

PUBLIC CHARTER SCHOOL

EARLY LEARNING



AppleTree

**Family Guide and Handbook
School Year 2017-2018**

Table of Contents

WELCOME LETTER	4
A NOTE ABOUT THE LANGUAGE USED IN THIS HANDBOOK	5
APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL MISSION STATEMENT, PHILOSOPHY, GOALS	6
MISSION STATEMENT	6
SCHOOL PHILOSOPHY	6
SCHOOL GOALS	6
DIVERSITY	6
ADMISSIONS AND ENROLLMENT	7
ADMISSIONS	7
ENROLLMENT	7
RESIDENCY FRAUD PENALTIES	7
ATTENDANCE	8
SCHOOL HOURS OF OPERATION	8
EXTENDED DAY	8
ATTENDANCE GOALS	9
STUDENTS IN SPECIAL EDUCATION AND RELATED SERVICES:	9
ARRIVAL AND DEPARTURE POLICIES	10
TARDINESS	10
LATE PICK UP FEES	11
STUDENT SERVICES AND PARENT BILLING	11
PAYMENT PENALTIES AND CONSEQUENCES	12
MEALS	12
SUPPORTS FOR SELF-REGULATION AND SOCIAL EMOTIONAL DEVELOPMENT	15
ENGLISH LANGUAGE LEARNERS AT APPLETREE	17
STUDENT SUPPORT TEAM	18
SOCIAL WORK SERVICES	19
BEHAVIOR SUPPORTS FOR STUDENTS	20
NOTIFICATION OF DIS-ENROLLMENT:	21
BITING POLICY AT APPLETREE:	21
ASSESSMENTS AND PROGRESS REPORTS	22
ASSESSMENTS	22
PROGRESS REPORTS	22
SERVING CHILDREN WITH DISABILITIES	22
SPECIAL EDUCATION/EARLY INTERVENTION SAFEGUARDS/ASSURANCES	23
PROCEDURES FOR STUDENTS NOT YET ELIGIBLE FOR SPECIAL EDUCATION SERVICES	23
PARENTAL CONSENT FOR SERVICES	24
FAMILY INVOLVEMENT	25
FAMILY HANDBOOK MEETING	25
VOLUNTEER OPPORTUNITIES	26
FAMILY LITERACY	26
LENDING LIBRARY	26
PARENTS AT APPLETREE (PAT)	27
FAMILY SURVEYS/INTERVIEWS	27
HOMEWORK / EXTENSION ACTIVITIES	27
COMMUNICATION	27
CONFIDENTIALITY	28

PARENT CONDUCT POLICY	28
COMPLAINT PROCEDURES	28
BIRTHDAYS AND OTHER CELEBRATIONS	28
PHOTOGRAPHY & VIDEO	29
HEALTH AND NUTRITION	29
HEALTH	29
VISITS TO THE DOCTOR	30
WHEN CHILDREN MUST STAY HOME	30
IF A CHILD BECOMES ILL AT SCHOOL	31
ADMINISTRATION OF MEDICATIONS	32
TOILET LEARNING	33
EMERGENCY CHANGE OF CLOTHING	34
WELL-BEING	35
CHILD PHYSICAL SUPPORT POLICY	35
SUSPECTED CHILD ABUSE, NEGLECT, SEXUAL HARASSMENT AND CHILD MOLESTATION	36
APPLETREE'S PROTOCOL FOR ACCESS TO CHILDREN, INFORMATION AND RECORDS BY CPS INVESTIGATORS AND/OR THEIR AGENTS	36
SAFETY POLICIES	37
EMERGENCY CONTACT	37
SEVERE WEATHER EMERGENCIES	37
FIRE/EMERGENCY EVACUATION DRILLS	37
UNUSUAL INCIDENTS	37
EMERGENCY PREPAREDNESS PLAN	37
ACCESS TO SCHOOL BUILDING	38
DRUG AND ALCOHOL POLICY	38
SCHOOL DRESS CODE	38
UNIFORM REQUIREMENTS	38
UNIFORM DONATIONS	39
PARENT/GUARDIAN ACKNOWLEDGEMENT	40
STAFF CONTACT INFORMATION	42
<u>DC PUBLIC SCHOOLS HOMELESS CHILDREN AND YOUTHS PROGRAM EDUCATIONAL RIGHTS PUBLIC NOTICE</u>	<u>43</u>
<u>FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)</u>	<u>44</u>
<u>AELPCS ANTI- BULLYING POLICY</u>	<u>45</u>
WHAT IS BULLYING?	45
AIMS AND OBJECTIVES	45
ROUGH AND TUMBLE PLAY	47
HURTFUL BEHAVIOR	47
ANTI - BULLYING PROCEDURE	48
APPEALS PROCESS	49

Welcome Letter

Dear Parent/Guardian:

On behalf of our school staff, myself, and the Board of Directors, I extend the warmest welcome to you and your child/children, our students, to AppleTree Early Learning Public Charter School (AppleTree). We are delighted and honored to be your school of choice and we are committed to providing our students with outstanding, enriching learning experiences.

AppleTree Early Learning Public Charter School (AppleTree) is a public charter school authorized by the District of Columbia Public Charter School Board open to all three- and four-year olds in the District of Columbia. AppleTree's mission is to provide young children with the social, emotional, and cognitive foundations that will enable them to succeed in school.

AppleTree implements an award-winning, research-based instructional program, *Every Child Ready*, that supports the development of young children's language, literacy, and behavioral skills as well as their understanding of the world around them. The school's comprehensive, integrated curriculum is designed to engage young children in playful activities and to build on their natural eagerness to learn. Teachers are supported through ongoing principal and coach mentoring to differentiate instructional activities to ensure that students' individual needs are met and that all students are provided with the supports that they need to flourish.

A strong school community involves active collaboration between teachers, families, and students. We look forward to getting to know your student and family in the coming year, and partnering to help accomplish our mission. I am honored to lead a talented and committed staff at AppleTree, who is committed to making a difference in children's lives.

Thank you for choosing AppleTree and enjoy the start of the school year!

Sincerely,

Anne Zummo Malone

Chief of Schools

A Note About the Language Used in this Handbook

This handbook uses the term “parents” to refer to people who have legal custody and who provide primary care for the young children who attend our schools. AppleTree recognizes the diversity and complexity of families who love, care and provide for children. Many are not biological parents, but grandparents, step-parents, aunts, uncles, cousins, and friends. The term “parents” is used for its simplicity.

AppleTree honors all who have undertaken the role of primary caretaker and nurturer of a child, regardless of the technical relationship.

IMPORTANT NOTICE

This document contains important information. If you need help or have any questions about this notice, please call [1-866-874-3972](tel:1-866-874-3972) and the client ID 511388. Tell the customer service representative the language you speak so you can be provided with an interpreter at no cost to you. Thank you.

AppleTree Early Learning Public Charter School Mission Statement, Philosophy, Goals

Mission Statement

The mission of AppleTree is to provide young children with the social, emotional, and cognitive foundations that will enable them to succeed in school.

School Philosophy

AppleTree Early Learning Public Charter School provides an engaging and rigorous preschool for DC three- and four-year-olds that gets children ready for Kindergarten and future school success.

School Goals

The goals set forth by the Board of Directors of AppleTree for our school community are as follows:

1. Students will enter kindergarten with the language and early literacy skills necessary to learn to read.
2. Students will enter kindergarten with basic numeracy and early mathematics skills.
3. Students will be socially and emotionally ready for kindergarten.
4. AppleTree classrooms achieve standards of excellence in classroom and instructional quality.

We are a data driven organization and these goals are at the core of everything we do. Progress towards them is continually monitored through progress monitoring using normed assessments. Our progress towards these goals is made available to the public through our annual report.

Diversity

We believe that AppleTree must prepare all students to live, study and work in a diverse world. To that end, our school will provide students with opportunities that promote respect for self and others and a curriculum that values the many varieties of human expression.

AppleTree recognizes and values the interconnectedness of humanity and looks to the staff to lead this initiative. It is our vision that all people will be treated with equality, dignity, and respect; that all students will be educated to understand, accept and value all members of the world community; and that the community at large will join with us in support of this mission.

Admissions and Enrollment

Admissions

AppleTree offers educational programming for three- and four-year old children who reside in the District of Columbia. Students must turn three or four by September 30th of the year they will begin school. Children who are five years of age by September 30th are kindergarten-age and therefore not eligible for admission to AppleTree. No child will be discriminated against based on race, color, ethnicity, national origin, age, sex, ability, disability or any other bias prohibited by law. Non-residents of the District of Columbia who wish to attend AppleTree will be required to pay tuition at the rate established by The Office of the State Superintendent of Education. Non-residents must also follow the same enrollment process as residents and complete additional documentation as required by The Office of the State Superintendent of Education, District of Columbia government and The District of Columbia Public Charter School Board.

Parents and guardians of accepted applicants will be required to complete an Enrollment Packet that includes a contact information sheet, developmental and medical history, a recent physical exam, a dental exam, updated immunization record and a medical release. **If these documents are not provided by the first day of school (unless cleared by school administration) then the child will not be permitted to attend AppleTree.**

Enrollment

AppleTree participates in the *My School DC* common lottery process. Please see www.myschooldc.org for up to date information about application deadlines and processes.

Residency Fraud Penalties

DC Charter schools are free for all residents of the District of Columbia. The current Residency Verification Guidelines governing the process of residency verification are designed to ensure that only those students who are District residents receive a free public education in the District of Columbia. As such, all parents or caregivers of public school students in the District are required to provide proof of their residency in the District as part of the enrollment process or pay tuition.

Any person, including any District of Columbia public charter school official, who knowingly supplies false information to a public official in connection with student residency verification shall be subject to charges of tuition retroactively, and payment of a fine of not more than \$2,000 or imprisonment for not more than 90 days, but not both fine and imprisonment, pursuant to the District of Columbia Nonresident Tuition Act as amended by the District of Columbia Public Schools and Public Charter School Student Residency Fraud Prevention Amendment Act of 2012. All residency verification and fraud questions should be directed to the Admissions and Transition Manager.

Attendance

School Hours of Operation

AppleTree offers a full-day program for enrolled students. The school building is open daily Monday through Friday from 8:00 a.m. until 6:00 p.m. Children may arrive to school no earlier than 8:00 AM unless enrolled in Before Care. The curriculum hours of instruction are from 8:45 a.m. to 3:15 p.m. It is important that children be brought to school on time so that they can participate in a full day of instruction. **Children may not arrive after 9:00 am unless accompanied by a doctor's note or other approved documentation.** **Please note: Students will not be allowed in the building after 12:00pm even with a doctor's note.**

Early dismissal is strongly discouraged. We request that families schedule medical, dental and other appointments outside of school hours or during school breaks whenever possible. Teachers plan instruction until 3:15pm and it is important that students do not miss out on valuable instructional time. After 2:45 pm daily, students will not be dismissed until 3:15pm.

