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PUBLIC CHARTER SCHOOL



SY 2026-27
Student and Family Handbook

Dear Sela Families,

Welcome to the 2026-27 School Year! The Student and Family Handbook for Sela Public Charter School, (hereinafter “handbook”), includes information about the logistics of the daily operations of the school, student life, community involvement and more. You will find information about contacting the school, procedures that students and parents are asked to follow during arrival and dismissal, as well as the names and contact information of Sela’s staff members. It also includes pertinent policies and calendars with important events that are scheduled every year.

This handbook is just one of several ways we keep families informed of what is happening at our school. The Sela PCS website, weekly Sela Scoop and classroom websites are updated regularly. This year, it is especially important that we all stay connected and well informed about what is happening at school and in our wider community.

The handbook is revised each year. Your feedback is important. If you have suggestions for the handbook, please contact the Head of School. Any feedback you provide will be considered when revisions are made.

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MISSION AND MODEL

Mission Statement
Sela Public Charter School offers children of all ethnic and socioeconomic backgrounds, in the District of Columbia, from Pre-K—5th grade, the opportunity to achieve academic excellence in a safe, nurturing environment that focuses on Hebrew language immersion, promotes the value of diversity and provides the skills for taking action in the world.

Philosophy

Sela PCS is committed to ensuring that all of its students experience the diverse offerings of the District of Columbia while ensuring high quality academic achievement for its students in a dual-language immersion setting. Sela is guided in its innovative language-based program by the following philosophical principles and beliefs:

- We believe that all children, regardless of background, learning abilities and physical capacities can and should contribute to the creation of a positive, supportive learning community for all.
- We believe that all children are capable of reaching high levels of academic excellence and social-emotional growth, and that one proven way of enabling their success is by purposefully providing a structure where children of varying backgrounds learn from and with each other.
- We believe that it is crucial for all children to have the opportunity to gain fluency in more than one language and culture and that dual-language learning supports academic achievement and enhanced cognitive skills.
- We believe that in the global world in which our children are growing up, it is crucial to provide them with the skills that they will need to take an active and responsible role in the world.

Overarching School Goals

- Rigorous Academic Program - Sela uses data to drive instruction and support individualized growth.
- Language Immersion - Sela is a Hebrew-English immersion school with a commitment to early literacy and numeracy. Sela offers children a rigorous dual language curriculum in which students will develop greater literacy skills through the acquisition of two languages.
- Diversity and Global Citizenship - Sela creates a culture of appreciation for diversity and difference that will enrich students through their exposure to cultures and backgrounds different from their own.

Non-Discrimination Policy

Sela PCS is committed to equal opportunity for all students and all staff. In accordance with applicable federal and District of Columbia law, it is school policy that no one shall be treated differently, separately, or have any action directly affecting him or her taken on the basis of race, religion, national origin, marital status, sex, sexual orientation, gender identity, or disability where a person is otherwise qualified or could be with reasonable accommodation. The immediate remedy for any act of discrimination shall be to end it, treat the individual equally, and, as much as practically possible, to eradicate any effects of discrimination. Discipline should be imposed where appropriate.

In addition, parents or guardians with limited English proficiency and/or disabilities have full opportunities for participation in school events. If an interpreter or any accommodation is needed, please email info@selapcs.org, call (202) 670-7352 or speak to an administrator in person.

Hebrew Language Program

Sela PCS was founded on the premise that fluency in more than one language develops a greater ability to communicate with and to understand other cultures.

Research indicates that in order to gain fluency in a language, students need to spend significant time in an environment saturated in the language they are learning. At Sela PCS, students receive instruction in both English and Hebrew. By immersing students in Hebrew at key times throughout the day, we provide the greatest opportunity for Sela PCS students to go to middle school with a high level of Hebrew proficiency.

