

**EARLY CHILDHOOD ACADEMY
PUBLIC CHARTER SCHOOL**

PARENT HANDBOOK



2019 – 2020 School Year

Uniquely designed for the young child

Early Childhood Academy Public Charter School

Information at a Glance

Mission Statement

It is the mission of Early Childhood Academy Public Charter School to foster the academic and social/emotional growth and development of each student in a safe and holistic learning environment that will equip all students with the knowledge and tools to become high achievers, proficient readers, and critical thinkers, who will thrive for a lifetime as productive and caring citizens.

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EARLY CHILDHOOD ACADEMY PCS 2019-2020 SCHOOL CALENDAR

August '19						
M	Tu	W	Th	F	S	
			1	2	3	
5	6	7	8	9	10	
12	13	14	15	16	17	
19	20	21	22	23	24	
26	27	28	29	30	31	

0 student days

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

19 student days

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

22 student days

November '19						
M	Tu	W	Th	F	S	
				1	2	
4	5	6	7	8	9	
H	12	13	14	15	16	
18	19	20	21	22	23	
25	26	27	H	29	30	

16 student days

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

15 student days

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

18 student days

February '20						
M	Tu	W	Th	F	S	
					1	
3	4	5	6	7	8	
10	11	12	13	14	15	
H	18	19	20	21	22	
24	25	26	27	28	29	

14 student days

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

22 student days

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

17 student days

May '20						
M	Tu	W	Th	F	S	
				1	2	
4	5	6	7	8	9	
11	12	13	14	15	16	
18	19	20	21	22	23	
H	26	27	28	29	30	

19 student days

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

18 student days

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

0 student days

KEY

	Regular school day	Student Hours 8:05 am – 3:00 pm	1 st Snow Makeup Day 4/17/20
	Holiday (H) or break – no school for students and teachers	First day of school Tuesday, September 3, 2019	2 nd Snow Makeup Day 5/1/20
	Parent conference day – no school for students	Last day of school Wednesday, June 24, 2020	3 rd Snow Makeup Day 6/25/20
	Teacher training day – no school for students	Student days – 180 Teacher days - 196	Summer School 6/29/20 – 7/31/20
	New teacher training		

Underlined numbers indicate the last day of the quarter.

SCHOOL ATTENDANCE POLICY

ECA is committed to providing our students with high-quality education. Consistent school attendance is critical to school success. Being present for classroom instructional time is essential for students to reach their goals and achieve academic success. Chronic absenteeism has been linked to an increased likelihood for poor academic performance, disengagement from school and behavior problems. Good student attendance positively impacts students' acquisition of new concepts and skills and their rate of growth and development. It is important that all students come to school every day, on time, and remain until **the end of the day** in order to achieve the most success. ECA requires that all students come to school every day unless ill, come on time at 8:05 am, and that students remain at school each day until dismissal at 3:00 pm.

How do I report that my child will be absent from school?

Please report all absences to your child's teacher or Grade Level Director as soon as the need for absence is known. If we do not receive advance notice of an absence, we will call the student's parent/guardian to determine the reason for the absence.

When is an absence unexcused?

Please do not keep your child out of school for vacations, out of town travel, overnight stays at others' houses, bad weather, oversleeping, lack of clean clothing, etc. These are invalid excuses and constitute unexcused absences for students. If your child is absent for any of these reasons he/she will be marked as unexcused.

When is an absence excused?

We expect all students to come to school every day unless the child is ill. Students who are ill must return to school with a note from the doctor or the parent explaining the reason for the absence. **A maximum of four (4) handwritten notes for absences due to illness will be accepted. All written excuses beyond four (4) must be a note from a doctor in order to be excused. Notes must be submitted immediately upon the student's return to school. Notes provided after five days of the student's absence will not be accepted. Any child who amasses 30 or more excused or unexcused absences in the school year will be retained.** Because class participation is an integral part of students' learning experiences, parents/guardians must schedule medical appointments during holiday and intersessions break periods and non-school hours. The observance of religious holidays, death in immediate family, and suspension are other valid reasons for absence.

When is a student marked tardy?

All students from pre-kindergarten through third grade who arrive in class after 8:30 AM will be marked tardy.

How can families help establish consistent and on-time attendance for their children?

- Engage with your child about the importance of a good education to their future
- Encourage good sleeping and eating habits
- Work with your child to come up with a consistent morning routine that includes plenty of time to get ready for school
- Leave extra time for transportation issues, like metro delays and traffic
- Make sure your child reports to school at 8:05 am even if he/she is not having breakfast at school
- Schedule medical/dental appointments after school where possible

The Family Support Coordinator will contact the parent/guardian to address the absenteeism. A student's progress and learning may be negatively affected by unexcused absences. In addition, the school's overall performance rating as a DC Public Charter School is negatively impacted by excessive absences.

Please note, all students must maintain a 96% attendance rate for the school year. We reserve the right to exclude any student in pre-k 3 and 4 with ten (10) or more absences. Kindergarten through 3rd grade students may be withdrawn after 20 consecutive unexcused absences. Students with ten (10) or more absences by January 2020 and each month thereafter will be required to meet with the Family Support Coordinator and school administration to devise a corrective action plan. Child and Family Services will be contacted for students in kindergarten through 3rd grade with 10 unexcused absences.

Students who are unenrolled from ECA for any reason are not eligible to return during the school year in which they are unenrolled. If an unenrolled student wishes to return to ECA he/she will be required to reapply for enrollment through the My School DC Common Lottery.

It is the school's intent to identify and remove all barriers to the student's success and will explore every possible option to address attendance issues with the family. This policy will be enforced fairly, uniformly, and consistently without regard to any protected classification.

PARENTAL INVOLVEMENT

ECA welcomes and encourages the involvement of parents in the school programs. Parents are always welcome to visit the school, schedule meetings with teachers or the principal, and observe in their child's classroom. Parents are also often invited to assist with field trips and special events. In addition, ECA will hold PSA meetings to support the home/school connection. Please review the attached "Parent Involvement Policy" for more information about opportunities to work with the school.

PARENT/GUARDIAN AND VISITOR CODE OF CONDUCT

In order to maintain an orderly, respectful and secure educational environment for the students and staff of ECA, it is essential that all parents and visitors to our buildings be aware of their responsibilities and adhere to the expected code of conduct. If any visitor engages in disruptive, threatening or inappropriate behavior (directed towards a student, staff member, parent/guardian, or visitor) while on school property, the Principal, Executive Director or designee, at his/her discretion, can

- Remove the individual from the campus
- Permanently bar the individual from the campus
- Bar the individual from attending future ECA events, and/or
- Call the MPD

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

- Disturbing the school environment or operations;
- Compromising the safety or security of the school, its students or staff;
- Refusing to identify oneself to ECA staff;
- Failure to comply with staff instructions;
- Using derogatory language to any ECA staff member;
- Interrupting a class while in session;
- Refusing to leave when asked to do so by school authority;
- Speaking inappropriately to any student that is not their own;
- Endangering the physical safety of another by use of force or the threat of force;
- Public intoxication or impaired by drug use; and
- Using profanity or raising of one's voice.

HEALTH AND SAFETY

Student safety is our number one priority at ECA. In an emergency medical situation, we will address the immediate needs of the child first, and then contact parents or guardians. It is important that all parents update phone numbers as needed to ensure that the school is able to reach you in an emergency situation. Please be sure to update numbers both with the classroom teacher and with the main office.