Extended Day

Families may elect to enroll their child in the Extended Day Program. Participation in extended day is on a month-to-month basis only. Payment for the entire month is due at the time of signing up, there is no daily rate of payment. Program hours are from 3:15 p.m. to 6:00 p.m. The Extended Day Team is led by AppleTree Teaching Assistants in order to create a seamless transition between the regular school day and extended day. Regular components of the program include outdoor play, story time, and center time activities. In addition, there are two short small group activities planned daily to reinforce literacy, math and social-emotional skills being taught during the school week. An agreement form will be distributed at the beginning of the school year to confirm your participation. Overdue payments jeopardize your child's ability to participate in Extended Day.

Before care is offered from 7:30am-8:00am. Families may enroll in the program through the Operations Coordinator. As with the after school program, there is an additional fee associated with Before Care based on National School Lunch Program status. **Only those children who are enrolled in Before Care may enter school before 8:00 AM.**

AppleTree Early Learning PCS participates in the child subsidy/voucher program through the Child and Family Services Agency (CFSA). If you have a voucher for your child's participation in AppleTree's extended day program, please note that your child is not permitted to miss more than four days of Extended Day each month, per CFSA's regulations. If the voucher is voided due to more than 5 absences, CFSA will terminate your child's voucher immediately and you must re-apply for a new voucher.

Parents/caregivers are responsible for paying the full price of the extended day program (as determined by the NSLP application) until a new voucher is granted by CFSA. If parents/caregivers have any questions about the voucher program, please see the school operations manager or administrative assistant at the campus.

Attendance Goals

Good attendance is crucial to your child's learning. AppleTree's goal is to have each enrolled student attend 95% or more of the time for the school year. This is equivalent to missing one day per month. Our data show that children who are consistently absent from school demonstrate less growth than children with strong attendance.

AppleTree considers unexcused absences from school to be a serious matter. Not only does it impede the progress of your child, it also wastes valuable resources allocated for your child's education.

- Excused absences include illness, medical and dental appointments, family emergencies, school visits, and religious reasons. In order for the absence to be excused, families must provide a doctor's note or other appropriate documentation. If your child will be absent or tardy on a given day, please notify AppleTree prior to the start of school on that day. Please inform the school and your child's teachers of any extended absences as soon as you are aware of them.
- Examples of unexcused absences include parent's choice not to send their child because they are tired or to attend salon/barber appointments for parents and/or children.

Families of students whose absences exceed more than 10 days will meet with the Principal Instructional Leader and problem solve how to improve student attendance.

If your child has missed more than 10 consecutive absences and you have not had any contact with the school, AppleTree will automatically conduct a home visit by the site social worker. At the home visit, a meeting will be scheduled to address attendance. Home visits can be conducted at the discretion of the school when a situation warrants it. Our goal is to assist you in helping your child to be successful as a student by maintaining good attendance. Please feel free to reach out to the Principal or social worker if you're having problems with your child attending school so we can work together on solutions.

Students in special education and related services:

Special Education services (special instruction and related service sessions) are rescheduled when the special education coordinator or related service provider is absent. Services are also rescheduled when the student is absent; if three different and separate attempts to reschedule the missed session due to the student's absence have been tried and documented, the session will be documented in the SEDS tracking notes as, *not completed due to the student's absence and inability to reschedule*. Sessions missed or not scheduled due to school holidays, will be documented as, *session not scheduled due to school holiday*.

Missed sessions are rescheduled and completed within two weeks of the initially scheduled appointment. If four consecutive related service and/or specialized instruction sessions have been missed due to the student's absence, a MDT meeting is scheduled to review the reason for the missed sessions, the student's progress before, during, and after the missed sessions, and the IEP goals to determine what, if any changes need to be made to support the

student' educational performance, progress toward IEP goals and more consistent attendance practices.

Arrival and Departure Policies

Children must be escorted into their classroom by a family member or other responsible adult at the time of arrival. For safety reasons, children should never be left unattended at the front door, in the hallway, stairwell, parking lot, or street. It is imperative that classroom staff is made aware of a child's arrival prior to the adult leaving the school. The adult who drops off or picks up must sign their child into school every morning and out at the end of the school day, indicating arrival and departure times.

The school day ends at 3:15pm; please do not pick your child up before this time unless approved by administration. Families must pick up their child through the front of the building. Children may be released only to those individuals authorized by parents in writing. All authorized individuals must be 14 years of age or older. Please inform all individuals authorized to pick up your child that they must present photo identification upon request.

If a parent listed on the birth certificate is removed from the pick up list this must be accompanied by legal documentation including custody status.

Tardiness

AppleTree Early Learning PCS wants your child to have the full benefit of our educational program. Daily, on time school attendance is crucial for student success. Instruction begins promptly at 8:45am and we want all students to be present and ready to participate in the day from the start. Arriving by 8:45am ensures that students can participate in Morning Meeting; the first component of AppleTree's instructional program and an important time for students to start their day with their peers.

Any child arriving after 8:45 a.m. is considered tardy. Any child arriving after 9:00am will not be admitted unless it is excused by school administration. Tardies are considered excused for illness, medical appointments, school visits, religious observances, or death in the family, and must be accompanied by appropriate documentation. AppleTree recognizes that occasionally there are circumstances that could cause you and your child to arrive at school after 9:00am, therefore each family has three chances for late arrival over the course of each school quarter. If you arrive after 9:00am, you will be asked to sign in at the office and will receive a pass to take your student to the classroom. After three late arrivals, your child will not be able to come after 9:00am.

As a reference point to the importance of arriving at school on time, consider the following table. The school day starts at 8:45 a.m. if you consistently arrive at the following times, a tremendous amount of instruction is missed:

Arrival Time	Minutes Late	Hours of Instruction Missed over the year	Days of instruction missed
9:00	15	46.5	7.75

Coming in just 15 minutes every day is the equivalent of missing a week and a half of instruction. It is crucial that children arrive at school on time every day.

Late Pick Up Fees

The academic day for students ends at 3:15. Students not attending the Extended Day Program must be picked up by 3:30 p.m. At 4:00 p.m. if there has been no contact with the school, school staff will call Child Protective Services.

A late fee will be enforced for all pick-ups after 3:30 p.m. For every 10-minute block, \$10 will be charged (for instance, pickup between 3:31 p.m. and 3:40 p.m. will cost \$10, 3:41 p.m. and 3:50 p.m. will cost \$20).

The Extended Day Program ends at 6:00 p.m. A late fee will be enforced for all late pick-ups. Anytime between 6:01 p.m. and 6:10 p.m. will cost \$10, and every 10-minute block after this will cost an additional \$10. At 6:30 p.m. if there has been no contact with the school, school staff will call Child Protective Services. Students will not be permitted to participate in Extended Day until all late fees are paid, and must be picked up by 3:15pm.

More than three documented late pick-ups will result in an additional \$25 fee. Families will receive an invoice from the school for all late fees. Fees need to be paid one day after receiving the invoice. If a child is picked up late from Extended Day three times, the parents of the child must have a conference with the principal regarding continued participation in the program and a contract will be developed. After contract is in place, any violation of the contract will result in a four-week suspension from the extended day program. If there is a late pickup after this four-week suspension, the child will be terminated from the extended day program.

Student Services and Parent Billing

AppleTree Early Learning PCS is pleased to offer several services to our families. While the cost for each service is dependent on the parent/caregivers' income, the Parent Billing Policy applies to all families who receive a service from AppleTree.

Billable Services:

- School Lunch*
- Extended Day Before-School**
- Extended Day After-School**
- Other Services***

Invoicing - Parents/caregivers will receive monthly invoices one week before the service(s) each month via email and the school's front office. Parents/caregivers have until the first of the month to remit payment after an invoice has been provided. Payments may be made online or through the school's front office (cash not accepted). If for any reason an invoice is not provided to the parent/caregiver, it is the responsibility of the caregiver to inquire

about the status of the invoice. AppleTree may also contact parents/caregivers via phone in order to collect an outstanding debt.

Cancellation Policy - Parents/caregivers who sign up for a service or program will be charged for a full month of that service/program. Parents/Caregivers are permitted to cancel the service/program at anytime, however, the full monthly service charge will be applied if the cancellation is not made prior to the month of service.

* AppleTree PCS will not charge lunch services to parents/caregivers who qualify for free/reduced meals through the National School Lunch Program

** AppleTree PCS may assess additional charges for any late pick-up

*** AppleTree PCS reserves the right to charge parents/caregivers for other services that may not be included in this parent handbook after notifying the parent of the new service charge

Payment Penalties and Consequences

Fees - AppleTree reserves the right to assess late fees for any invoice not paid in full within seven days. Additionally, students will not be able to participate in Extended Day if the invoice is unpaid. AppleTree will assess a \$35 fee for any checks returned by the bank. AppleTree requires that parent/caregiver complete the National School Lunch Program's Free and Reduced Meals Application if the parent/caregiver demonstrates an inability to pay outstanding invoices.

Meals

AppleTree admits children for the school day beginning at 8:00 a.m. Breakfast is served from 8:00-8:35 a.m. Breakfast will not be provided for students who arrive after 8:35am. If you choose to bring your own breakfast to school, please include only healthy breakfast foods. Please do not send your children to school with doughnuts, chips, cookies, candy, etc. If this food is sent in, teachers may ask students to save it until after school. AppleTree is a NUT FREE school, so please do not bring in any products containing peanuts or other tree nuts.

AppleTree students receive breakfast, a morning snack, and an afternoon snack free of charge. The cost of lunch meals is approximately \$60/month for families that do not qualify for free or reduced meals. AppleTree will inform of parents of their payment status as determined by the National School Lunch Program Application. If you choose not to participate in the National School Lunch Program, you must bring breakfast, lunch, and a snack everyday. Parents who opt out of school lunch must be mindful of the time it takes staff to serve a meal, so lunches sent from home should not require any heating or preparation.

Students will be asked to try new foods and encouraged to eat at every meal. Parents should see the Principal or the School Operations Coordinator if their child has any dietary restrictions due to allergies or religious affiliation. All dietary restrictions should be provided in writing.