As a dual-language school committed to immersion, Sela PCS helps students achieve proficiency in two languages – including both reading proficiency and oral proficiency -

and sets high learning standards for both English Language Arts and Hebrew Language, choosing curricula that provide its teachers with the instructional resources to successfully develop these skills and abilities in its students.

Hebrew is a unique target language because it serves as a model of an ancient language that has been revived in modern times; it is an entry point to Semitic languages in general, and contemporary Israeli culture fosters characteristics and learning about the culture of a country very different from our own to teach children to be global citizens.

Because mastery of the written and spoken language is critical to success in all subject areas, Sela PCS engages a rigorous and balanced curriculum in both languages.

The Proficiency Approach to Language Acquisition

Proficiency is an approach used in teaching a foreign language that aims to assist learners in developing their ability to perform in the learned language in four skills: Reading, Writing, Listening, and Speaking.

The goal of the Proficiency Approach is to promote the learners' functional abilities to a fixed set of criteria. Therefore, it allows each teacher and institution to select the most suitable material or teaching method that will maximize his or her learners' language acquisition process.

By describing the nature of each level of performance in each language skill, the guidelines provide us with the tools to create a path for our learners to move from one stage to the next. The criteria used in the guidelines help language educators create and articulate specific performance goals for their learners of all language skills.

The Proficiency Approach is the most efficient framework that allows the acquisition of a learned language in an academic setting in which the contact hours are relatively limited. By adopting the notion of performance as the core principle, the Proficiency Approach focuses on the learners' abilities in the target language by concentrating simply on what the learners know about the language. This approach helps learners internalize the language.

Aiming to bring learners to a high level of performance in the target language demands an understanding of who they are as learners. Language educators must know their learners' characteristics and take them into consideration while creating the curriculum. These characteristics include their motivation, appropriate language learning style and learning strategies, level of anxiety, predisposition toward the language, and current level of language acquisition.

Using the guidelines criteria makes it easier to assess learners' language abilities in all four skills for the purpose of making instructional decisions.

Academics

Math

We use Eureka Math² (Eureka Squared) to support deep conceptual understanding, procedural fluency, and real-world problem solving. Students experience daily math lessons that emphasize discussion, reasoning, and application, small group instruction and math centers to meet students at their level and hands-on practice and visual models to strengthen understanding of key concepts. Our goal is for students to develop strong number sense and feel confident as problem solvers and mathematical thinkers.

ELA

Our ELA program is built around the Arts and Letters curriculum, a comprehensive resource that supports strong literacy development through culturally responsive texts and high-quality instructional routines. Students engage in phonics-based instruction to build foundational reading skills, small group guided reading to target student-specific needs and daily read-alouds and writing practice to build vocabulary, comprehension, and fluency. Instruction is structured to support all learners in developing confidence, critical thinking, and a love for reading and writing.

Science

Science instruction is guided by the PhD Science curriculum, which encourages curiosity and critical thinking through hands-on investigations and inquiry-based learning. PhD Science helps students connect science to their everyday lives and develop a scientific mindset. Students will explore real-world phenomena through experiments and discussions, build knowledge through reading, writing, and collaboration and learn to observe, question, and explain scientific ideas clearly.

Social Studies

Our Social Studies curriculum is based on the DC Social Studies Standards, which promote civic knowledge, historical thinking, geography, and economics at a developmentally appropriate level. Students will learn about themselves, their communities, and the broader world, explore history, culture, traditions, and geography and participate in projects and discussions that promote empathy, critical thinking, and civic awareness. Our approach builds a foundation for informed, engaged, and socially responsible citizens.

Specials

At Sela, we believe students should have a well-rounded education in addition to Math, ELA and Hebrew. Students in PK3 engage in physical instruction, music and art within their classrooms, and students in PK4 engage in physical education, music and library with specials instructors. Students in K-5 go to physical education, art, music and library on a weekly basis.

FAMILY ENGAGEMENT

Contact Matrix

Please contact the Head of School directly only after the first and second contacts have been attempted and you feel there is an insufficient response.