Your child should not be in school if he/she has a fever, is vomiting, is experiencing excessive coughing or runny nose, or is lethargic because of illness. If a child is suspected of having conjunctivitis ("pink eye"), ringworm, or any other communicable illness he/she may not attend school. If a child has an unexplained rash, parents will be required to provide a doctor's note indicating the rash is not contagious. Parents will be contacted to pick up students who are at school and

exhibiting any of these symptoms. Students with suspected flu, ringworm, conjunctivitis, or any other communicable illness may not return to school without a written clearance from the child's doctor.

Medications may not be administered to students by the school nurse or certified staff members unless ECA has received the required consent forms signed by both the parent and the child's doctor along with a complete and unused container of the medication. When these circumstances are satisfied, the school nurse or a certified staff person will be able to administer medications as prescribed.

Without this completed written authorization, medications may not be administered. This includes all oral medications including cough drops, cough syrup, aspirin and Tylenol, and all topical medications including medicated creams and ointments, and antiseptic wipes. Students may not carry medications or have them in their backpacks. If your child requires medication during the school day, please contact the principal or your child's grade level director immediately.

Many students have food or other allergies. It is important that parents alert teachers of all known allergies. This information must be included when completing your child's enrollment form.

SCHOOL CLOSURE FOR WEATHER OR OTHER EMERGENCIES

Severe weather or other emergencies may occasionally necessitate school closure or delay. **ECA does not follow DC Public Schools weather related closures or delays.** ECA weather closings will be announced on multiple sites:

- 1) TV stations NBC 4, Fox 5, ABC 7, News Channel 8 and CBC Channel 9 will list Early Childhood Academy Public Charter School as closed or delayed.
- 2) ECA will send out a phone message and text to parents from our automated system. We will do our best to ensure that you receive information by 6:30 a.m.
- 3) We will provide weather closing updates on our website at ecapcs.org and our Facebook page.

PARENT CONTACT INFORMATION

It is mandatory that the main office of the school maintain accurate and current contact information for you and your child. If your telephone number or address changes, ECA requires that you inform both the main office staff and your child's teacher immediately so that our records can be updated.

STUDENT DRESS CODE

It is mandatory that all ECA students wear the official school uniform every day, Monday through Friday, unless parents have been notified in writing of a special non-uniform day. The ECA uniform consists of navy blue slacks, shorts (to the knee), skirt, or jumper, and a plain yellow or navy button-down or polo uniform shirt (with no words or graphics on the shirt). Blue jeans and cargo pants may not be worn. Plain navy blue sweaters or plain navy blue hoodies may also be worn. However, no clothing displaying writing, drawings, or graphics may be worn. Variations in color such as gold shirts are not allowed.

Students who are not in uniform will be sent to the main office. We will contact the parent to provide the appropriate uniform attire before the child is admitted to class.

MANDATORY REPORTING OF ABUSE/NEGLECT & RESPONSE TO DC AUTHORITIES

All ECA personnel are “mandated reporters” and thus required by law to report suspected child abuse or neglect. If child abuse or neglect, including educational neglect (failure to send child to school regularly) is suspected, ECA personnel are required to contact DC’s Child and Family Services reporting hotline at (202) 671-SAFE (671-7233). As required by law, the parent will not be contacted by the school in cases of suspected abuse or neglect. Any mandatory reporter who fails to make a report will be fined or imprisoned. (DC Code § 22-3571.01.)

Once an abuse report is filed, Child Protective Services (CPS) will assess and investigate the case. If requested, reporters may be required to follow up in writing or by testimony to CPS. CPS will determine the nature, extent, and cause of maltreatment and assess possible risk to the child if left in the situation. Please note that staff members who report suspected abuse or neglect are not allowed to disclose the report to the student’s parent/guardian.

Additionally, ECA is often contacted for information by the DC Office of Child and Family Services, the DC Courts, and sometimes by the Metropolitan Police Department. Please be advised that ECA is required to cooperate fully with all local and federal authorities.

BREAKFAST, LUNCH, & SNACK

Breakfast will be provided at 8:05 a.m. for kindergarten through third grade and at 8:30 a.m. for pre-k3 and pre-k4 daily in the school multipurpose. Lunch will be served daily between the hours of 11:30 a.m. and 1:30 p.m. Students who participate in the ECA aftercare program will also receive a snack. All students’ eligibility for free meals are determined by our participation in the Community Eligibility Provision (CEP) under the National School Lunch Program (NSLP) and School Breakfast Program (SBP). If your child has food allergies or specific dietary restrictions, please contact the principal.

Students eating lunch brought from home are expected to bring items that are healthy and nutritious. Fresh fruit, 100% juice boxes, sandwiches, yogurt packs, etc. are encouraged. Students are not permitted to bring junk food (chips, candy, sugary drinks, sodas) to school for any reason. If a child is found with junk food at school, it will be confiscated. This includes junk food items contained in Lunchables. ECA is a nut-free school. Please do not send students with peanut butter or other nuts. Students are not permitted to take part of the school lunch to accompany lunches brought from home. Students eating the school lunch must pick up all food items on the menu. No exceptions.

DISMISSAL

Students are dismissed at 3:00 p.m. **Students must remain at school until 3:00 p.m. each day**, and must be picked up promptly at 3:00 p.m.

We are concerned about students who are left after dismissal time. The school is not, and cannot be, staffed to provide supervision for students in these situations; hiring extra personnel to supervise is beyond our financial resources.

Student safety is the highest priority of ECA. Students may only be picked up by an adult listed by the parent on the official roster for pick-up. It is the parent's responsibility to ensure that all adults whom you may ask to pick up your child are listed on the official pick-up list. Please add or delete persons from your child's pick-up list as you deem necessary. Under no conditions may a student be picked-up by a minor before the official 3:00 p.m. dismissal time. Please note that unless the school has received official and valid court documents saying otherwise, we will not deny either biological parent access to their child or their child's records.

Because of the young age of our students, we discourage parents from allowing their children to walk home at 3:00 pm without adult supervision. However, if you choose to have your child walk home alone, we must receive a signed ECA release form before we will permit your child to do so.

The Metropolitan Police Department will be contacted for any student who is not picked up after every attempt has been made by the school to contact the parent or others on the pick-up list on file in the main office.

BEFORE AND AFTER CARE

The before and aftercare program is available to all ECA students. Before care hours are from 7:00 a.m. until 8:05 a.m. After care begins at 3:00 p.m. and ends promptly at 6:00 p.m.

ECA has worked diligently to reduce the rate of the before and aftercare program so that it is affordable for parents. The fee for participation in the before and aftercare program is \$120 per month for the first child and an additional \$20 per

month for each additional sibling who lives in the same home. There is no discount for other relatives living together or for siblings not living in the same household. The \$120 fee applies to students who attend before and aftercare and students who attend after care only. If you are interested in before care only, the monthly fee is \$60 for the first child and \$20 for each additional sibling who lives in the same home.

Parents must register for Before and After Care on our website at www.ecapcs.org via EZChildTrack under the Before and After Care tab. A computer or an iPad must be used for initial registration. Registration cannot be completed on cellular devices. Once registration is completed, parents will receive an approval email with instructions for monthly payment from the Before and After Care Coordinator.

Before and aftercare payments must be made before the month begins, by the 20th of the previous month. A late fee of \$10 will be charged for payments made after the 20th of the month. If payment is not received by the first day of the new month, the student may not attend for that month.

A fee will be charged for late pick up from aftercare: \$5 from 6:01 pm to 6:10 pm and \$5 every 5 minutes thereafter, NO EXCEPTIONS. Students will be excluded from the aftercare program on the fourth late pickup or for non-payment of late fees by the next payment date.