Instructional Program

AppleTree’s goal is to ensure that all children attain the foundational language, early reading, mathematics and social-emotional skills predictive of later academic success. To achieve these goals, AppleTree has adopted a comprehensive, standards-based instructional program grounded in the results of years of research on preschool and academic achievement. Students' growth against these standards will be shown on progress reports four times per school year. The daily components are below:

Component	Time (Minutes)	Description
<i>Every Child Ready</i> was created to maximize children's daily learning opportunities through teachers' high quality direct and facilitated activities:		
Morning Meeting/Centers Meeting	10	Teachers provide children with an advanced organizer for the day or week, as well as address literacy instruction and Question of the Day. Teachers are encouraged to select a quick and engaging community-building activity daily.
Centers I with Small Group I	60	Teacher facilitates interactive literacy or language small groups, while remaining team member(s) facilitates free-choice center activities. <i>Students may change classrooms for these groups based on skills taught – any changes will be communicated to all families.</i>
Sounds, Songs, and Symbols	25	Children receive explicit and embedded instruction for phonological awareness, phonics, shared writing, math, and word play.
Snack	15	
Outdoor Play/Bathroom	40	Teachers are encouraged to continue high-quality conversations and interactions during outdoor play.
Story	25	"Story" includes a fiction or non-fiction read aloud each day.
Journaling	15	Children respond to a prompt or participate in free writing. One child's work is highlighted during this time as part of Author's Chair.
Lunch & Nap -	120	
Gross Motor	15	Children are provided the opportunity to participate in guided gross motor activities that reinforce core, theme-related vocabulary or social-emotional skills.
Centers II with Small Group II	55	Afternoon small groups are dedicated to explicit, hands-on instruction of math and science skills and concepts. One teacher leads small group instruction, while remaining team member(s) facilitates free-choice centers. <i>Students may change classrooms</i>

Component	Time (Minutes)	Description
		<i>for these groups based on skills taught – any changes will be communicated to all families</i>
Let's Explore	15	This time is allotted for whole group interactive instruction focused on science concepts or social-emotional skill development through exploration, experimentation, or read alouds.
In addition, <i>Every Child Ready</i> provides specific and suggested transition activities throughout the day, so teachers facilitate targeted skill building even as children move between activities.		

AppleTree has adopted a Response-to-Intervention (RTI) instructional model to maximize learning for all children. While most commonly used to prevent reading failure and over identification for special education in the early elementary years, the National Association for the Education of Young Children and the National Center for Learning Disabilities endorse RTI for preschool children.

A three-tiered RTI instructional program ensures children receive instructional support specific to their academic and developmental needs. The first tier is a robust instructional program delivered to all children as part of their everyday classroom experience called, *Every Child Ready* (ECR). *Every Child Ready* is a curriculum that was developed by AppleTree Institute for use in all AppleTree classrooms. This integrated curriculum includes all core content areas: language and literacy, mathematics, science, social studies, social-emotional development, creative arts, and gross motor. ECR has 10 thematic units that incorporate teacher support for classroom assessments, differentiated instruction, centers facilitation, and blackline masters for various activities in the program’s core curriculum. This thematic curriculum builds children’s vocabulary, critical thinking, and early literacy skills – and supports social emotional development.

For children who are not making adequate progress in the regular instructional program, teachers, administrators, educational specialists and the children’s families work together to design Tier 2 activities. Tier 2 activities are in addition to the regular instructional program and provide children with extra opportunities to participate in targeted learning activities that address the standards. If children are not progressing in areas not addressed by our standards or not explicitly covered by our curriculum, AppleTree will not implement plans for those areas. Tier 2 lessons are delivered to children in their regular classroom environment, and families are strongly encouraged to implement provided activities or strategies at home. In most cases, children never know that they are receiving anything extra or different from their peers. Families will be notified of Tier 2 plans prior to their implementation and invited to participate in their creation.

Teachers regularly monitor children’s progress in Tier 2. In most cases, the added support results in increased learning and children return to Tier 1. For those few children who do not demonstrate sufficient progress after a Tier 2 plan implementation, educators and families may consider a referral for a special education evaluation (Tier 3).

Regular observation and direct assessment is integral to the RTI process and is part of the regular instructional program. Teachers use assessment data to improve teaching and learning for all children. Data are also shared with families so that they can better understand and support their children's educational progress.

Supports for Self-Regulation and Social Emotional Development

AppleTree has four overarching goals for children's social and emotional development.

1. Children attend to instruction. *The amount of time children can pay attention varies depending on the age and the development of the child. AppleTree's goal is to build children's ability to attend to teacher-led instruction, which is the prevalent form of instruction in elementary classrooms.*
2. Children persist with difficult tasks. *Learning (and life!) is not always easy. AppleTree wants children to develop faith in their own ability to solve problems through their reasonable efforts and establish a history of achievement with suitably challenging tasks.*
3. Children cooperate with peers and adults. *Cooperation is a keystone behavior for success in school and life. Through classroom experiences, children learn the benefits of following adult instructions and cooperating with their peers.*
4. Children use language to solve their problems. *Early in life, children use gestures to communicate their wants and needs. As they develop, it is crucial that they learn to communicate their needs and desires with language (e.g. asking for a toy rather than just taking it).*

Children's everyday classroom experiences present them with multiple opportunities to practice the skills necessary to achieve the above goals. In addition, ECR includes explicit and embedded instructional activities throughout the school year to facilitate students' attainment. AppleTree teachers also implement specific strategies designed to support children's achievement of the goals and create a positive, secure, and productive classroom setting for all children.

AppleTree has developed universal school rules and language to help children understand behavioral expectations. All adults in the building reinforce these rules throughout the school day, creating a consistent, positive school culture. The first ECR unit, "Get Ready to Learn!", was designed to provide children with an introduction to the school rules, and targeted practice opportunities to begin internalizing the rules. It is helpful if families can adopt this language if they find it useful. The AppleTree school rules are listed below:

1. Follow directions the first time they are given.
2. Use your inside voice and be kind.
3. Stay in your own space.
4. Keep your hands and feet to yourself.
5. Try your best!
6. Relax and enjoy learning.

AppleTree teachers use the specific, universal, proactive strategies outlined below, as well as additional classroom management tools, to help children follow the school rules and develop appropriate school-behaviors.

1. Teachers and instructional staff use clear and concise language when delivering praise, reprimands or instructions.
2. Teachers explicitly teach all rules and procedures multiple times. During each instructional episode, children model and practice the targeted skill or behavior.
3. Teachers praise students' effort frequently to reward children for trying their best ("You are really paying attention to your friends" or "You are working so hard on your art project!").
4. Teachers implement an established series of consequences for children who are not following directions. The sequence includes:
 - a. A non-verbal reminder such as a look or gesture (finger over lips to discourage talking).
 - b. An individual verbal reminder ("Please do not throw the blocks.")
 - c. Removal from the current activity that includes a chance to observe children behaving appropriately ("You need to sit in the "sit and watch" chair and watch your friends playing in the blocks without throwing them." A timer is then set for 1 to 2 minutes to allow time for the child to regulate their behavior and return to the group when ready.
 - d. Debriefing to help children identify and use acceptable replacement behaviors in situations previously associated with problem behavior.

When teachers have a specific goal for the entire class (cleaning up after centers time, reducing the time it takes to line up), teachers may reward their entire class when progress is made towards the goal.

AppleTree has an obligation to provide for the safety and welfare of all students. If a child is persistently aggressive or disruptive to the educational environment, AppleTree will work to support the needs of the child to the extent practical. Family cooperation and support for these efforts is required.

About the Calm Down Spot: The purpose of the Calm Down Spot is to help children regain control of their emotions and/or behavior after a stressful situation. The Calm Down Spot is a special area in the classroom that provides a designated space for children who need a few minutes alone to regulate their emotions. There is also a school Calm Down Spot in the main office or other general purpose room, in case students need to calm down outside of their regular classroom. Students are taught in the beginning of the year, and reminded throughout the year, that the Calm Down Spot is a safe place to go if they are feeling angry, sad, frustrated, disappointed or aggressive.

Sometimes, the Calm Down Spot is used along with Sit and Watch. If a child is unable to appropriately sit in the Sit and Watch chair because he or she is too agitated or upset, the child may go the Calm Down Spot to calm down, then return to the Sit and Watch area before returning to regular classroom activities. When children leave the Calm Down Spot, teachers follow a few brief steps:

1. *Praise the student for using Calm Down steps*
2. *Discuss what happened that resulted in the Calm Down Spot visit*

3. *Problem-solve with the student about how else he or she might have handled the problem, and*
4. *Assist the child to successfully reenter the regular classroom activity.*

About Sit and Watch: AppleTree implements a research-based, in class method of redirecting/addressing behavior when children are not following the school rules called sit and watch". If a child is behaving inappropriately (not following directions, poking classmates, etc.) and the child has received a warning, the child is directed to the sit and watch chair which is located so that the child is still able to observe classroom instruction. As the child is directed to the sit and watch chair, the teacher specifically instructs the child to "sit and watch" their friends behaving appropriately. For example, if the child was hitting other children while in the construction zone, the teacher may say, "Laura, go to sit and watch your friends keep their hands and feet to themselves while they build."

Children often misbehave because they have not learned to use the appropriate skill in a social situation or have not been held accountable for their behavior. This intervention uses contingent observation, which combines instruction with a brief time out to reinforce prosocial behaviors they are not presently displaying.

"Sit and watch" is a proactive classroom management strategy that increases instructional opportunities for disruptive students and their classmates by minimizing the time needed for behavior sanctioning. It also helps prevent inappropriate behavior from escalating by avoiding punitive strategies that can provoke arguments and confrontations. At times, children may resist "sitting and watching" and may need additional support to succeed in this task.

If the sit and watch sequence is not effective, a child may be removed from the class for a brief period. Children are removed to ensure their safety and the safety of their classmates and teachers, as well as to not distract other students from learning.

If a parent is interested in learning more about sit and watch for use in the home, please contact the Principal or Social Worker.

English Language Learners at AppleTree

Who is an English Language Learner?

An English Language Learner (ELL) student is a student who comes from a linguistically and culturally diverse background, and who has scored in the NES or LES range on the English Language Pre-IPT assessment.

How are English Language Learners identified?

Home Language Surveys are given to each family in the enrollment process. If a family member answers “yes” to any of the questions, the student is identified as a student who is a possible ELL student and will receive the English Language Proficiency Assessment.

How are English Language Learners assessed for proficiency level?

Students identified by the Home Language Survey as being possible ELL students are given the Pre-IPT English Language Proficiency Assessment (Preschool IDEA Oral Language Proficiency Test, Ballard & Tighe). The Pre-IPT assigns students one of three English Language Proficiency levels: Non-English Speaking (NES), Limited-English Speaking (LES), and Fluent-English Speaking (FES).

NES and LES students are considered to be ELL students, whereas FES students are considered to be English Proficient. NES and LES students are provided with additional instructional support, whereas FES students are not. FES student progress is monitored for two years to ensure that they continue making adequate gains.

