort should be made to expedite the process. The time limits specified may, however, be extended by mutual agreement in writing.

If a complainant does not file a grievance in writing as provided herein within 60 days after the aggrieved person knew or should have known of the act or condition on which the grievance is based, then the grievance shall be considered waived. Achievement First reserves the right to extend the 60-day limitation to file a grievance for just cause. An Achievement First staff member will, if requested, assist in preparing any written documents described within this grievance procedure.

Internal Resolution Process:

Any student, employee, applicant to a program, or third party who feels that they have been discriminated against on the basis of race, color, national origin, sex, sexual orientation or disability shall contact the Title VI, Title IX or Section 504 Coordinator within sixty (60) calendar days of the date on which they knew or should have known of the alleged occurrence to discuss the nature of the complaint. For grievances concerning allegations of a violation of school charter, the complainant shall contact the Director of School Operations.

The Coordinator shall maintain a written record which shall contain the following:

1. The name and address of the Complainant;
2. The full name and position of person(s) who allegedly discriminated against the complainant, if applicable;

3. A concise statement of the facts constituting the alleged discrimination; and
4. Dates of the alleged discrimination.

At the time the alleged discrimination complaint is filed, the Coordinator shall review and explain the grievance procedures with the complainant and answer any questions. An investigation of the complaint shall begin as soon as practical, but in no case, more than ten (10) school days from the time the complaint was received. Within this time limit, the Coordinator shall meet separately with the complainant and the individual(s) against whom the complaint was lodged. The Coordinator and/or their designee shall conduct a prompt, adequate, reliable, and impartial investigation of the complaint. The Coordinator shall provide confidential counseling where advisable and shall seek an informal agreement between the parties concerned, where appropriate. Every attempt shall be made to seek a solution and resolve the alleged discrimination complaint at this level. It is important to note, however, that the informal process can be ended, by the complainant, the individual(s) against whom the complaint was lodged or by the Coordinator, at any time in order to begin a formal stage of the complaint process.

If the complainant is not satisfied with these initial informal procedures, within twenty (20) school days from the date of the original discussion with the Coordinator, more formal procedures may be initiated by the complainant to further explore and resolve the problem

Formal Procedure:

Level One – School Principal: If a complainant is not satisfied with the disposition of the problem through informal procedures, they may seek review of their claim as a formal grievance or appeal in writing to the principal. Level One Grievances shall be submitted to the School Services Manager (SSM) on the Parent Grievance Process Form (“Grievance Form”) or by letter, who will then forward the Grievance to the principal. The SSM is responsible for monitoring the implementation and documentation of the complaint system.

The principal shall reply in writing within three school days acknowledging receipt of the Grievance to the complainant and the individual(s) against whom the complaint was lodged. The principal shall review the Coordinator’s investigation and information submitted by the complainant and may conduct additional investigation as necessary. Within 10 school days the principal will render a decision and the reasons therefore in writing to the complainant and the person who allegedly discriminated against the complainant, with a copy to the regional superintendent.

Level Two – Regional Superintendent Hearing: If the complainant or the person alleged to have discriminated against the complainant, if applicable, is not satisfied with the disposition of the grievance at Level One, or if no decision has been rendered within 10 school days after presentation of the grievance in writing, the complainant or the person alleged to have discriminated against the complainant may file a written appeal for a hearing by the regional superintendent within 10 school days. The regional superintendent shall reply in writing within three school days acknowledging receipt of the grievance to the complainant and the individual(s) against whom the complaint was lodged. (Please note that the regional superintendent will not respond to complaints that have not, without good cause, first been addressed by the Coordinator or DSO, and the principal). Level Two Grievances shall be submitted to the SSM, who will then forward the Grievance to the regional superintendent.

Within ten (10) school days after receipt of the written appeal for a hearing by the regional superintendent, they shall conduct a hearing with the complainant and the person alleged to have

committed the discrimination for the purpose of resolving the grievance. The regional superintendent shall provide the parties an opportunity to present witnesses and other evidence. A full record of such hearing shall be kept by the regional superintendent. The regional superintendent shall within 10 school days of the hearing render the decision and the reasons therefore in writing to the complainant and the person who allegedly discriminated against the complainant.