BEHAVIOR SUPPORT

All staff persons will use positive behavior facilitation (PBF) to support students in their self-regulation in the classroom and at school. Positive behavior facilitation requires that the teacher focus on ways to support the child's social/emotional growth and development through thoughtful and appropriate responses to student's behavior. Teachers and teacher assistants will work collaboratively to design procedures and routines, rules, and logical consequences for student behavior that will be implemented consistently. The values of self-control, respect, honesty, empathy, helpfulness, responsibility, forgiveness, hard work, kindness, and peaceful resolution guide ECA's beliefs. The school also maintains five school-wide rules that will be discussed with students and posted in the classrooms and throughout the building:

1. Come to school every day, on time, and in uniform.
2. Follow the directions of all adults in the building.
3. Treat others the way you want to be treated.
4. Keep all body parts to yourself.
5. Respect the school, school property, and the property of others.

In addition, all teachers will post a three-colored (red, yellow, green) traffic signal as a visual cue to support students' positive behavior. All students begin the morning on the green light, signifying that they are ready for the day and prepared to follow school rules. Students are expected to remain on green throughout the school day by following the directions of all adults, adhering to school rules and values, and correcting minor behavior challenges. If a student displays inappropriate behavior that he or she does not correct when given ample opportunity, the child's name will be moved to the yellow light. Students on yellow have the opportunity to improve behavior during the day and return to the green light. Students who demonstrate extremely inappropriate or malicious behavior and are unable to correct behavior when given ample opportunities will be moved to the red level. Students on the red level may not be moved back to green during the day.

Each teacher will use ClassDojo app as behavior management tool for the classroom. Each student has a profile to which teachers can assign positive and negative points (or 'dojos') throughout the school day. The program can be operated by a teacher from their phone, computer or tablet. Parents will have logins so that they can view their child's achievements from home.

ClassDojo is also a great source of communication for the classroom. It connects teachers, parents, and students who use it to share photos, videos, and messages through the school day. It allows families and school staff to work together as a team, share in the classroom experience, and bring big ideas to life in their classrooms and homes.

All students will also receive a personal monthly calendar on which to record their daily behavior. At 2:45 p.m. daily, the school bell will sound and students will color their calendar circles green, yellow, or red according to their traffic light placement at the end of the day. Students who are absent from school will not receive a color for that day. Calendars will be maintained in students' files and shared with parents during conferences. At the end of each month, students who have achieved a prescribed number of green circles will receive special recognition from the principal.

SUSPENSION / EXPULSION POLICY

It is the intent of Early Childhood Academy Public Charter School to maintain a safe and nurturing school climate in which students feel well cared for and academically challenged. The school's goal is to create an environment that promotes mutual respect, cooperation, and teaches appropriate conflict resolution. However, the egregious disregard for school rules and the safety of others warrants disciplinary action for the offending student. Attempts will be made to modify behavior through the implementation of classroom consequences and/or in-school suspension. Students who repeatedly commit serious infractions for which discipline is warranted will receive out of school suspension if attempts to modify behavior through in-school consequences have proven ineffective.

Parents will be notified verbally and in writing within 24 hours of the student offense and in advance of the commencement of any suspension period for the child. Notification to parents will include a description of the infraction, resolutions attempted at the local school level, and outcomes. Students will be provided with appropriate instructional activities to be completed at home during the suspension period..

Students with disabilities may be suspended for infractions and periods that are consistent with suspension guidelines for non-disabled students. However, students with disabilities are not to be suspended for infractions that can be directly linked as a manifestation of the disability. A meeting of the special education coordinator, principal, classroom teacher, and special education teacher will be convened within 24 hours of the student offense to review the infraction and determine the appropriateness of suspension. Students with disabilities may be suspended for a period of less than ten days for a single infraction. Students with disabilities are not to be suspended for a cumulative period of ten days or more within a school year. A manifestation determination meeting must occur within 10 days of any decision to change the child's placement because of a violation of code of student conduct, if the determination is no. If it is determined that the infraction is a manifestation of the student's disability, then a FBA and/or BIP must be completed even if it is evident that the student has a clear understanding that his/her actions were inappropriate and subject to disciplinary action.

Offenses that greatly compromise the health and safety of the staff and students of Early Childhood Academy Public Charter School may result in the expulsion of the student. Expulsion may be recommended to the Early Childhood Academy School Board of Trustees by the principal. Parents will be notified verbally and in writing of the nature of the infraction and the recommendation for expulsion.

The parents have a right to appeal a suspension or expulsion which entitles them to a meeting with the principal and school board representative, after which a final decision will be made by the Principal or the Early Childhood Academy Board of Trustees.

The following infractions may result in suspension of up to 5 days:

The documented, repeated failure* to comply with the directions of a school staff member acting within the scope of his/her employment, when said non-compliance results in disruption of the school program or injury to another student or staff person.
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*Repeated failure is defined as the failure of the student to comply during a third or more incident of the same nature.
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Any malicious act that could cause injury to an employee, school visitor or another student while on school grounds or at school-sponsored activities.
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Causing, attempting to cause, or threatening to cause physical injury to another person, or willfully using force or violence upon the person of another.

The following infractions may result in suspension of up to 5 days or in expulsion from Early Childhood Academy Public Charter School:

The use of any weapon capable of inflicting lethal injury to one or more individuals while on school grounds or at school-sponsored activities. Weapons include but are not limited to firearms, knives, and razor blades.
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Any malicious act that could potentially result in lethal injury to one or more individuals while on school grounds or at school-sponsored activities.
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In-School Suspension (ISS) removes a student from his/her classroom for a period of time while allowing him/her to attend school and complete work. ISS will be determined on a case-by-case basis. School staff will notify parents/guardians when the decision to issue an ISS is made. The length of the ISS is directly related to the offense. Students will be assigned to In-School Suspension by the grade level directors or the principal as a disciplinary action for reasons including, but not limited to:

- 1) Behavior which adversely affects the safety and well-being of other students;
- 2) Behavior which disrupts a class or school sponsored activity;
- 3) Behavior prejudicial to good order, discipline, and safety occurring in classroom or other areas throughout the school; or
- 4) Insubordination or disruption while serving in-school suspension.

Suspensions and Expulsion Appeal Process

- 1) **Submit request to appeal in writing.**
 - Parents/guardians must submit a written request to appeal disciplinary decision to the Principal within two (2) school days of being notified of the suspension or expulsion.
- 2) **Schedule an appeal hearing.**
 - The Principal will schedule an appeal hearing upon receipt of the written request. If the parent/guardian fails to appear for the scheduled appeal hearing, the right to appeal is waived and the original disciplinary decision will stand.
- 3) **Conduct an appeal hearing.**
 - The Executive Director, Principal and Grade Level Director (school representatives) will conduct an appeal hearing that is closed to the public and may include the presentation of evidence, testimony, and questioning of those present.
 - Parents/guardians and other adults may represent the student at the hearing.
 - During the hearing, the Grade Level Director will take notes and provide a copy to the parent/guardian at the conclusion of the hearing.
- 4) **Communicate final decision.**
 - After the hearing, the school representatives will review the evidence, make a decision and when possible, the Principal will communicate the final decision within 24 hours to the parent/guardian.
 - If the suspension or expulsion is overturned, the student's cumulative record and all other school-maintained records will reflect that conclusion.
 - If the school representatives uphold the suspension or expulsion, the original disciplinary decision will be imposed and will be final.

CURRICULA

ECA adheres to the Common Core States Standards for reading, mathematics, science and social studies. To view the standards, please go to the website at <http://www.corestandards.org/the-standards>.

ECA uses the Pearson *Opening the World of Learning* (OWL) series for prekindergarten-3 and prekindergarten-4. For students in grades kindergarten through three, ECA uses McGraw Hill *Reading Wonders* and *My Math* and Houghton Mifflin Harcourt Social Studies, and Science.