Families will be notified of their child’s results on the Pre-IPT within 2 weeks after it is given. They will also be notified of the instructional supports that will be available to support the language development of their child.

Student Support Team

The Student Support Team (SST) allows educators, specialists and families to discuss concerns regarding individual children in a supportive open environment. The members of the SST share a common mission to strengthen and support students who are having difficulty in the school environment. The SST intervenes when there is concern regarding a student’s success and collaboratively develops a specific plan to provide additional supports and evaluate the effectiveness of those supports after a predetermined interval. Generally, the student’s teacher or family requests SST involvement.

Families are critical to success of their children and are encouraged to participate at all stages of the SST process. AppleTree school leaders value family input and involvement in decision making about their children and make every effort to have full family participation during the SST process. During SST meetings, families are full members of the team when their child is discussed. Membership on the team may include the classroom teacher, family(s), the Principal Instructional Leader, the Special Education Manager, the Social Worker and other educators/specialists involved with the student or who have expertise in the area of concern.

If families wish to receive the services of the SST, they should contact the Principal Instructional Leader or teacher for a referral form. The child’s teacher can provide families with assistance in filling out the form if necessary.

At the SST meeting, an SST Tier 2 plan is developed based upon data collected, family input, and teacher observation. This plan includes a home connection (such as targeted

vocabulary words sent home for practice or family banking time) in addition to in-class supports that may be delivered in small groups or individually. This plan is monitored through consistent data collection. After about six weeks of intervention, the team reconvenes to discuss the child's progress or continued challenges based upon the data. If the child demonstrates sufficient progress, the child will continue to receive supports in the classroom until he or she is working at the same level as his or her peers. If the child does not demonstrate sufficient progress and the team determines that the child may need support outside of the general education curriculum, a Multi-Disciplinary Team meeting will be convened.

The Multi-Disciplinary Team (MDT) reviews the child's data and determines if the child is in need of evaluation in certain developmental areas as identified by data. The child is then referred to specialists who will conduct evaluations based upon these inputs. If the assessment results indicate that the child is in need of additional support, an Individualized Education Plan (IEP) may be developed by the Individualized Education Plan team.

Social Work Services

AppleTree offers social work services that are provided by licensed and professionally trained social workers. Each campus has an assigned social worker that helps to ensure that all AppleTree students are physically, socially, and emotionally available for instructional experiences. The following direct services are currently provided by AppleTree's social work team:

- Short-term counseling and consultation services to families who need support*
- Short-term support (in the classroom whenever possible) to children who are having difficulties adjusting to other children or school
- Short-term support (in the classroom whenever possible) to children who are experiencing learning or behavioral problems
- Individual play therapy to children experiencing emotional challenges, behavioral problems, or difficult home situations*
- Social Skills Groups
- Parent Workshops on various child and parent related topics
- Community resources and referrals
- Individualized social-emotional IEP goals when deemed necessary
- Crisis response support and assistance to staff, children, and families
- Professional development on areas of expertise to school personnel
- Coordination of community agency services (e.g. vision and dental services)

*A parent must provide written consent prior to their child receiving therapy. The social work team maintains strict confidentiality with regard to all aspects of student information learned while providing services.

The social work team has an open door policy. Parents are strongly encouraged to contact their campus social worker to learn more about available services and resources.

Behavior Supports for Students

AppleTree makes every effort to ensure each child's success. However, AppleTree has an obligation to provide for the safety and welfare of all students. If a child is persistently aggressive or disruptive to the educational environment, or persistently tardy or absent, AppleTree will work to support the needs of the child and family to the extent practical. Family cooperation and support for these efforts is required. **A parent or other family member's participation during field trips may be requested if a child's safety or the safety of others is at risk.**

AppleTree will always follow established guidelines to evaluate whether the continued enrollment of a child is in the best interest of that child, other enrolled children, and the school. If the philosophy, policies, and practices of the school are not acceptable to the family, the family member should terminate enrollment and find a setting that is more suitable.

AppleTree will not allow a single child to impact the educational experience of the entire class. The following progression shows how AppleTree approaches challenging behaviors:

If a child:	Result:	Next step:
First occurrence where child bites, draws blood, or breaks the skin of another individual; Maliciously hits, pushes, spits, kicks, scratches or otherwise touches inappropriately other individuals or damages property, or is sent to the office 4 times in one day.	Child will be sent home for the day.	Conference with the parent, teacher and principal when the child returns to school.
Demonstrates a pattern of aggressive acts, as listed above and/or has been sent home 3 times for aggression.	The parent actively participates in the creation and implementation of a Student Support Team plan designed to decrease unsafe behaviors. The child is at risk for disenrollment from AppleTree if the parent is not an active participant.	Student Support Team meeting with the parent, teacher, and principal in order for the child to return to school. Meeting must be held for child to return to school. Follow-up meeting scheduled for two weeks later.
Parent does not follow through on expectations outlined in SST plan, child continues to demonstrate aggressive behavior as listed above.	Child will be sent home if demonstrates aggressive behavior, and is at risk for disenrollment from AppleTree.	The SST team will discuss conducting an individualized Functional Behavior Assessment (FBA) to determine the cause of the behavior.

If a child:	Result:	Next step:
Parent follows through with expectations.	Meet after 2 weeks from initial SST meeting. Review data.	If behaviors remained constant or decreased after two weeks, try additional modifications for next 4 weeks. If behaviors escalated in intensity or frequency after 4 weeks of SST plan, move to MDT.
Parent does not follow through with expectations outlined in SST plan and the child has been sent home repeatedly for aggressive behavior as listed above.	Child will be dis-enrolled from AppleTree for the remainder of the school year.	

Notification of Dis-enrollment:

Parent or Guardians will be notified of a Principal Instructional Leader’s decision to dis-enroll their child in writing. Parents or Guardians may appeal the Principal Instructional Leader’s decision in writing to the school’s Chief Academic Officer within 24 hours of notification. The Chief Academic Officer’s contact information is located on the last page of this handbook. The dis-enrollment remains in effect during the course of the appeals process.

Biting Policy at AppleTree:

The following steps will be taken if a biting incident occurs at our schools:

- The biting will be interrupted with a firm reprimand.
- Staff will stay calm and will not overreact.
- The bitten child will be comforted.
- Staff will remove the biter from the situation.
- The wound of the bitten child shall be assessed and cleansed with soap and water.
- A staff member will take a picture of the bite wound for documentation. If it is determined that there was a blood exposure, further steps will be taken as outlined below: "Procedure for Incidents involving Blood Exposure."
- The parents of both children will be notified of the biting incident. Appropriate forms will be filled out (Incident Report).
- *Confidentiality of all children involved will be maintained.*
- The bitten area should continue to be observed by parents and staff for signs of infection.

Assessments and Progress Reports

Assessments

In order to maximize student potential, AppleTree assesses each child's development throughout the course of the year. AppleTree uses both observational and direct assessments to establish what students know when the school year begins and to monitor their progress. Direct assessment measures are selected based on their appropriateness for young children and their psychometric properties. Our assessment program provides teachers with the information necessary to design and implement an instructional program that meets the needs of the individual child. The students who show the most growth are those who have consistent attendance throughout the year.

Progress Reports

Progress reports will be given to each family/ guardian at the end of each assessment period during family-teacher conferences. Families are required to attend these conferences. There will be four progress reports for the school year.

Serving Children With Disabilities

AppleTree provides special services to all eligible students in accordance with District of Columbia and federal regulations as outlined in the Individual with Disabilities Act (IDEA). AppleTree has a Special Education Manager on staff that ensures that all children with disabilities enrolled at the school receive appropriate services. Services are provided by Special Education Coordinators, Special Education Teachers, and related service providers.

At AppleTree a student's parents may request an evaluation, at any time, if they have concerns their child may be a child with disabilities and in need of special education services. Parents should address their concerns to an AppleTree Principal or the Special Education Manager regarding their child's academic or behavioral performance and to request a Multi-disciplinary Team (MDT) meeting to discuss possible evaluations. The Special Education Manager will convene an MDT including the parents to fully consider the parent request for an evaluation. The MDT will review and consider all available academic data as well as social-emotional development data to determine if the student should be immediately referred for special education evaluation and eligibility determination.

In order to receive special education services students must qualify as having exceptionalities and show a need for specialized services and/or support that is not available through regular education under IDEA. These include students who have significant academic, social, speech-language, motor, and behavioral needs. If a student is found eligible for special education services the special education team, including the parents and the regular education teacher, will develop an Individualized Education Plan (IEP) for each student who receives special education services. The IEP is a written document that contains information regarding the student's academic and behavioral needs.

Special education services are offered along a continuum, are based on the individual needs of the student, and must be offered within the least restrictive environment. Service options available: special education support and therapies in the regular education classroom or special education and related services provided to students in small groups in and out of the classroom. Specialized instruction, speech-language services, occupational therapy, physical therapy, and behavioral support, as well as other services that are deemed appropriate by the MDT, will be provided in the least restrictive environment as determined by the MDT. The special education staff works with teachers to design a support network allowing each child to progress academically.

If parents suspect that their child has special needs, please speak to your child's principal as soon as possible. It is the family's responsibility to make AppleTree aware of IEPs, IFSPs, 504 plans, evaluations, or their child's specific educational needs/goals.

Special Education/Early Intervention Safeguards/Assurances

AppleTree assures compliance with the following federal regulations:

- 300.300-308 Free Appropriate Public Education
- 300.340-350 Individualized Education Programs (IEPs)
- 300.504-518 Procedural Safeguards
- 300.530-534 Protection in Evaluation Procedures
- 300.540-543 Additional Procedures for Evaluation of Students with Specific Learning Disabilities
- 300.550-556 Least Restrictive Environment - To the maximum extent appropriate, students with disabilities participate with their non-disabled peers in academic and non-academic activities.

A record is maintained of all persons, except families and authorized staff, who obtain access to student records. Record includes required components. Families have the right to inspect and review only information relating to their child (or be informed only of that information). The program maintains for public inspection a current list of names and positions of all employees who may have access to personally identifiable information.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the school's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the school had knowledge that the student was disabled before the behavior occurred. The school shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, that the student is in need of special education or related services.
2. The behavior or performance of the student demonstrates the need for such services.
3. The parent/guardian has requested an evaluation of the student for special education.

4. The teacher of the student or other school personnel has expressed concern about the behavior or performance of the student to the school's Principal or Special Education Manager or to other personnel in accordance with the school's special education referral system.