Level Three – Board of Trustees Hearing: If the complainant or the person alleged to have discriminated against the complainant, if applicable, is not satisfied with the disposition of the grievance at Level Two, or if no decision has been rendered within 10 school days after first meeting with the Superintendent, the person may file the grievance with the Board of Trustees within 10 school days. The Board shall reply in writing within three school days acknowledging receipt of the Grievance to the complainant and the individual(s) against whom the complaint was lodged. Level Three Grievances shall be submitted to the SSM to forward to the Board.

Within 15 school days after receiving the written appeal, the Board shall meet with the complainant for the purpose of resolving the grievance. The Board or Impartial Hearing Officer shall provide an opportunity for the parties to present witnesses and other evidence. A full record of such hearing shall be kept by the Board. The decision of the Board shall be rendered in writing within 10 school days.

Anti-Retaliation

The anti-discrimination laws protect complainants from retaliation for reporting allegations of discrimination and participating in an investigation. The administration will take steps to prevent retaliation and take strong responsive action should retaliation occur.

In the event that there is a finding of discrimination, the administration will take steps that are reasonably calculated to end discrimination; to prevent recurrence of any discrimination; and to correct discriminatory effects on the complainant and others, if appropriate.

The administration will contact the person raising alleged violations within a reasonable period of time following conclusion of the investigation and grievance process to assess whether there has been on-going discrimination or retaliation, and to determine whether additional supportive measures are needed.

Additional Procedures for Claims Alleging Harassment or Hostile Educational Environment

The administration, when evaluating whether there is a hostile environment for a student, will consider the effects of harassment that occurred in school and those incidents that occurred outside of school that may affect the school environment.

Alleged victims of harassment will not be required to work out the problem directly with alleged perpetrators without appropriate involvement by administration. Any informal process can be ended by an alleged victim at any time in order to begin a formal stage of the complaint process.

The administration will consider providing interim measures to an alleged victim pending the outcome of the recipient's investigation, when appropriate (such as prohibiting the alleged perpetrator to contact the alleged victim; changing the alleged perpetrator's class and bus schedule to minimize contact with the alleged victim, etc.).

The administration will maintain on-going contact with the alleged victim throughout the investigation.

The administration will provide counseling and academic services, as appropriate, to the alleged victim.

Any person may also file a complaint of illegal discrimination with the Office for Civil Rights at the same time they files the grievance during or after use of the grievance process, or without using the grievance process at all. If a complaint is filed with the Office for Civil Rights, it must be filed in writing no later than 180 days after the occurrence of the possible discrimination.

Complaints may be filed at <https://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> or by contacting the Office for Civil Rights at the address/telephone number below:

Office for Civil Rights

Boston Office

U.S. Department of Education

8th Floor

5 Post Office Square

Boston, MA 02109-3921

Telephone: (617) 289-0111

Fax: (617) 289-0150

Email: OCR.Boston@ed.gov

The Special Services Coordinator, is the Title VII and Section 504 Coordinator and may be contacted. The Director of School Operations is the Title IX Coordinator. The Special Services Coordinator and/ or the Title IX Coordinator may designate the resolution of certain grievances to other appropriate school staff members.

Appendix G: Behavioral Support Request Form

If you have concerns regarding your child’s behaviors or are concerned that your child’s behaviors in school are related to their disability, and would like to discuss concerns about whether the school is providing appropriate behavior supports that are responsive to both the behavior and/or the disability, you may request that the school provide behavioral supports by completing this form and submitting to the Special Services Leader at your child’s school.

Today’s Date: _____

Your Name: _____ Phone Number: _____

Scholar’s Name: _____ Grade: _____

Relationship to Scholar: _____

Does your scholar have an IEP or 504 plan? Yes No

What concerns do you have about your child’s behaviors in school?

Do you know whether your child has received any behavior supports in the past (for example, incentive plan, behavior intervention plan, breaks)?

Is there anything else you would like the school to know?