All students also participate in weekly physical education and general music classes. Violin, viola, cello, drum, and xylophone classes are offered to students admitted into the instrumental music program. Additional services are provided to students with Individualized Education Programs based on their identified needs.

If you have any curriculum or instruction related concerns, please speak with your child's teacher or the director of your child's grade level program.

FIELD TRIPS

The vast resources of the Washington, D.C. metropolitan area will be utilized to extend teaching and learning beyond the walls of the school. Teachers will plan field trips that are directly related to goals and objectives being taught in the classrooms. All students in the classroom are expected to attend planned trips during the school day. **Parents cannot request that students be left at school as a punishment for inappropriate behavior.**

ECA will assume the costs for private bus transportation to and from most trips. If the event charges an admission fee, parents will be responsible for the payment by the deadline indicated on the field trip permission form.

Some trips may require adult chaperones to assist with supervision of students. Only children of the class involved, the teachers, and designated adult chaperones are eligible to attend. Children who are not members of the class, including those of chaperones and faculty members, are not eligible to attend. Chaperones are expected to ride the bus when supervising field trips.

For safety reasons, all children participating in school field trips who ride the school-chartered bus to the site must also return to ECA on the school chartered bus.

RESPONSE TO INTERVENTION

Sometimes students are identified as needing additional support in one or more academic areas or in behavior management. Struggling students are identified through poor performance on class wide or school wide screenings intended to indicate which students may be at risk of academic or behavioral problems. A student may also be identified through other means, such as teacher observation and assessments.

Response to Intervention (RTI) is a method of academic and/or behavioral intervention used to provide early, effective assistance to students so that they will have the best opportunities to succeed in school. Once a student has been identified, a team comprised of our grade level director, teachers and other ECA staff will meet to discuss a plan of support. ECA provides the student with tiered instruction of increasing intensity while the student is still in the general education environment and closely monitors the student's progress (or response to the interventions), and makes adjustments to instruction, given the student's progress. Students who continue to struggle after more intense instruction may be referred for further assessment and evaluation; the data from the RTI process will be used in the evaluation process.

SPECIAL EDUCATION

According to state and federal special education regulations, annual public notice to parents of children who reside within a local educational agency (LEA) is required regarding Child Find responsibilities. LEAs, including Early Childhood Academy Public Charter School (ECA), are required to conduct child find activities for children who may be eligible for services under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973.

The ECA Special Education Policy Manual provides guidance on how ECA will locate and identify all enrolled children between the ages of 3 and 21 who may need special education and/or related services to address problems that may interfere with their future development and learning. Part C of IDEA is a federal grant program that assists states in operating a comprehensive statewide program of early intervention services for infants and toddlers with disabilities, ages birth through age 2 years, and their families. Part B is for school-aged children with disabilities (including preschoolers). It is the foundation upon which special education and related services rest. The policy manual will address how ECA will meet its obligations to enrolled students who are transitioning from Part C (IDEA) to Part B (IDEA). The policy manual can be retrieved from the main office and is available to all parents and/or guardians upon request.

HOMEWORK

The purpose of homework is to reinforce what has been taught during the school day, as such, new skills are not introduced through homework. Therefore, homework for students in grades kindergarten through three will be designed so that the student has the ability and prior knowledge that will enable him/her to complete assignments independently.

Although parents are encouraged to actively facilitate homework completion, ECA asks that parents not complete assignments for their children.

Students who participate in the aftercare program may start their homework at school. However, since homework is designed to give parents and their children an opportunity to review learning at home, homework will not necessarily be completed in aftercare. Parents of children in the aftercare program are asked to carefully review homework assignments with students each night and ensure that it is completed.

Homework will be assigned based on the following completion times:

- Prekindergarten 3 and 4– no more than 15 minutes daily
- Kindergarten and Grade One – no more than 20 minutes daily
- Grades Two and Three – no more than 30 minutes daily

Prekindergarten 3 and 4 homework assignments will include family projects such as reading aloud with your child, exploring family history and the world around us, counting and number games, and identifying and sorting objects according to attributes.

REPORT CARDS & QUARTERLY CONFERENCES

Parents will receive report cards detailing their children’s achievement four times per year. Report cards provide a description of the student’s areas of strength and weakness as well as recommendations for parents to support their children’s growth and development.

Parent conferences are scheduled four times per year to provide parents with an opportunity to speak with teachers about their children’s academic and social/emotional growth and development and review report cards. Those parents who do not pick up report cards during conference times may pick up their children’s reports after the conference date. Report cards will not be issued to students or older siblings.

Conferences for the 2019-2020 school year are scheduled for:

- November 22nd
- February 14th
- May 1st

Parents will be notified in writing by the start of the third advisory if a student is in danger of retention. This notification will be written on the child’s report card.

CLASSROOM BIRTHDAY CELEBRATIONS

Classroom birthday celebrations are prohibited. Parents are not allowed to bring cake or any other food in celebration of their child's birthday. Student birthdays will be announced during morning announcements and students will receive a small gift from the school on their birthdays. Parties may not be held for students at school.

STATEMENT OF PREKINDERGARTEN PARTNERSHIP

ECA is in partnership with AppleTree Institute for Education Innovation for our students in PreK3 and PreK4. As part of the regular program, your child's teachers will assess your child's academic and social skills. AppleTree Institute reviews the data internally and with your child's teacher to improve instruction. Anonymous data are also shared with staff, consultants, educators, and in educational reports. Within this partnership, AppleTree Institute reserves the right to photograph/videotape students, faculty, staff and facilities in connection with the activities of the school and to reproduce such images to promote, publicize, or explain the school or its activities. These images may appear in any of a variety of formats and media now available or that may be available in the future, including but not limited to print, broadcast, videotape, and electronic/on-line media. Parents who do not wish to have their child included in the above coverage should inform the principal in writing.

COMMUNICATION WITH APPROPRIATE STAFF

It is important that parents speak with the appropriate staff person if they have questions or concerns. The staff in the main office is responsible for questions regarding entering the building, contacting teachers, directors or the principal, submitting enrollment documents, completing verification forms, or updating student information. Please do not direct complaints or concerns about school policies and procedures or classroom practices to the office staff.

If you have a question or concern about your child's instructional program or classroom practices, please first request a meeting with your child's teacher. If your concern is not resolved, please request a meeting with the director of your child's grade level program. For questions or concerns about any of ECA's policies or procedures, please request a meeting with ECA's principal.

DRUG FREE ENVIRONMENT

Early Childhood Academy Public Charter School intends to maintain a safe, healthy, and drug-free environment for its students, staff, and visitors. Smoking is not permitted in the building, outside on school grounds, or when accompanying students on field trips.

It is the policy of Early Childhood Academy to immediately notify law enforcement and pursue charges against any person or persons suspected of using, distributing, or selling illegal or controlled substances while on school grounds.

MY SCHOOL DC LOTTERY

The My School DC common lottery is a single, random lottery that determines placement for new students at all public schools in the District of Columbia. Student-school matches are based on the number of spaces at each school; sibling, proximity, and other lottery preferences; and how each parent ranked his or her school choices. Details regarding the lottery process can be accessed on the My School DC website at www.myschooldc.org.

RESIDENCY REQUIREMENTS

The enrolling parent/guardian must be a resident of Washington, DC and able to prove residency using documents outlined in *OSSE's Residency Verification Guidelines* by deadlines specified by the school, both during initial enrollment, and on each subsequent re-enrollment. If at any time ECA has reason to believe that a student is not a resident of the District of Columbia, ECA is required to inform OSSE of this information and OSSE will conduct a residency investigation.