The school would be deemed to not have knowledge as specified in items #1-4 above if, as a result of receiving such information, the school either conducted an evaluation and determined that the student was not a student with a disability or determined that an evaluation was not necessary and provided notice to the parent/guardian of its determination. If it is determined that the school did not have knowledge that the student was disabled prior to taking disciplinary action against the student, then the student shall be disciplined in accordance with procedures established for students without disabilities. If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by Local Education Authorities (LEA).

Parental Consent for Services

Parents may refuse to provide consent for special education and related services. A parent may also revoke parental consent for special education and related services. A parent's right to revoke consent applies to the provision of all special education and related services listed in the student's IEP. A parent's revocation of consent must be submitted in writing. If a parent verbally revokes consent for the school to provide special education services, AppleTree will exercise due diligence in soliciting written documentation formally through calls, emails, and/or letters to the parent's residence. Once AppleTree receives a parent's written revocation of consent for the continued provision of special education and related services and provides the parent with the *Prior Written Notice (PWN)* form, AppleTree will discontinue the delivery of all special education and related services to the student. AppleTree will not challenge the parent's decision to discontinue a student's special education and related services through mediation or a due process hearing. AppleTree will continue to offer all interventions and supports available to students in general education. A student whose parent has revoked consent will be treated the same as any other general education student with regard to Child Find and disciplinary procedures.

Manifestation Determination

Within ten (10) school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct (except for a removal that is for ten (10) school days in a row or less and not a change of placement), members of the IEP team at AppleTree will review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by you to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability
- If the conduct in question was the direct result of the LEA's failure to implement the child's IEP

If the members of the child's IEP Team determine that either of those conditions was met, the conduct must be determined to be a manifestation of the child's disability. If the members of the child's IEP Team determine that the conduct in question was the direct result of the AppleTree's failure to implement the IEP, AppleTree will take immediate action to remedy those deficiencies.

If the members of the IEP Team determine that the conduct was a manifestation of the child's disability, the IEP Team must either:

- Conduct a functional behavioral assessment, unless the LEA had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or
- If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior. Except as described below under the section Special Circumstances, the LEA must return your child to the placement from which your child was removed, unless you and the LEA agree to a change of placement.

Special Circumstances:

Whether or not the behavior was a manifestation of your child's disability, school personnel may remove a student to an interim alternative educational setting (determined by the child's IEP Team) for not more than forty five (45) school days, if your child:

- Carries a weapon to school or has a weapon at school, on school premises, or at a school function at AppleTree
- Knowingly has or uses illegal drugs or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function at AppleTree
- Has inflicted serious bodily injury upon another person while at school, on school premises, or at or at a school function at AppleTree

Family Involvement

AppleTree encourages parents as partners in their children's learning. Children whose families are involved in their education are far more likely to succeed. Family members are best able to provide the daily expressions of interest and encouragement a child needs to thrive.

Family Handbook Meeting

In order to help all families fully understand AppleTree's policies and procedures, a parent or legal guardian is required to attend a parent handbook meeting within the first three weeks of the child starting at school. These sessions are an opportunity to discuss AppleTree's procedures and to ask any questions and clarify any misunderstandings families may have. If parents do not attend a handbook meeting, they must schedule a time with their principal for the review. There will also be a Back to School night where parents and families will learn more about the instructional program and talk with their child's teachers. See your child's principal for more information and scheduling.

Volunteer Opportunities

There are many opportunities throughout the year to support your child's classroom. Families are strongly encouraged to volunteer at least once a month at the school or in the child's class. Some opportunities include:

- Chaperoning a field trip
- Sharing unique experiences about family or culture
- Helping teachers set up in the classroom or create materials
- Reading a story to the class or a few students in the library
- Assist in classroom during centers

Families are always welcome to visit AppleTree and should be scheduled with the principal, not the teacher. AppleTree discourages family members from staying in their child's classroom for an extended amount of time, which can often cause a distraction for both the students and teachers. Periodic classroom visits arranged with the teachers often provide both the student and the parent with a more meaningful and enjoyable experience.

Families are welcome to call their child's teacher at any time. However, please understand that teachers are working in the classrooms with the children and may not be readily available to accept telephone calls. The best time to reach teachers by phone is before and after school.

AppleTree appreciates parents who chaperone field trips. While chaperoning, parents' attention must remain on students at all times. Parents who chaperone must refrain from smoking and/or consuming alcohol on the trip. AppleTree also requests that chaperones ride the bus with the students to and from the location to support with supervision.

Family Literacy

The AppleTree family literacy program is designed to provide resources and opportunities for family members to actively support early literacy skills in their children. The main program elements are: lending libraries, family literacy events, family literacy kits, and monthly community events, and book fairs (each program element is described in more depth below). In addition to these structured elements, the family-literacy manager, principals, teachers and family members will work together to involve families in school activities in ways that are authentic and meaningful.

Lending Library

The Lending Library is filled with high quality, age appropriate books and other materials for families to take home and enjoy together. Books and other materials should be checked out one at a time. More information about the Lending Library will be presented at the Back to School night, and the Lending Library will be open after that date.

Family Literacy Events

Throughout the year, special events will be held at the school. These events will focus on different early literacy skills your child is learning in school, and will provide families with the opportunity to engage in fun activities together. Families who attend the events will receive a book to take home!

Parents at AppleTree (PAT)

Parents at AppleTree provides a link between parents and administrators. All parents/guardians of students at AppleTree are automatically part of PAT and are encouraged to attend and participate in regular meetings. If you are interested in taking on a leadership role in PAT, please speak to the Principal at your campus.

Parents at AppleTree is committed to bringing parents and staff together to support the students at our school. In support of this goal, PAT will:

- Support teachers by coordinating volunteers to support school-wide events, such as the Book Fair, seasonal celebrations and the stepping up ceremony.
- Provide feedback and input to the principal about past and upcoming programs and activities.

Family Surveys/Interviews

All families participate in an informal family interview within the first two weeks of the school year. This casual meeting with the teacher will help AppleTree become better acquainted with each child and family. We encourage your honest participation during these meetings so that we can learn more about how to support each child.

Twice a year we will ask for formal feedback on families' experiences and satisfaction with AppleTree through a mid and end of year survey. AppleTree greatly values family feedback and looks forward to learning more about how the school can exceed your expectations!

Homework / Extension Activities

ECR includes weekly extension activities for families to implement at home with their children that directly tie to an ECR book or theme-related focus. Teachers encourage completion of all activities to promote greater reinforcement of classroom and unit materials, and build excitement in students about classroom learning opportunities. Homework will come home each week on Monday.

Communication

Teachers are available before and after the academic day and by appointment. It is important that families communicate with teachers, staff, and other family members in a calm and respectful manner at all times. Teachers are also accessible by email, and should respond to parent emails within one business day. Please be considerate of response time and only use email for professional communication with your child's teacher.

AppleTree staff is not permitted to use social networking sites to communicate with parents or guardians, and may not post any information about your child to social networking sites unless previously approved by parent/guardian and principal for use on official AppleTree platforms (e.g., picture of student work on AppleTree Facebook page). Please do not use social networking sites as a means of communication with teachers and school staff.

Confidentiality

The staff of AppleTree will respect the rights of each family to confidentiality and privacy regarding all records of health, behavior and development concerning their child.

Parent Conduct Policy

In the event that a family member verbally abuses or physically accosts any individual or exhibits any threatening, unwarranted or abusive behavior towards any adult or child while on school property, the police may be notified and the parent may be banned from the building. The child may continue to attend AppleTree, but the family member may not enter the building. In the event of this happening, the Principal will notify the parent in writing. Family members may appeal the Principal's decision by contacting the school's Chief Academic Officer within 24 hours of notification. If a family member is banned from the building, he/she must arrange for someone to drop off and pick up their child.

Complaint Procedures

AppleTree makes every effort to make children's and families' association with our school a very positive one. Every staff member shares the mission and goals of this organization and will strive daily to live out our mission and reach each of our school goals. However, in the event that family members have a complaint about any of the policies, practices or procedures at AppleTree, families are encouraged to communicate them to the Principal Instructional Leader and/or the Operations Coordinator. Parents should address the Principal with any issues concerning the instructional program, interactions with teachers, or family engagement. Parents should address the Operations Coordinator with any concerns related to the operations of the school including meal service, the physical plant, and health and safety. The administrative team takes parental feedback seriously and will work to find solutions.

If after talking with school leadership, the matter is unresolved, please forward your concerns to the Chief Academic Officer. All contact information is available on the last page of this handbook. If the matter is unresolved, please contact the Chief of Schools and/or Board Chair.

Attempts to encourage unrest or disrupt the school day without problem solving through the appropriate administrative channels may undermine the sound operation of the school. Behavior that is abusive or undermining the sound operation of the school may result in banning from school grounds.

Birthdays and Other Celebrations

Birthdays may be celebrated during the afternoon snack period at 3:15 pm or at a designated time set by the Principal Instructional Leader. Parents must talk to the classroom teachers to schedule a birthday celebration. Please bring no more than one treat for each child. AppleTree encourages nutritional treats such as muffins or fruit. **Soda or any food containing nuts should not be sent to school. It is helpful if parents host the distribution of the birthday treat.** Parents should provide plates, napkins and cups

for a celebration. No decorations are permitted. Please do not distribute goody bags or extra treat bags.

Birthday invitations should be distributed at the school **only** if **all** the children in the classroom are invited to the child's celebration. If, for religious reasons, a family does not celebrate birthdays, please inform the child's teachers, and the teacher will make arrangements for the child.

AppleTree invites parents to share their cultural heritage and traditions. If a parent has a tradition they would like to share with their child's class, please contact the child's teacher to discuss how to fit it into the instructional program. Teachers will work with parents to prepare age-appropriate celebrations that will focus on cultural rather than religious themes. Please let us know if you would prefer your child to not participate in seasonal celebrations. During our end of the year Step Up ceremony, there will be no cap and gowns.

Photography & Video

AppleTree reserves the right to photograph/videotape its 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. This includes the right, without limitation, to publish such images in the school newsletter, and PR/promotional materials such as marketing and admissions publications, advertisements, fund-raising material, and any other school-related publication. 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.

AppleTree Early Learning PCS is in partnership with AppleTree Institute. 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. De-identified 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.

Health and Nutrition

Health

All children must have a completed a Department of Health Certificate before they attend AppleTree and this must be updated if it expires during the school year. This includes an immunization history documenting up to date immunizations against measles, mumps,

rubella, polio, diphtheria, tetanus, pertussis, chicken pox, hepatitis A, Pneumococcal, and hemophilus influenza type B. Immunizations must be current. Children who are not properly immunized are not allowed to attend school. Any student who fails to receive proper immunizations during any time of the academic school year will receive a maximum of five days to acquire all necessary immunizations.