Appendix H: Family Concern Form

Achievement First is committed to maintaining a strong partnership and ongoing dialogue between our teachers, staff, scholars, and families. If you have a concern about a school policy, academic grade, discipline decision, special education, or anything else, we welcome your input and encourage you to contact the appropriate staff member at the school. Please use this form to describe an incident/issue and submit the form to the school's principal, dean, or director of operations.

Today's Date: _____

Your Name: _____ Phone Number: _____

Scholar's Name: _____ Grade: _____

Relationship to Scholar: _____

Is your concern related to special education? Yes No

Have you discussed this issue with anyone at the school yet? Yes No

If yes, who were you in touch with?:

What was the result?

Please describe the Incident / Issue in the space below. For incidents, be sure to include the DATE of the incident and the NAMES of any people who were involved. (Please attach extra pages if you need more space).

Appendix I: Additional Information

Title I

Federal law (Every Student Succeeds Act) requires school districts that receive federal Title I funding to notify parents of their right to know the professional qualifications of the classroom teachers who instruct their child.

As a recipient of these funds, your child's school will provide you with this information in a timely manner if you request it. Specifically, you have the right to receive the following information about each of your child's classroom teachers:

- Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects they teach.
- Whether the teacher is teaching under emergency or provisional status because of special circumstances.
- The teacher's college major, whether the teacher has any advanced degrees, and the field of discipline of the certification or degree.
- Whether paraprofessionals provide services to your child and, if so, their qualifications.

Achievement First is committed to providing quality instruction for all students and does so by employing the most qualified individuals to teach and support each student in the classroom. To request information about your child's teachers or if you have any questions, please contact the school's main office.

Public Documents/The Access to Public Records

The school fully complies with Rhode Island's Access to Public Records Act, which guarantees access to public records of government bodies. Any requests for school records or information from the school must be in writing and submitted to the principal or to their designee(s). Within ten (10) business days of receipt of a written request, the school, depending on the requested information, will respond by:

- Making the information available at the school itself during normal business hours to the person requesting it;
- Denying the request in writing; or
- Providing a written acknowledgment of receipt of the request that supplies an approximate date for when the request will be granted or denied.
- If the person requesting information is denied access to a record, they may appeal such denial to the principal. Upon timely receipt of such an appeal, the school, within ten (10) business days of the receipt of the appeal, makes a final determination whether or not to allow public inspection. If the principal determines that the record is not subject to public inspection, the person or entity seeking disclosure may file a complaint with the Rhode Island/Connecticut/New York State Attorney General.

- The school may deny access to requested records if the requested record falls within one of the categories that are exempt from public disclosure. Even then, if not exempt, the school may nonetheless deny access if, on balance, the privacy interest of the affected individual outweighs the public interest in disclosure. Listed below are the more typical records that are not subject to disclosure under state law:
 - Records, reports, opinions, information, and statements required to be kept confidential by federal law or regulation or state law, or rule of court;
 - Personnel and other personal individually-identifiable records otherwise deemed confidential by federal or state law or regulation, or the disclosure of which would constitute a clearly unwarranted invasion of personal privacy;
 - Child custody and adoption records, records of illegitimate births, and records of juvenile proceedings before the family court;
 - Reports and statements of strategy or negotiation involving labor negotiations or collective bargaining;
 - Any individually identifiable evaluations of public school teachers made pursuant to state or federal law or regulation;
 - All documents prepared by school districts intended to be used by school districts in protecting the safety of their students from potential and actual threats.

The school may charge a copying fee of up to fifteen cents (\$.15) for each page requested to be copied. The school may also charge fifteen dollars (\$15.00) per hour, after the first hour, for search and retrieval of the requested documents.