LOST AND FOUND

The lost and found is located in the entrance area at the rear of the building. Parents are encouraged to go through these items occasionally. **To reduce the occurrences of lost items, please write your child's name on every article or personal belonging that is brought to school.** This should be done with indelible, non-washable ink so that all articles are easily identified. It is especially important that you write your child's name on sweaters, coats and jackets.

VIEWING AND REQUESTING STUDENT RECORDS

To request or view student records, parents/guardians must submit a Request for or Review of Student Documents form which can be retrieved from the main office. Records must be viewed under the supervision of the Principal/designee. Copies may be provided upon request.

In the case of a withdrawal, once the completed withdrawal form and records request from receiving school are submitted, the student's records will be transferred directly to the receiving school. Under no circumstances will the entire cumulative file be released to parents/guardians.

Early Childhood Academy PCS

Parent and Family Engagement Policy



2019-2020

PART I. GENERAL EXPECTATIONS

Early Childhood Academy PCS (ECA) agrees to implement the following requirements as outlined by ESEA Section 1116:

- ECA will put into operation programs, activities and procedures for the engagement of parents in all of its schools with Title I, Part A programs, consistent with section 1116. Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children. (Section 1116(a)(1))
- ECA will work to ensure that the required school-level parent and family engagement policies meet the requirements of section 1116(b) of the ESEA
- ECA will work to ensure that the school-level parent and family engagement policy must include, as a component, a school-parent compact consistent with section 1116(d). [DCPS Requirement, Recommended for all charter school LEAs]
- In carrying out the Title I, Part A parent and family engagement requirements to the extent practicable, ECA will provide full opportunities for the informed participation of parents (including parents with limited English proficiency, limited literacy, disabilities, of migratory children, who are economically disadvantaged, or are of any racial or ethnic minority background), including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format including alternative formats upon request and, to the extent practicable, in a language parents understand. (Section 1116(a)(2)(D)(i) and 1116(f))
- If ECA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, ECA will submit any parent comments with the plan when ECA submits the plan to the Office of the State Superintendent of Education. (Section 1116(b)(4))
- ECA will involve the parents of children served in its Title I, Part A school in decisions about how the Title I, Part A funds reserved for parent and family engagement is spent, and will ensure that not less than 90 percent of the 1 percent reserved goes directly to the schools, with priority given to high-need schools. (Section 1116(a)(3)) [Note: The parent and family engagement reservation is required for each LEA receiving a Title I Part A allocation greater than \$500,000. For these LEAs, the reservation must be a least 1 percent of the allocation and LEAs have discretion to reserve more.] Funds reserved for PFE activities must be used for at least one of the following activities:

- i. Supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding PFE strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, para-professionals, early childhood educators, and parents and family members.
 - ii. Supporting programs that reach parents and family members at home, in the community and at school.
 - iii. Disseminating information on best practices focused on PFE, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
 - iv. Collaborating, or providing subgrants to schools to enable schools to collaborate with community-based organizations or employers with a record of success in improving and increasing PFE.
 - v. Engaging in any other activities and strategies that ECA determines are appropriate and consistent with such agency's PFE policy.
- ECA will be governed by the following statutory definition of parent involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition (Section 8101(39):

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (A) That parents play an integral role in assisting their child's learning;*
- (B) That parents are encouraged to be actively involved in their child's education at school;*
- (C) That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and*
- (D) The carrying out of other activities, such as those described in section 1116 of ESEA.*

Early Childhood Academy PCS will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any Title I schoolwide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment (PARCC) in at least math, language arts and reading.

PART II. DESCRIPTION OF HOW ECA WILL IMPLEMENT REQUIRED LEA PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

1. **Early Childhood Academy PCS** will take the following actions to involve parents and family members in jointly developing its LEA plan under Section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of Section 1111(d) of the ESEA, as applicable.

Schedule Parent Meetings to discuss development of the plan.

Provide opportunities for parents to send questions and recommendations via email

2. **Early Childhood Academy PCS** will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of the local educational agency in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education

Consult with educational partners

Attend local professional development and training meetings

Hire a full time Family Support Coordinator

3. **Early Childhood Academy PCS** will coordinate and integrate parent and family engagement strategies to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs.
4. **Early Childhood Academy PCS** will conduct, with the meaningful involvement of parent and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—

- i. Barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
- ii. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
- iii. Strategies to support successful school and family interactions

Develop and disseminate parent survey

5. **Early Childhood Academy PCS** will use the findings of such evaluation to design evidence-based strategies for more effective parental involvement and to revise, if necessary, the parent and family engagement policies.

Analyze data and determine strategies for improved family engagement

6. **Early Childhood Academy PCS** will involve parents in the activities of the school served under Title I, which may include establishing a parent advisory board. The board should comprise of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

Establish Parent Advisory Board and develop meeting schedule

7. **Early Childhood Academy PCS** will build the schools' and parent's capacity for strong parental and family engagement to:

- Ensure effective involvement of parents and strong partnership among the schools involved, parents, and communities and
- Improve students' academic achievement.

- A. **Early Childhood Academy PCS** will build parents' capacity for strong parental involvement by providing materials and training on such topics as literacy training and using technology (including education about the harms of copyright piracy) to help parents work with their children to improve their children's academic achievement. Assistance will also be provided to parents in understanding the following topics:

- District of Columbia academic standards;

- The District of Columbia and LEA academic assessments, including alternate assessments;
- The requirements of Title I, Part A;
- How to monitor their child's progress; and
- How to work with educators.

Implement Family Fun Nights

Plan and implement quarterly parent conferences

Disseminate monthly newsletters

- C. **Early Childhood Academy PCS** will, with the assistance of its parents, educate its teachers, specialized instructional support personnel, principals and other school leaders in the value and utility of contributions of parents, and how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and schools by undertaking following activities:

Implement ongoing professional development and training activities for teachers

- D. ECA will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and inform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

Translate all written communication as needed

Utilize the support of Spanish speaking staff persons, as needed

- E. ECA will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with the following Federal, District, and LEA programs, including public pre-school programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children:

The ECA prekindergarten program

- F. ECA shall provide such other reasonable support for its parental involvement activities as the parents may request.

PART III. DISCRETIONARY LEA-WIDE PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

The following specific strategies will be utilized to ensure the ongoing engagement of parents and families:

Family Support Coordinator

A full-time coordinator will assist parents with removing barriers to their children's access to the instructional program and plan and implement activities to encourage parent participation in the school programs.

Parent Engagement Committee (PEC)

All parents are expected to be a part of the ECA Parent Engagement Committee (PEC). The PEC is responsible for planning and implementing activities in support of the students. Parents will be notified by email and by the ECA Blackboard

Connect Five automated phone system and text whenever PEC meetings or events are scheduled. The most important responsibilities of the PEC is to plan parent events and meet with the school leadership to provide input in the development of school programs, policies, and initiatives for the current and coming school years.

Parents will be given opportunity to sign up expressing their interests in serving on our school's PEC at the Parent Orientation Meeting.

ECA Open House

ECA sponsors an Open House in the fall of each school year to allow parents and other visitors the opportunity to observe and/or participate in classroom activities. Parents may visit their children's classrooms and work alongside their own children in morning language, reading, and math activities. This year's Open House will be held on Wednesday, December 11, 2019.

Monthly Newsletters

Each classroom teacher will send home a monthly newsletter informing parents of grade level standards and skills to be taught, planned field trips, and other special activities for the month. The newsletter will provide parents with important tips and strategies to help them support their children at home. Parents are asked to read the newsletter monthly and encouraged to contact their child's teacher with any questions or concerns about planned events and instruction.