The following immunizations are required for incoming three and four year old students:

- **Pneumococcal Vaccine** – 1-4 age-appropriate doses
- **Chickenpox (Varicella) Vaccine** – 1st dose after 1st birthday, 2nd dose at least 3 months after 1st dose
- **Hepatitis A** – 2 doses

Proof of testing for lead poisoning is also required as part of the Health Certificate. Medical examinations and immunization records are only valid for one year and must be provided on an annual basis. Each year vision and hearing screenings are done at school. Parents will be advised of the results and are required to follow up with their doctor if necessary.

Children with asthma are required to have an asthma action plan completed by their doctor. This form should be completed along with the Health Certificate Form. **Children may not attend school until these forms are completed.**

Visits to the Doctor

If you take your child to the doctor for any reason, they MUST be accompanied by a note clearing them to attend school. If there is no note, the child will not be allowed to return to school.

When Children Must Stay Home

AppleTree wants each student to maintain at least 95% attendance. However, young children may occasionally be ill. In an effort to keep all children healthy and well, if a child should exhibit symptoms of illness, which may be a contagious illness or condition, he/she should not attend school on that day. Please keep your child at home if any of the following symptoms are present:

1. **FEVER** -- any reading over 100° Fahrenheit (37° Celsius). **A child must be fever-free without benefit of medication (Tylenol/Motrin) for 24 hours before returning to the school.** If a child has a fever on a Sunday, the same policy applies. If a child wakes up sick or with a fever, please keep the child home.
2. **DIARRHEA**, defined as an increased number of stools compared to the child's normal pattern. Exclude from school for at least 24 hours. If upon the child's return, the staff determines that the diarrhea continues, an early pick up and exclusion until the child's physician is consulted will be required.
3. **VOMITING**, one or more times in the previous 24 hours. Students may return when symptom free for 24 hours.
4. **RASH**, with fever or behavior change, until a doctor has determined the illness not to be a communicable disease.

5. **CONJUNCTIVITIS ("PINK EYE")**, if white of eye is red, even without seeping. Child must be home for 24 hours AFTER the start of medication. A note from the doctor clearing the child to return to school must be provided.
6. **SEVERE COLD**, with fever, sneezing, coughing, and nose drainage. If your child's runny nose is due to an **allergy** you must send in a doctor's note stating that he/she is not infectious and is fine to come to school.
7. **STREP THROAT**, child must be home for 24 hours after the start of medication.
8. **RING WORM, HEAD LICE, PIN WORM, BED BUGS, SCABIES** child must be home for 24 hours AFTER the start of medication. A note from the doctor clearing the child to return to school must be provided.
9. **CHICKEN POX**, child must remain home for 7 days after outbreak and lesions must be crusted over.
10. **OTHER SIGNS OF POSSIBLE SEVERE ILLNESS**, including unusual lethargy, irritability, persistent crying, difficult breathing, persistent barking type cough.

If your child has any of the above symptoms, please do not bring your child to school until he/she has been seen by a doctor and has begun treatment or until the symptoms either go away or improve considerably. **If your child has been put on antibiotics, he/she must have been on the prescription for 24 hours before returning to school.**

If a child seems really sick without obvious symptoms, please keep him/her at home. In this case, a child may look and act differently than normal. He/she may be unusually pale, irritable, tired or uninterested.

If a Child Becomes Ill at School

If a child should develop mild symptoms while in school, the teacher or a school administrator will contact the parent to report the symptoms. If the condition presents an immediate risk of infection to the staff or other children, the child's parents will be contacted and are required to make arrangements for the pick-up the child within one hour from the time the call is made. A note will be sent home explaining why the child must go home and when he or she can return to school. If the child's symptoms are severe and he or she is not picked up within an hour, an ambulance may be called and the child will be taken to the hospital. All parents should ensure that phone numbers are updated in student's files to reflect emergency contacts.

In case of a serious injury or illness, the Principal Instructional Leader or his/her designee, may call an ambulance and the child will be taken to an emergency medical facility. The parents and/or persons listed on the Emergency Contact Form will be immediately contacted.

In the event a child is injured while at school and requires medical treatment, it is the parent's health insurance that provides the primary payment for the medical treatment. In the event of a non-life threatening injury, parents will be notified by telephone or at pick-up time, depending on the severity of the injury.

Staff members are CPR-certified and First Aid-certified. All injuries, accidents and incidents are documented on a Child Incident Report. The parent is responsible for reading and signing this report to ensure that they have been made aware of the incident or any injury.

Administration of Medications

Parents should administer any prescription medication for their children at home. If this is not possible, a member of the teaching staff or the principal will administer the medication provided the parent/ guardian has given AppleTree written permission to do so. All medication (prescription and nonprescription) may be administered by staff members that are trained in medication management. In compliance with licensing regulations, the following procedures must be followed by parents:

1. A completed Medication Administration form, asthma action plan, or medical action plan signed by a physician must accompany all prescription medication. Instructions for medication must be clearly labeled.
2. Medicine must remain at the school. Over the counter medications must be in **original packaging** with printed dosages appropriate for age or weight. Non-prescription medication must be placed in a Zip-Loc bag with the child's name clearly printed on the bag. Prescription medication must be in a currently dated prescription vial or properly labeled container that correctly states the student's name, the name of the physician or dentist with directions for administering the medication.
3. Sunscreen, Neosporin, other non-prescription topical salves are included under the umbrella of "medications". AppleTree must have a complete Medication Administration form to be able to apply these items to your child. Lip balm may be left in your child's cubby for the child to apply as needed.
4. Except for topical medications like sunscreen, only one dose of a nonprescription medication may be administered unless a licensed health practitioner approves the administration of the nonprescription medication and the dosage.

Because of the possibility of an allergic reaction, the first dosage of a medication will not be given at the school.

All medicine should be given to the School Operations Coordinator. Medicine that must be refrigerated is stored in a locked box in the refrigerator. Medicines not needing refrigeration are stored in a locked box in the office. A Medication Administration form must be filled out by a physician and submitted with the medication. A medicine measure is recommended for doses other than one teaspoon. Under no circumstances should prescription or nonprescription medications (including cough drops) be placed in children's coat pockets or backpacks. A parent may also come to school and administer medicine to his/her child. Please advise teachers if you have administered any medication to your child.

Toilet Learning

AppleTree Early Learning Public Charter School does not exclude children based on Toilet Learning ability. Teachers should be sensitive to parent concerns and offer open communication with parents concerning Toilet Learning, as it is developmentally appropriate for 3 year olds to be engaged in toilet learning activities.

Children who are fully toilet trained are less prone to accidents and can fully access the school curriculum. According to the American Academy of Pediatrics, most children (approximately 98%) achieve bowel control and daytime urine control by 3 years old. As the Mayo Clinic indicates, “if a potty-trained child reverts or loses ground — especially at age 4 or older — or you're concerned about your child's accidents, contact his or her doctor.”

In order to support children, families, and teachers with Toilet Learning, AppleTree implements the following processes and procedures to support all parties and help children achieve age and developmentally appropriate self-help skills. In order to achieve success in this process, it is crucial that all parties maintain open, honest, and supportive communication so that children feel comfortable and can be successful. Please remember that Toilet Learning has to be reinforced at home as well as at school. No child will be forced to sit on the toilet nor will any child or family be singled out for not being toilet trained.

At AppleTree, a child can be defined as not toilet trained in two ways:

- Parent discloses on the student enrollment form
- Child has more than 3 accidents (while awake) in a week for two consecutive weeks

Note: Any child with an Individualized Education Plan or an Individualized Family Service Plan that includes goals for Toilet Learning will follow the plan and guidelines outlined in the plan.

As part of AppleTree’s regular schedule and curriculum, children will be taken to the bathroom on a regular schedule and will be allowed to use the bathroom whenever they request. AppleTree recognizes that as part of the toilet learning process, children may have accidents.

In order to ensure we can support your child’s toilet needs at school, AppleTree will provide the following to ensure proper, sanitary care of your child when they have accidents:

<u>School Provides</u>
Latex Gloves
Toilet Paper
Bags for soiled clothing
Trash cans with lids for appropriate disposal
Training for staff on proper procedures for managing accidents

For children who are not fully toilet trained, as identified by the parent in the enrollment packet or as indicated by the frequency of accidents at school, families are required to bring the following to school in order to support the process.

Family Provides	
Wipes	
Toilet Training Diapers	Children should not be sent to school in standard diapers, as we want children to get used to the process of putting on and taking off underwear.
Two changes of clothing (including socks)	Please ensure that pants and belts are easy to remove (elastic waist bands, Velcro belts, snaps, not buttons)
An extra pair of shoes	If possible
Families are responsible for ensuring all of these items are in their child's cubby.	

If families fail to have these items on hand and the child has an accident, the parent will be required to bring these items to the school within an hour. If parents fail to bring these in, their child will not be allowed to attend school until these supplies are verified as on hand unless the family has developed an agreement with the social worker about obtaining clothing and/or supplies. If you have any questions, please speak with your child's teacher or the school social worker.

Emergency Change of Clothing

Young children's clothes can become dirty or soiled in the course of the school day and a change of clothes may be necessary for the comfort of the child. Parents are required to leave an extra set of clothes at school. The extra clothing should meet the standards of the uniform policy and each article should be labeled with the student's name. An extra set of clothes includes:

1. Underwear
2. A pair of socks
3. A bottom
4. A top

Teachers will bag up the dirty clothes so that they go home with the child that day. If a child uses his/her emergency change of clothes, parents must send a new set of emergency

clothes the following day. If a child needs to change and does not have an emergency change of clothes, parents will be contacted and expected to bring a set within an hour. We have a limited amount of extra clothes kept at the school. If you borrow clothes from the school, please wash and return the next day.

If you need support with purchasing uniforms, please speak with the Principal Instructional Leader or Social Worker.

AppleTree is not responsible for lost or stolen children's items.

Well-Being

All children rest daily in the early afternoon for one hour as part of the regular day. Children are assigned a cot or mat that is marked for their personal use. AppleTree requires each family to provide a small blanket. Parents should label the blanket with their child's name. Blankets are sent home on Fridays to be washed and should be returned the following Monday.

The National Sleep Foundation and the Centers for Disease Control recommends that children aged 3-5 get 10-12 hours of sleep per night. Please plan this into your daily schedule so that children are rested and ready to learn at school.

Children may bring one comfort item (stuffed animal, picture or book from home) to hold during naptime. The comfort item is stored in the child's cubby. Parents should be aware that comfort items may be lost or broken.

Toys are not allowed at school. If a child brings a toy to school, the toy will be left in the office in order to minimize the disruption that it may cause. AppleTree is not responsible for lost, stolen or broken children's items. Please check your child's backpack to ensure there are no important items, toys or food.