The Open Meetings Law

1. All meetings of the Board of Trustees and all committees of the Board (“Board meetings”) will be open to the general public pursuant to the Open Meetings Act (R.I. Gen. Laws §§ 42-46-1 et seq./N.Y. Pub. Off. Law § 103/Conn. Gen. Stat. § 1-225)
2. The school will provide written notice of regularly scheduled Board meetings at the beginning of each calendar year, including dates, times, and locations of all meetings. Notice will also be provided to the public upon request. A calendar of all scheduled Board meetings will be posted at the school.
3. In addition to annual notice, the school will give supplemental written public notice of any Board meeting within a minimum of forty-eight (48) hours before the date. This notice will include the date the notice was posted, the date, time and place of the meeting, and a statement specifying the nature of the business to be discussed. Public notices will be placed on the bulletin board in the reception area. Public notices will reflect the location of Board meetings or any location changes.
4. To the extent possible, the school will publicly post notices of Board meetings immediately after each meeting date is determined.
5. For the purposes of determining a quorum, Trustees must be present at the meeting pursuant to the bylaws.
6. Written minutes will be recorded of all Board meetings. To the extent required by law, minutes will include:
 - a. The date and time and place of the meeting
 - b. The members of the public body recorded as either present or absent

- c. A summary of all motions, proposals, resolutions, and other matters formally voted upon
 - d. A record of how each Trustee voted on each matter
 - e. In the case of an executive session, the minutes will include a record of the final determination of any action that was taken.
7. A record of all votes taken at all meetings of public bodies, listing how each member voted on each issue, shall be a public record and shall be available, to the public at the office of the public body, within two (2) weeks of the date of the vote. The minutes shall be public records and unofficial minutes shall be available, to the public at the office of the public body, within thirty-five (35) days of the meeting or at the next regularly scheduled meeting, whichever is earlier. All executive sessions shall be conducted as part of an open meeting; they are not considered separate meetings per se. An executive session may be called via motion and majority vote by the Board; the motion must specifically identify the topics to be considered.
 8. All Board members may participate in the executive session, and the Board may invite others to be present as well.

The Board may hold a meeting closed to the public pursuant to the above-referenced for one or more of the following purposes:

- Any discussions of the job performance, character, or physical or mental health of a person or persons (provided that such person or persons affected shall have been notified in advance in writing and advised that they may require that the discussion be held at an open meeting)
- Sessions pertaining to collective bargaining or litigation, or work sessions pertaining to collective bargaining or litigation.
- Discussion regarding the matter of security including, but not limited to, the deployment of security personnel or devices.
- Any investigative proceedings regarding allegations of misconduct, either civil or criminal.
- Any discussions or considerations related to the acquisition or lease of real property for public purposes, or of the disposition of publicly held property wherein advanced public information would be detrimental to the interest of the public.
- Any executive sessions of a local school committee exclusively for the purposes: (i) of conducting student disciplinary hearings; or (ii) of reviewing other matters which relate to the privacy of students and their records, including all hearings of the various juvenile hearing boards of any municipality; provided, however, that any affected student shall have been notified in advance in writing and advised that he or she may require that the discussion be held in an open meeting
- Any hearings on, or discussions of, a grievance filed pursuant to a collective bargaining agreement.
- Any discussion of the personal finances of a prospective donor to a library.

Subject to reasonable restrictions, Board meetings may be electronically recorded by the public. Reasonable restrictions include those designed to preserve orderly conduct of a meeting, to safeguard public facilities against damage caused by certain recording equipment or to require fair payment for the cost of electricity.

Use of Pictures & Videos of Scholars

Achievement First often takes pictures and videos of scholars during regular school activities to capture the joy and excitement of learning that takes place and to celebrate the accomplishments of our teachers and scholars. Pictures and videos taken of scholars and staff are used for many purposes. We put pictures of scholars and staff in our scholar information system so that teachers and staff can identify all scholars and call them by name (internal); we publish photo directories of scholars and staff (internal); and we post pictures of scholars and staff at the school (internal). It is AF's policy to use pictures and videos of scholars for these uses. **By reading the Family Handbook, parents are consenting to allow their child's photo to be used for internal purposes. If the parent/guardian does NOT want their child's photo to be used for such purposes, they should let the school's Director of Operations know in writing.**

AF also allows pictures and videos to be used for print and broadcast media purposes (external), and includes pictures and videos of scholars and staff on our website, on social media, and in promotional materials used to recruit scholars and staff and explain AF to external audiences such as charter authorizers, researchers, other educational organizations, education advocacy organizations, and funders (external). **By signing the Media/Publications Consent and Release form, parents are consenting to allow their child's image to be used for external purposes as well as additional internal purposes (e.g., staff memos and trainings). If the parent does not want their child's image to be used for such purposes, they should NOT sign the media release.**

Scholar Records

The school administration is responsible for all scholar records. They will discuss, explain, and/or make available to an eligible scholar (18 years old or greater) or parents/guardians any records on file.