Email Communication

If parents wish to speak with a teacher or administrator, they may contact the school at 202-373-0035. In addition, each teacher, associate teacher, and administrator has an email address that includes his/her first initial and last name @ecapcs.org (e.g. tingraham@ecapcs.org). Teachers and staff will respond to your email within 24 hours. Parents are encouraged to contact teachers and administrators by email as an expedient alternative to leaving a phone message in the main office.

PART IV. ADOPTION

This ECA Parent and Family Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Parent Meetings.

This policy was adopted by **Early Childhood Academy PCS** on 07/25/19 and will be in effect for the period of school year 2019-20, and will remain in effect until revised. ECA will distribute this policy to all parents of participating Title I, Part A children on or before **09/02/19**.



July 25, 2019

(Signature of Authorized Official)

Policy for Complaint Procedures for Elementary and Secondary Education Act Programs And Competitive Grants

The purpose of this policy is to describe the administrative procedures of the District of Columbia's Office of the State Superintendent of Education (OSSE) for handling and resolving complaints about the operations of programs administered under the Elementary and Secondary Education Act (ESEA) and other applicable District laws in a fair and timely manner.

An internal (non-OSSE) process for resolving parent/student complaints will be conducted by the Principal or Executive Director. The ECA board of governance may be contacted if you have any concerns related to school governance, management or school policy that are not addressed to your satisfaction by the Principal or Executive Director.

Complaints must be addressed to:

Mr. Dennis Sawyers, Board of Trustees President
dennis_sawyers@yahoo.com

Parents, teachers, individuals, private schools, local education agencies, and other organizations may file a complaint alleging that a federal statute or regulation has been violated in the administration of ESEA programs at Early Childhood Academy PCS. OSSE shall investigate all allegations of non-compliance with state or federal law, rules or regulations.

This policy serves as the grievance procedures for all ESEA programs and state administered competitive grants, excluding the complaints and hearing process under Part B and Part C of the Individuals with Disabilities Education Act, 20 USC 1400 et seq. administered pursuant to Title 5, Chapter E-30 of the District of Columbia Municipal Regulations available at <http://www.dcregs.org>.

This policy replaces all previously issued complaint procedures for ESEA programs. This policy is not intended to be a substitute for any federal statutes, regulations or non-regulatory guidance.

Authority

The Office of the State Superintendent of Education has the authority to hear complaints and appeals regarding programs administered under the Elementary and Secondary Education Act (ESEA) pursuant to: EDGAR Sec. 76.401, 76.783; Title IX, Sec. 9304 (20 USC 7844); Title IX, Sec. 9503 (20 USC 7883). This policy shall serve as the grievance procedure for all ESEA programs and state administered competitive grants, excluding the complaints and hearing process under Part B and Part C of the Individuals with Disabilities Education Act, 20 USC 1400 et seq. administered pursuant to Title 5, Chapter E-30 of the District of Columbia Municipal Regulations available at <http://www.dcregs.org>.

Purpose

The purpose of this guidance is to describe the administrative procedures of the District of Columbia's Office of the State Superintendent of Education (OSSE) for handling and resolving complaints regarding the operations of programs administered under the Elementary and Secondary Education Act (ESEA) and other applicable District laws in a fair and timely manner. These procedures describe:

How individuals or organizations may register a complaint that the state education agency (SEA), local education agency (LEA), or other grant recipient has violated laws and/or regulations governing state-administered programs funded under ESEA;

- When private schools may register a complaint with OSSE against the District of Columbia Public Schools (DCSPS); and
- When eligible applicants and subgrantees may request a hearing on an action taken by the state education agency.

The following procedures govern the receipt and resolution of a complaint alleging that the OSSE as the SEA, a District of Columbia LEA or other grant recipient is in violation of any federal statute or regulation that applies to a state-administered ESEA funded program listed in section III, Complaints.

Guidance for subgrantees requesting a hearing and the reasons for requesting a hearing are described in section V, Subgrantee Complaints and Hearings.

If you believe that Early Childhood Academy PCS has failed to comply with the Individuals with Disabilities Education Improvement Act (IDEA) or with a requirement of District of Columbia law regarding special education under Part B of IDEA or a public agency or private service provider with regard to early intervention services under Part C of the IDEA, you may file a complaint to initiate an investigation of the matter in accordance with the IDEA complaint policy. A copy of this policy can be found at:

<http://osse.dc.gov/service/policies-and-regulations>:

Complaints

OSSE shall investigate all allegations of non-compliance with state or federal law, rules or regulations. When appropriate, every effort should be made to resolve the issue at the local level before filing a formal complaint with OSSE. This can include meeting with the principal, school head, or central office staff to address the alleged violation. Only once all local remedies have been exhausted should a formal complaint be submitted to OSSE.

Complaints from the Public

Parents, teachers, other individuals or organizations may file a complaint alleging the SEA or LEA is violating a federal statute or regulation that applies to any of the programs administered under the Elementary and Secondary Education Act (ESEA), as amended. These programs include, but are not limited to:

Title I, Part A, Improving the Academic Achievement of the Disadvantaged;

Title I, Part B, Subpart 3, Even Start Family Literacy;

Title I, Part D, Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk;

Title II, Part A, Teacher and Principal Training and Recruiting Fund

Title II, Part B, Mathematics and Science Partnerships;

Title II, Part D, Enhancing Education through Technology; Title III, Part A, English Language Acquisition, Language Enhancement, and Academic Achievement;

Title IV, Part A, Safe and Drug-Free Schools and Communities;

Title IV, Part B, 21st Century Community Learning Centers;

Title V, Part D, Subpart 6, Gifted and Talented Students; and

Competitive grants administered with local funds.

Process for Submitting Complaints

1. Complaints must be in writing and should contain:

A statement that Early Childhood Academy PCS has violated a requirement of a federal statute or regulation that concerns a covered program; the facts on which the statement is based; a recommendation on how OSSE would resolve the complaint; the specific requirement of law or regulation allegedly violated, if possible; and be signed and dated by the complainant.

2. Complaints must be mailed or hand-delivered to:

**Assistant Superintendent of Elementary and Secondary Education
Office of the State Superintendent of Education
810 First Street, NE – 9th Floor
Washington, DC 20002**

OSSE may, at its own discretion, redirect a complaint which should have been properly filed under the Individuals with Disabilities Education Act (IDEA) complaint policy.

A copy of this complaint policy can be found online at:

<http://osse.dc.gov/publication/state-complaints-policy-and-procedure>

Complaint Resolution Process

OSSE shall issue a Letter of Acknowledgement to the complainant within fifteen (15) business days of receipt of a complaint. If the complaint involves an LEA, OSSE shall send a copy of the Letter of Acknowledgement to the DCPS Chancellor, or corresponding administrator of the LEA.

The letter will include the following information:

- the date the office received the complaint;
- how the complainant may provide additional information;
- the name and contact information of the assigned complaint investigator; and
- timelines for the resolution of the complaint.

OSSE shall investigate the complaint, reviewing the facts and circumstances of the complaint and may request further information from the complainant.

OSSE in its discretion may conduct an onsite monitoring visit.

Once OSSE has determined whether a violation of law or regulation has occurred, the complaint investigator shall develop a Letter of Findings to address whether or not the program in question is in compliance. The Letter of Findings, stating either the need for corrective action or that OSSE does not sustain the complaint, shall be sent to the complainant and DCPS or other subject of the complaint. Each party shall have the right to respond in writing to the Letter of Findings within ten (10) business days from the date of issuance. A party filing a response shall deliver a copy to OSSE as well as each party subject to the complaint.