Child Physical Support Policy

AppleTree has adopted a comprehensive behavioral plan. AppleTree advocates the use of nurturing touch for the optimum growth of children (e.g., high-fives, child-solicited hugs, hand-holding for child safety). In order to promote the physical autonomy and independence of children and minimize in-class conflict over "teacher time" teachers avoid unnecessary touching (e.g., placing the child in their lap, laying down next to children at nap).

There are times when a child's safety is at stake. When this happens, some physical support may be necessary. Examples would include to keep a child from harm (e.g., physically preventing a child from running into the street or from falling off of climbing equipment) and to stop a child from harming himself or herself, another child or an adult.

When physical support is needed, a teacher might hold the child to keep him or her safe; generally the teacher will hold her arms around the child, with the child's body facing away from the teacher. All AppleTree teachers are trained in *Non-Violent Crisis Intervention* from a certified trainer through the Crisis Prevention Institute. *Non-Violent Crisis Intervention* is a program committed to providing students, families, and teachers with an

environment of care, welfare, safety and security. Teachers are trained in verbal techniques to support students and de-escalate potentially aggressive behavior. Additionally, teachers are also trained in how to most safely intervene and physically support children who may become physically aggressive or at risk of hurting themselves or others.

AppleTree is committed to providing all students with a safe and supportive school environment in which all members of the school community are treated with respect.

Please do not physically discipline your child on school grounds.

Suspected Child Abuse, Neglect, Sexual Harassment and Child Molestation

"Child abuse and neglect is the intentional, physical or mental injury, sexual abuse, negligent treatment, or maltreatment of any child under the age of eighteen by a person who is responsible for the child's welfare under circumstances which indicate the child's health or welfare is harmed or threatened." (DC Code 16-2301(9)(23))

According to DC Code 2-1357, all school employees are designated as mandated reporters of any suspicion of child abuse. AppleTree will fully comply with these statutes and will cooperate with law enforcement agencies. In the event of suspected child abuse, AppleTree will contact the Child and Family Service's Child Abuse Hotline at 202-671-SAFE (7233). ECEA and OPRMI will also be notified of the incident.

AppleTree's Protocol for Access to Children, Information and Records by CPS Investigators and/or their Agents

All requests by CPS investigative staff to observe or interview students enrolled in AppleTree shall be honored as expeditiously as possible. CPS investigative Staff shall present their credentials in person before AppleTree allows them to interview or observe students. CPS shall at all times endeavor to effect such observations and interviews without undue disruption. Periodically, the CPS work may find it necessary to remove student from school for further investigation or safety concerns. Removal of a child from his or her home or other environment is also authorized under Title 4.

All CPS Record Requests shall be received, preferably in writing, and processed as expeditiously as possible. Requesters shall be CPS investigators or their agents, who shall be identified by appropriate picture identification, current letter of introduction, or other indicia satisfactory to AppleTree to verify. Records shall be provided through hand-delivery, U.S. mail or fax, at the request of the CPS investigator or agent.

Disputes concerning access to children, information and records by CPS and the release of any records or other information shall be settled through the General Counsels for AppleTree and CFSA.

Safety Policies

Emergency Contact

Upon enrollment parents are required to complete an Emergency Contact Information form. It is extremely important that this information is kept current. Parents must contact the School Operations Coordinator immediately if there are any changes to their contact information (home or work addresses, email address, telephone or cell phone numbers, emergency contact information). Parents must list two additional non-guardian emergency contacts for the child and provide up to date phone numbers for each of them. .

It is the responsibility of the child's parent to submit official paperwork that documents any changes in guardianship or restraining orders to which the school must adhere. All changes to pick-up authorizations (additions and deletions) must be made in writing.

Severe Weather Emergencies

AppleTree will be closed when the weather is deemed too dangerous for our students and teachers to travel to school. AppleTree's leadership team will make the decision regarding school closings and/or delayed openings as soon as possible and post the information on our website and also through text and email. If weather conditions are severe enough to warrant school closure during the day, the school staff will call parents to make arrangements for the child to be picked up.

Occasionally facilities issues (such as lack of heat or security issues) may require school to be canceled. AppleTree will inform all families of closures as soon as possible.

Fire/Emergency Evacuation Drills

Fire Evacuation Drills are conducted monthly to ensure that all staff and children are prepared to evacuate quickly and safely in the event of a true emergency. These drills are unannounced and are planned and coordinated by the School Operations Coordinator. Everyone in the building at the time of the fire drill is expected to follow our policies and procedures. In the case of an actual emergency evacuation, parents will be notified as soon as possible and will be asked to pick up their child.

Unusual Incidents

In accordance with Regulation 322 in the Department of Health Child Development Facility Regulations, when any unusual incident occurs, an Incident Form will be filled out by the teacher. The original form will go home with the child and a copy will be retained in the child's file. An additional copy will be reported to the Department of Human Services and Early Care in Education.

Emergency Preparedness Plan

In the case of an emergency or other unforeseen events (such as a plumbing leak) the school will undergo an emergency relocation. Please refer to the Campus Information for more

details about emergency relocation and designated pick up spots. This information will be distributed at parent handbook review meetings.

Access to School Building

Only individuals with legitimate AppleTree business are permitted on school grounds. For the safety of all, AppleTree attempts to limit access to the school. If parents are “buzzed” into the school, they should not allow others with whom they are not familiar to follow in behind them. Parents should alert any AppleTree staff member if they are followed in or if they notice any suspicious activity. For the safety of all children, students must be signed in and out daily and picked up through the front of the building. Because drop off and pick up tend to be busy times, please limit the number of people in your party.

Drug and Alcohol Policy

AppleTree has a vital interest in maintaining a safe and efficient working and learning environment. The school is committed to maintaining a drug free environment and will strictly enforce anti-substance abuse policies. To this, the following conduct is strictly prohibited at AppleTree:

- Possession, transfer, sale, distribution, use or solicitation of illegal drugs on school grounds and facilities (including the parking lot and adjacent areas)
- Possession or use of alcohol during AppleTree operational hours in AppleTree facilities
- Arriving at school to pick up a student while intoxicated or impaired by alcohol or drugs is strictly prohibited; the police and Child and Family Services will be contacted should this occur.

School Dress Code

In order to promote an environment of academic and social success AppleTree has adopted a mandatory dress code policy. The uniform colors for the school are blue and white.

Please refer to the list below for detailed uniform standards.

Uniform Requirements

- Navy blue or khaki pants, skirts, dresses, jumpers, shorts (warm weather)
- White or light blue long sleeve, short sleeve, knit shirt- no pictures or patterns
- Navy blue or white sweatshirt or sweater- no pictures or patterns
- Navy blue or white socks
- Rubber soled enclosed shoes or sneakers (sandals – open toed shoes and party shoes are not permitted)

It is strongly recommended that children wear clothing that is appropriate for their dressing skills. Simple belts and elasticized waistbands are recommended.

Most three- and four-year old children are not able to tie their own shoes. AppleTree encourages families to purchase slip-on shoes or shoes with Velcro-fasteners instead of shoes with laces. Loose shoestrings make it difficult for children to walk and can result in tripping. High tops can also be challenging for children to put on. Jewelry should be

limited to simple stud earrings. Hoop earring, chains, bracelets and rings can be damaged or cause injury to young children. AppleTree staff is not responsible for jewelry worn by students. If parents are concerned about children losing jewelry, we recommend that jewelry stay at home.

Parents should always dress their child appropriately with regards to the weather. Parents may be called to bring a change of clothes in their child is brought to school without a uniform or otherwise inappropriately attired. On occasion AppleTree has “dress down” and special “dress up” days. Parents receive written notification for those specifically designated school days.

Names should be written on or attached to all clothing and other valued possessions. Parents are urged to clearly mark children’s clothing with permanent ink. AppleTree is not responsible for lost or stolen clothing items. AppleTree maintains a Lost and Found Box located near the administrative office. It is important to keep in mind that preschool is messy at this age and the uniforms will get paint, dirt, etc. on them. This means your child is having fun at school! Although most materials are washable, AppleTree will not replace uniforms that become messy or stained.

Uniform Donations

Three- and four-year olds grow quickly. If a child grows out of uniform clothes and they are in good condition, parents are encouraged to donate them to AppleTree. AppleTree is a 501(c)3 organization, so donations are tax deductible.

We look forward to a great year with you and your children this year. We encourage your active participation and cannot wait to show you the growth your child will demonstrate!

Parent/Guardian Acknowledgement

I/we have received and carefully read the AppleTree Early Learning Public Charter School (AppleTree) Parent Handbook and understand it is intended to represent the policies, practices and procedures of the AppleTree. AppleTree reserves the right to change any policy, practice or procedure and/or the reasons for student expulsion without any advanced notice.

I/we fully understand that it is my/our responsibility to contact the Principal of AppleTree should I/we have questions or need clarification regarding any policies, practices or procedures.

I/we fully understand that any failure on the part of myself or of my child to follow the policies, practices or procedures of AppleTree may result in the termination of my child from the school.