Scholar records are confidential and are protected under both state and federal law. The Rhode Island law, R.I. Gen. Laws § 16-71-3, is in most respects the same as the federal law. The federal law is the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99). It applies to all schools that receive funding under an applicable program of the U.S. Department of Education. FERPA gives parents/guardians certain rights with respect to their children's education records. These rights transfer to the scholar when he or she reaches the age of 18 or attends a school beyond the high school level. Scholars to whom the rights have transferred are "eligible scholars." Confidential Records include grades, evaluations, disciplinary actions, and health records. Confidential records will not be made available to any non-school personnel without consent by the parent/guardian, except as described below.

Directory Information: Directory Information is basic information about scholars including name, address, telephone number, other contact information, parent/guardian name and contact information, date of birth, dates of attendance, participation in activities, awards received, etc. This information may be made available to others (internal or external) for specific use without the consent of the parent/guardian. For example, teachers may distribute class lists to everyone in the class so that scholars may help each other with homework or the school may provide addresses to another educational organization working on a voter registration drive. **If a parent/guardian would not like such information released, they should submit a request in writing to the director of school operations.**

In accordance with FERPA:

- Parents/guardians or scholars over eighteen (18) years of age have the right to inspect and review the scholar's education records maintained by the school.
- Parents/guardians or scholars over eighteen (18) years of age have the right to request that the school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible scholar then has the right to a formal hearing. The issue will first be heard by the superintendent of Achievement First or the superintendent's designee. If the parent or eligible scholar is still not satisfied with the decision of the superintendent or the superintendent's designee, a hearing with the Board or a designated subcommittee of the Board may be requested. The decision of the Board or its designated subcommittee is final.
- The school may disclose, without consent, "directory" information including a scholar's name, address, telephone number, parent/guardian name and contact information, date of birth, honors and awards, and dates of attendance. The school gives parents/guardians notice of the categories of information which it designates as directory information (see list above). Parents/guardians have a reasonable period of time to inform the school that any or all of their particular child's information designated as "directory" should not be released without the parent's prior consent. **Parents/guardians should submit such a request in writing to the Director of School Operations as soon as possible.**
- Generally, the school must have written permission from the parent/guardian or eligible scholar in order to release any information from a scholar's education record. However, the school may disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a scholar is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a scholar;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and State and local authorities, within a juvenile justice system, pursuant to specific State law.

If a parent/guardian would like to examine a child's record, the parent should submit a request in writing to the director of school operations. Within ten (10) days, the eligible scholar or parent/guardian will be allowed to inspect the file and may request a copy of some or all of the information contained in the record. This listing in the family handbook serves as the school's annual notification of parents/guardians and eligible scholars of their rights under FERPA.

Statement of Understanding

By signing this, scholars indicate that they have received and read a copy of Achievement First's Family Handbook and understand and agree to the rules, regulations, and procedures of the school. Scholar signatures further show that scholars understand that if they ever have any questions regarding school policies, they can always ask their parent/guardian or other member of the school community for a further explanation.

By signing this, parents indicate that they have received and read a copy of Achievement First's Family Handbook and understand and agree to the rules, regulations, and procedures of the school. Parent signatures further show that parents understand that if they ever have any questions regarding school policies, they can always ask a teacher or staff member for further clarification.

Scholar Name

Parent / Guardian Name

Scholar Signature

Parent / Guardian Signature

Date

Date

A signed copy of the Statement of Understanding is due one week after receipt of the Handbook.

We thank you for your cooperation and look forward to partnering with you as a member of the Achievement First community.