OSSE shall issue a Final Agency Decision based upon its Letter of Findings and any additional information provided in the responses, as deemed appropriate within sixty (60) business days after the date of issuance of its Letter of Findings.

If OSSE determines a violation has occurred, the subject of the complaint shall submit a corrective action plan. The plan and timelines for its completion must be approved by OSSE.

The Final Agency Decision issued by OSSE may be appealed in accordance with the appeals process.

Notice of Non-Discrimination

In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Age Discrimination Act of 1975, applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Early Childhood Academy PCS (ECA) are hereby notified that ECA does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in, its programs and activities.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to 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 student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - 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.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

Anti-Bullying Policy

A key responsibility of ECA is to provide services in a respectful and positive environment. Acts of bullying, harassment and intimidation are an attack on core ECA values. Thus, to facilitate our mission, ECA has established this comprehensive bullying prevention policy. This policy protects the dignity and safety of the ECA community and describes ECA's prevention strategies to identify and prevent incidents by connecting youth to necessary services. ECA will promptly report and investigate all incidents of bullying, harassment and intimidation and provide appropriate remedies for victims of an incident.

This policy serves as ECA's bullying prevention plan pursuant to DC Code § 2-1535.03(b)(1). ECA defines bullying as behavior characterized by aggression used within a relationship where the aggressor(s) has more real or perceived power than the target, and the aggression is repeated, or has the potential to be repeated, over time. Bullying can involve overt physical behavior or verbal, emotional, or social behaviors and can range from blatant aggression to far more subtle and covert behaviors. Cyberbullying, or bullying through electronic technology (e.g., cell phones, computers, online/social media), can include offensive text messages or e-mails, rumors or embarrassing photos posted on social networking sites, or fake online profiles. Bullying may be based on a youth's actual or perceived race, color, ethnicity, religion, national origin, sex, age, personal appearance, sexual orientation, gender identity or expression, intellectual ability, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intra-family offense, place or residence or business, or any other distinguishing characteristic, or on a youth's association with a person, or group with any person, with one or more of the actual or perceived foregoing characteristics. Bullying can reasonably be predicted to: a.) place the youth in reasonable fear of physical harm to their person or property; b.) cause a substantial detrimental effect on the youth's physical or mental health; c.) substantially interfere with the youth's academic performance or attendance; or d. substantially interfere with the youth's ability to participate in or benefit from the activities provided by ECA.

Pursuant to D.C. Code § 2-1535.03(4))§4.b.4 ECA expects youth to behave in a way that supports ECA's objective to provide a safe and welcoming environment for other youth, ECA staff, and community members. Youth who are part of the ECA community are expected to: 1. treat all members of the ECA community with respect; 2. respect the property of ECA, its staff, and other youth connected to ECA; 3. respond appropriately to instructions from ECA staff.

Under DC Code § 2-1535.03(b)(2;9 and 3) acts of bullying by youths and acts of retaliation by youths for reporting bullying are wholly prohibited by any persons working, participating or attending events sponsored by ECA. Acts of bullying, including cyberbullying, whether by youth, volunteers or staff, are prohibited: 1. on ECA grounds and immediately adjacent property, at ECA-sponsored or related events on and off ECA grounds, on any vehicle used for ECA business, or through the use of any electronic devices owned by the ECA, leased by ECA or used for ECA business if the acts of bullying or cyberbullying create a hostile environment at ECA for the victim or witnesses, infringe on their rights at ECA, or materially and substantially disrupt the orderly operation of ECA. Retaliation against a youth, volunteer or staff member who reports bullying, provides information about an act of bullying, or witnesses an act of bullying is also prohibited.

Pursuant to DC Code § 2-1535.03(1)(6)(7) Youth, parents, guardians, and community members are encouraged by ECA to report any incidents of bullying that they witness or become aware of to the school principal or executive director. Reports of bullying by youth, parents, guardians and community members may be made anonymously, but disciplinary action cannot be taken by ECA solely on the basis of an anonymous report, though such a report may trigger an investigation that will provide actionable information. All oral reports received as part of this process will be transcribed into writing and included in ECA's bullying database. ECA will ensure that there are reporting materials available in a wide variety of languages. Information on how to report incidents of bullying will also be included as appropriate in ECA mailings to youth and their families. The executive director and principal are available to assist in reporting incidents of bullying.

ADMINISTRATIVE ROLES & RESPONSIBILITIES

Board of Trustees – Dennis M. Sawyers, President

dennis_sawyers@yahoo.com

The ECA Board of Trustees is the governing body for the school. The Board of Trustees is responsible for assessing academic achievement; monitoring school improvement; reviewing and approving the school budget; supporting fundraising efforts; approving salaries and program changes that impact budget; pursuing facility improvements; identifying and evaluating the school leadership; addressing the questions and concerns of stakeholders; participating in program reviews; developing long-term strategic plans; and implementing marketing initiatives.

The board may be contacted if you have any concerns related to school governance or management that are not addressed to your satisfaction by the Principal or Executive Director.

Executive Director – Wendy S. Edwards

wedwards@ecapcs.org

The Executive Director is responsible for oversight of all programs and operations of the school. The Executive Director analyzes student and teacher data, program reviews, and audits to determine school needs; develops long and short-term strategic plans; facilitates the accreditation process; leads the process of building acquisition; makes recommendations to the board regarding budget, salaries, and staffing; oversees the use of local and federal funding; seeks funding through grant writing; implements marketing initiatives; collaborates with the principal to assess program effectiveness and plan for improvements; and evaluates the administrative staff and school leadership.

The Executive Director may be contacted if you have questions or concerns related to school policies and procedures.

Principal – Thann Ingraham

tingraham@ecapcs.org

The Principal is responsible for instructional leadership and school operations and management. The Principal plans and implements professional development and educational initiatives based upon the identified needs of the school; supports and leads the instructional staff; monitors and assesses the teaching and learning process; reviews and analyzes school data; develops and implements school policies and procedures; manages the day to day operations of the school; makes recommendations to the Executive Director for staffing and salary decisions; ensures the school's compliance with the Individuals with Disabilities Education Act; manages teaching staff, the Special Education Coordinator, the Director of Curriculum and Instruction, the Response to Intervention Coordinator, and the administrative support staff; and collaborates with the Executive Director on school improvement plans.

The Principal may be contacted if you have any questions or concerns related to educational programs, student achievement, school policies and procedures, or the specific needs of students.

Director of Curriculum & Instruction – Pamela Falcon

pfalcon@ecapcs.org

The Director of Curriculum & Instruction is responsible for assisting the Principal in the planning and implementation of professional development, the identification and use of curricula and resources, and the development of educational initiatives. The Director of Curriculum & Instruction identifies formative and summative assessments; facilitates the administration of assessments; disaggregates test data; and supports teachers in implementing effective instruction through the ongoing use of data. The Director of Curriculum & Instruction reviews and identifies new educational programs, resources, and initiatives in support of school improvement and makes recommendations to the principal.

The Director of Curriculum and Instruction is also the Director of the Pre-K3 & 4 Program. The Director of the Pre-K3 & 4 Program is responsible for evaluating grade level instructional staff for the purpose of ensuring that standards are achieved and performance is maximized. The Director of the Pre-K3 & 4 Program facilitates communication between assigned

grade level personnel, students and /or parents for the purpose of evaluating situations, solving problems and resolving conflicts; facilitates the development and evaluation of quality learning; intervenes in occurrence of inappropriate behavior of students to assist students in modifying such behavior and develop successful interpersonal skills; and monitors student data collection. The Director of the Pre-K3 & 4 Program provides individualized, classroom-based coaching to support implementation of effective instructional practices. The Director of the Pre-K3 & 4 Program also supervises grade level instructional staff for the purpose of monitoring performance, providing for professional growth and achieving overall goals as prescribed in the PCSB Performance Management Framework (PMF).