Child's Name

Parent's/ Guardian's Signature

Date

Parent's/ Guardian's Name (Print or Type)

Parent's/ Guardian's Signature

Date

Parent's/ Guardian's Name (Print or Type)

Staff Contact Information

School-Based Staff

Campus/ phone #	Principal Instructional Leader	Operations Coordinator
Columbia Heights 202-667-9490	Karen Stona Karen.stona@appletraineed.org	Ashley Montgomery Ashley.montgomery@appletraineed.org
Douglas Knoll 202-629-2545	Charlie Crabtree Charles.crabtree@appletraineed.org	Drake Anthony Drake.anthony@appletraineed.org
Parklands 202-506-1890	Niesha Cumberbatch Niesha.cumberbatch@appletraineed.org	Sherika Dawson Sherika.dawson@appletraineed.org
Lincoln Park 202-621-6581	Megan Marrinan Megan.marrinan@appletraineed.org	Danielle Jones Danielle.jones@appletraineed.org
Southwest 202-646-0500	Shontice McKenzie Shontice.mckenzie@appletraineed.org	Candace Evans Candace.evans@appletraineed.org
Oklahoma Ave 202-629-2179	Terica Alleyne Terica.alleyne@appletraineed.org	Capriko Robinson crobenson@appletraineed.org

Home Office Staff

Position	Responsibilities	Contact Information
Special Education Manager	Supervises the special education program	Jenna Umansky 202-526-1503 Jenna.umansky@appletraineed.org
Language Acquisition and Family Literacy Manager	Supports teachers in ensuring that schools provide optimal support to all children, regardless of language status.	Cha Quan Wilder, 202-526-1503 cwilder@appletraineed.org
Director of Community and Family Engagement	Supports the enrollment and transition processes at all sites and provides support to all AppleTree Schools.	Juanita White, 202-526-1503 Juanita.white@appletraineed.org
Director of Student Support Services	Oversees programming for Special Education, ELL, social work and positive behavior supports.	
Director of Operations and Compliance	Oversees all operations at schools, including facilities, school meals, billing. Supervises Operations coordinators.	Tony Taylor, 202-526-1503 Tony.taylor@appletraineed.org
Director of Strategic Growth and Leadership Development	Oversees the resident principal program and works to ensure the development of high quality principals.	Michael Wilson – 202-526-1503 Michael.wilson@appletraineed.org
Chief Academic Officer	Oversees all academic programming at AppleTree Early Learning PCS.	Jamie Miles 202-526-1503 Jamie.miles@appletraineed.org
Chief of Schools	Oversees the overall school and ensures all aspects of the program stay in good standing	Anne Zummo Malone, 202-526-1503 amalone@appletraineed.org
Board Chair	Serves as the chair of the Board of Trustees of AELPCS	Jack McCarthy, 202-488-3990 jmccarthy@appletraineed.org

Appendix

DC Public Schools Homeless Children and Youths Program Educational Rights Public Notice

The mission of the Homeless Children and Youths Program is to ensure free, appropriate, public educational opportunities for homeless children and youths; to provide technical assistance to schools, shelters and the community; and to heighten awareness of homeless issues. Homeless children and youths should have equal access to the same educational opportunities and services as non-homeless children and youths. In addition, homeless children and youths should have the opportunity to meet the same challenging academic achievement standards to which all students are held.

1. What is the definition of homeless children and youths?

The term “homeless child and youths” means:

- Children and youths who lack a fixed, regular, and adequate nighttime residence; and includes children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations; are living in emergency or transitional shelter (including D.C. transitional housing); are abandoned in hospitals; or are awaiting foster care placement;
- Children and youths who have a primary nighttime residence that is a private or public place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- Children and youths who are living in cars, parks, public spaces, abandoned building, substandard housing, bus or train stations, or similar settings;
- Migratory children who qualify as homeless because they are living in circumstances described above; and
- Unaccompanied youth, including youths who are not in the physical custody of a family or guardian, who qualify as homeless because they live in circumstances described above

2. Can a homeless child enroll in school?

Yes, the child may continue enrollment in the school of origin for the duration of homelessness. The school is the one the child attended prior to becoming homeless or the school in which the child was last enrolled. The child may also enroll in the school for the attendance area where he or she is living temporarily. If a dispute arises over school selection or enrollment, the school must immediately enroll the homeless student in the school, pending resolution of the dispute. If the local school cannot resolve the dispute, the school must follow the process, not to exceed fifteen (15) days, as outlined in Directive 200.33, Dispute Resolution Process. The local school must provide the family, guardian or unaccompanied youth with a written statement of the school placement decision and the appeal rights.

3. Whom should be contacted if a dispute arises regarding enrolling a homeless child or youth in school or if other assistance is needed?

The Homeless Children and Youths Program is designed to assist homeless children and youths and their families regarding educational issues. If a homeless child or youth is experiencing difficulty in enrolling in school, please contact the Homeless Children and Youths Office at (202) 698-3321 or email Deltonia.Shropshire@dc.gov.

4. What services are provided by the Homeless Children and Youths Unit?

The Homeless Children and Youths Program provides the following services: transportation assistance; dispute resolution; after-school tutorial programs; school enrollment assistance; special projects; Homeless Awareness Month; staff development; and interagency collaboration.

Appendix 2

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."

1. 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.
2. Parents or eligible students have the right to request that a school correct records that 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.
3. 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.

Appendix 3

AELPCS ANTI- BULLYING POLICY

Appletree Early Learning Public Charter School responds to the issue of bullying very seriously whether amongst children or adults, and has strict procedures that will be adhered to should there be any evidence within the school. AppleTree is committed to providing all students with a safe and supportive school environment in which all members of the school community are treated with respect.

What is bullying?

Bullying means any severe, pervasive, or persistent act or conduct whether physical, electronic, or verbal that:

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

Bullying includes actions taken by one or more people with the deliberate intention of hurting another person (in any of the above ways). This policy is designed to support the schools behavior policy, equal opportunities and anti discrimination policies.

Bullying is about a pre-meditated act, which relies on a stage of cognitive development in order to think the process through.

Aims and Objectives

- Bullying is wrong and is damaging to individual people. AppleTree PCS proactively implements policies and procedures to prevent this, by developing a school in which bullying is regarded as unacceptable.
- Bullying is prohibited from all AELPCS school grounds and functions sponsored by

AELPCS, including:

- On any transportation provided by AELPCS (such as buses to field trips)
- Through any electronic communication;
- On an AELPCS campus
- With AELPCS property
- And/or to the extent that it interferes with the youth's ability to participate in or benefit from AELPCS' services, activities, or privileges.
- We aim to deliver a safe and secure environment where all children can play and learn without fear or anxiety.
- This policy aims to produce a consistent response to any bullying incidents that may occur.
- We aim to make all those connected with the school aware of our opposition to bullying and staff have a responsibility to eradicate bullying in our schools.
- We do not tolerate any kind of bullying as stated above on any grounds, and support all parties involved to gain a full understanding of our school core values.

Code of Conduct and Consequences

| [AppleTree](#) has developed universal school rules and language to help children understand behavioral expectations. All adults in the building reinforce these rules throughout the school day, creating a consistent, positive school culture. The first ECR unit, "Get Ready to Learn!", was designed to provide children with an introduction to the school rules, and targeted practice opportunities to begin internalizing the rules. It is helpful if families can adopt this language if they find it useful. The [AppleTree](#) school rules are listed below:

1. Follow directions the first time they are given.
2. Use your inside voice and be kind.
3. Stay in your own space.
4. Keep your hands and feet to yourself.
5. Try your best!
6. Relax and enjoy learning.

| [AppleTree](#) teachers use the specific, universal, proactive strategies outlined below, as well as additional classroom management tools, to help children follow the school rules and develop appropriate school-behaviors.

1. Teachers and instructional staff use clear and concise language when delivering praise, reprimands or instructions.
2. Teachers explicitly teach all rules and procedures multiple times. During each instructional episode, children model and practice the targeted skill or behavior.
3. Teachers praise students' effort frequently to reward children for trying their best ("You are really paying attention to your friends" or "You are working so hard on your art project!").

4. Teachers implement an established series of consequences for children who are not following directions. The sequence includes:
 - a. A non-verbal reminder such as a look or gesture (finger over lips to discourage talking).
 - b. An individual verbal reminder (“Please do not throw the blocks.”)
 - c. Removal from the current activity that includes a chance to observe children behaving appropriately (“You need to sit in the “sit and watch” chair and watch your friends playing in the blocks without throwing them.” A timer is then set for 1 to 2 minutes to allow time for the child to regulate their behavior and return to the group when ready.
 - d. Debriefing to help children identify and use acceptable replacement behaviors in situations previously associated with problem behavior.

Rough and Tumble Play

AELPCS acknowledges and highlights the need to recognize rough and tumble play as distinct from inappropriate or aggressive behavior. Television or films, which include superheroes, often influence young children or weapon play and they will mimic this behavior through their play. We endorse the following strategies to manage this kind of play:

- Set boundaries for the games to be set out in
- Use planning opportunities to discuss the concept of 'good' and 'bad'.
- Support the play to find alternative solutions to weapon play, exploring different scenarios.

Hurtful Behavior

Very young children are 'egocentric' which means that they put their own feelings before others, and even the most considerate child will have the occasional outburst due to frustration, anger or over exuberance. We acknowledge that this is a developmental area that needs to be nurtured and supported and that very young children do not intentionally wish to cause hurt. If hurtful comments are made, our strategies are:

- To recognize that very young children are not always able to manage or regulate their own feelings and deliver them with language or appropriately
- Assist in this management to support their cognitive development.
- Offer support the student body by discussing the inappropriate behaviors through social skills groups and the ECR curriculum.

Anti - Bullying Procedure

The role of the Principal

- It is the responsibility of the Principal to implement the schools anti-bullying strategy and to ensure that all staff is aware of the policy and know how to deal with incidents of bullying.
- The Principal ensures that all children begin to learn that bullying is wrong and that it is unacceptable behavior at AELPCS. The Principal monitors that anti-bullying procedures are being implemented on a regular basis.
- The Principal ensures that all staff is in receipt of sufficient training to be equipped to deal with any incidents of bullying.
- The Principal acts as the point of contact for complaints of bullying, including anonymous reports; no formal response shall be taken solely on the basis of an anonymous report.
- The Principal acts as the point of contact and is responsible for investigating complaints of violations of the bullying policy and retaliation. The contact list of principals may be found on the final pages of the Parent Handbook.

The role of staff

- Staff in the school take all forms of bullying seriously and intervene to prevent incidents from taking place. A record is kept of all incidents of bullying that happen in the school and these are shared with the principal and administration.
- For all incidents of bullying behavior, the challenging behavior form should be completed. We record all incidents of bullying that occur within the school. The form includes the date, time, location, context of the incident, and names of the individuals present.
- In the event of a bullying incident:
 - Staff shall appropriately redirect the behavior, prevent retaliation and protect the target of the bullying.
 - Consequences for the student engaged in bullying include but are not limited to: temporary time out from classroom activity, visit to principal's office and / or suspension. Consequences are unique to the incident and vary based on the nature of the incident, developmental age and any history of problem behavior.
- AELPCS prohibits retaliation against:
 - Any person who reports bullying
 - Any victim of bullying
 - Any witness of bullying and/or anyone else with reliable information that a person has been subject to bullying. AELPCS may impose disciplinary action against a person who engages in retaliatory behavior.

The role of parents

- Parents, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact the principal immediately. Parents may report an act of bullying anonymously.
- Parents have a responsibility to support the school's anti bullying policy and actively

- encourage their child to be a positive member of the school.
- Parents are expected to help develop their child's social skills at all times, in support of the school interventions.

Appeals Process

- Parents who are not satisfied with the outcome of an investigation into bullying complaints may appeal in writing within 30 days of the conclusion of the initial investigation to the Chief Academic Officer.
- A secondary investigation conducted by the Chief Academic Officer or her designee will be completed within 30 days of the receipt of the appeal, unless:
 - Circumstances require additional time to complete a thorough investigation, and these circumstances have been communicated in writing. The additional time is not to exceed 15 days.
- Any person filing an appeal has the right to seek further redress under the Human Rights Act.