Director of the K & 1 Program – La’Kea Edwards
ledwards@ecapcs.org

The Director of the K/1 Program is responsible for evaluating grade level instructional staff for the purpose of ensuring that standards are achieved and performance is maximized. The Director of the K/1 Program facilitates communication between assigned grade level personnel, students and /or parents for the purpose of evaluating situations, solving problems and resolving conflicts; facilitates the development and evaluation of quality learning; intervenes in occurrence of inappropriate behavior of students to assist students in modifying such behavior and develop successful interpersonal skills; and monitors student data collection. The Director of the K/1 Program provides individualized, classroom-based coaching to support implementation of effective instructional practices. The Director of the K/1 Program also supervises grade level instructional staff for the purpose of monitoring performance, providing for professional growth and achieving overall goals as prescribed in the PCSB Performance Management Framework (PMF).

Director of the 2/3 Program – Amia Johnson
ajohnson@ecapcs.org

The Director of the 2/3 Program is responsible for evaluating grade level instructional staff for the purpose of ensuring that standards are achieved and performance is maximized. The Director of the 2/3 Program facilitates communication between assigned grade level personnel, students and /or parents for the purpose of evaluating situations, solving problems and resolving conflicts; facilitates the development and evaluation of quality learning; intervenes in occurrence of inappropriate behavior of students to assist students in modifying such behavior and develop successful interpersonal skills; and monitors student data collection. The Director of the 2/3 Program provides individualized, classroom-based coaching to support implementation of effective instructional practices. The Director of the 2/3 Program also supervises grade level instructional staff for the purpose of monitoring performance, providing for professional growth and achieving overall goals as prescribed in the PCSB Performance Management Framework (PMF).

Special Education Coordinator – Tiffany Johnson
tjohnson@ecapcs.org

The Special Education Coordinator is responsible for coordinating assessments, meetings, IEP development, and instruction of special needs students and students in the referral process, in accordance with the federal Individuals with Disabilities Education Act (IDEA). The Special Education Coordinator schedules and facilitates Multi-Disciplinary Team meetings; assists in writing goals for IEPs; supports the special education teachers and service providers in the implementation of services; maintains the special education database; serves as the liaison for special education-related communication with DC Public Schools, Early Stages, the Public Charter School Board and the Office of the State Superintendent of Education; submits reports and documentation for special education funding; and coordinates information between the school and local organizations, federal authorities, and student advocates.

The Special Education Coordinator may be contacted if you have questions or concerns about the special education referral process. The Special Education Coordinator should be contacted for support with students with IEPs or Individualized Family Service Plans (IFSPs), or for students in the referral process.

Administrative Assistant – Franchesca Parker

fparker@ecapcs.org

The Administrative Assistant is responsible for oversight of all operations of the main office. The Administrative Assistant enrolls new students and ensures compliance with the enrollment requirements of the Public Charter School Board; makes school purchases; maintains all student records and files; develops documents, flyers, and forms; facilitates time and attendance reporting; prepares employee time sheets for processing; supports and responds to the needs of parents and the community; assists teachers with administrative tasks; receives leave and field trip requests for approval by the Principal; maintains parent payment logs; develops and maintains student databases; complies with reporting requirements of the Office of the State Superintendent of Education and the Public Charter School Board; and provides direct assistance to the Principal and the school leadership.

The Administrative Assistant may be contacted if you have questions or concerns about the enrollment process, medical needs of your child, or your contact information. Please contact the administrative assistant to schedule appointments with teachers or the principal.

Receptionist—Anreace Seabrooks

aseabrooks@ecapcs.org

The Receptionist is responsible for responding to inquiries, greeting visitors and assisting in the operations of the main office. The Receptionist responds to questions and requests from parents and the community; enrolls new students and ensures compliance with the enrollment requirements of the Public Charter School Board; completes copying requests; maintains student attendance databases; orders and delivers instructional, office, and custodial supplies; and provides assistance to the administrative assistant, the principal, and the school leadership.

The Receptionist may be contacted if you have questions or concerns about the enrollment process, medical needs of your child, or your contact information. Please contact the administrative assistant to schedule appointments with teachers or the principal.

Data Manager – Kathy Peterson-Prince

kprince@ecapcs.org

The Data Manager is responsible for the collection, maintenance, and analysis of student and school-level data from various sources. The Data Manager coordinates the electronic submission of student data to the Public Charter School Board, the Office of the State Superintendent for Education, the Department of Education, and other organizations as required. The Data Manager schedules, prepares, implements, and collects data for all school-wide assessments, The Data Manager is responsible for attending related meetings, training teachers on the access to and use of student databases, planning and implementing assessment schedules, and printing reports as requested. The Assessment Coordinator may be contacted if you have questions about student databases.

Social Media and Marketing Manager - Jasmine Shannon

jshannon@ecapcs.org

The ECA Social Media and Marketing Manager is responsible for developing, implementing, and monitoring the social media and marketing campaign for the school. The manager is responsible for identifying and leading campaigns to support the school's mission. The manager is responsible for maintaining weekly text, email, and paper communication with parents.

Family Support Coordinator – Cortney Mayfield

cmayfield@ecapcs.org

The Family Support Coordinator is responsible for reviewing and monitoring the attendance of all students. The Family Support Coordinator contacts and meets with parents of students with chronic attendance and tardiness challenges, submits referrals to Child and Family Services, and ensures that accurate attendance is kept by the teaching staff. The Family Support Coordinator serves the educational process by ensuring students develop and maintain excellent attendance practices and that parents understand and adhere to attendance requirements of the school. The Family

Support Coordinator assists McKinney Vento identified families, as well as parents and students in need of resources to support consistent school attendance. The Family Support Coordinator implements parent engagement activities to encourage the home/school connection.

Information Technology Manager – Ennio Tupa
etupa@ecapcs.org

The Information Technology Manager is responsible for oversight of all school technology. The Information Technology Manager supports the teachers and staff in technology needs and use, monitors and maintains the technology infrastructure, computer hardware, software, audio/visual, and telecommunications equipment; assists in the development and implementation of the school technology plan; identifies technology funding opportunities; assists in development of grant applications and implementation of the e-rate grant and other technology grant awards; monitors and maintains technology licensing; and makes recommendations to the Executive Director and Principal for IT improvements. The Information Technology manager may be contacted if you have technology questions or repair needs, or requests for computer hardware or software, telecommunication systems, or audio/visual equipment.

Before and After Care Coordinator—Rasheda Daniels
rdaniels@ecapcs.org

The Before and After Care Coordinator is responsible for coordinating the before and after care program. The Coordinator plans, assists, in the implementation of all aspects of the before and after school program in accordance with the policies and philosophy of ECA. The Coordinator prepares and maintains manual and electronic documents and reports (e.g. attendance, budget, daily activities, program guidelines, and schedules); organizes meetings for the purpose of identifying and addressing issues, providing information and supporting staff. The Before and After Care Coordinator ensures that early childhood education experiences with a variety of materials in the areas of Art, Music, Reading, Science, Technology and Physical Education are used throughout the program.

School Nurse

The School Nurse is responsible for providing medical support to students during the school day. The nurse maintains all student health records, administers authorized medication to students, communicates with parents about medical records and student health needs, and advises the school administration about health-related issues. The school nurse should be the first point of contact for all non-emergency student health-related issues.

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