Question/Concern	First Contact	Second Contact (if first contact did not work)
Child's academic, emotional, and social progress; child's current classroom work; details about child's daily experience	Classroom Teacher via ParentSquare or in-person	Samantha Mild, Director, Early Childhood smild@selapcs.org
Special Education, ELL, 504	Eulysa Artis, Director, RISE eartis@selapcs.org	Rachel Sussman, rsussman@selapcs.org
Student Support, including counseling	Eulysa Artis, Director, RISE eartis@selapcs.org	Rachel Sussman, rsussman@selapcs.org
Student medical needs or records	School Nurse nurse@selapcs.org	Sir Young, syoung@selapcs.org
Note of absence, late arrival, early pick-up	Attendance Team, attendance@selapcs.org and Homeroom Teacher	Rachel Sussman, rsussman@selapcs.org
Enrollment requests, student records requests, billing inquiries	Operations Team, operations@selapcs.org	Ryan Benjamin, rbenjamin@selapcs.org
Curriculum, assessments	Samantha Mild, Director, Early Childhood smild@selapcs.org Shira Bezie, Director, Hebrew, sbezie@selapcs.org	Rachel Sussman, rsussman@selapcs.org
Hebrew education	Shira Bezie, Director, Hebrew,	Rachel Sussman, rsussman@selapcs.org

	sbezie@selapcs.org	
Daily Schedule	Samantha Mild, Director, Early Childhood smild@selapcs.org	Rachel Sussman, rsussman@selapcs.org
Discipline Policies	Courtney Wilson, cwilson@selapcs.org	Rachel Sussman, rsussman@selapcs.org
Family Events/PTSA	Ryan Benjamin, rbenjamin@selapcs.org	Rachel Sussman, rsussman@selapcs.org
Beforecare/Aftercare	extendedlearning@selapcs.org	Rachel Sussman, rsussman@selapcs.org

Conferences

Conferences are formally scheduled two times a year, in the fall and spring. The school building is closed to accommodate these events, and parents/guardians arrange individual appointments. At the PreK level, children do not participate in conferences. However, at the elementary level, students may join and lead their conference. You may contact your child's teachers at any time by contacting them either in-person, email or ParentSquare.

Digital Communication

- Website: Our website (selapcs.org) contains the most up-to-date information about the school. Specifically https://selapcs.org/for-families/ contains information specifically for families.
- Schoolwide and Classroom Communications: Each week, the school communicates with families in a regular cadence via ParentSquare. You can download the app (recommended) or receive messages and bulletins through email and/or text message.
- Messaging Individual People: You may email teachers or leadership team members through the contact matrix, or you can send a ParentSquare message.
- Phone: To speak to a staff member via phone, call the school at (202) 670-7352. If a staff member is not immediately available, we will take a message.
- WhatsApp: The PTSA and room parents typically use WhatsApp to communicate. These messaging groups are not school-sponsored or operated.

Family Education

The school hosts regular events for families, both in-person and remote, to educate families on various topics, including schoolwide philosophies, academic data, Hebrew language, mental health and other topics.

In-Person Family Learning

We invite families into classrooms for pre-scheduled mystery reader opportunities and specific themed activities. Please contact your child's teacher to schedule this.

Families can contact teachers to participate in our monthly themes, which can include reading stories and sharing art, food, music or cultural artifacts.

- September - National Hispanic Heritage and Culture
- October - Harvest
- November - Native American Heritage
- December - Holidays around the World
- January - Sela Diversity
- February - Black History Month
- March - Women's History Month
- April - Middle Eastern and North African Heritage and Cultures
- May - Asian and Pacific Islander Heritage and Cultures
- June - Pride

We also invite families to participate in the following schoolwide activity days. Times for specific age-groups will be announced with ample notice.

- Winter Lights Festival
- Black History Month Celebration
- End-of-Year Celebrations
- Field Day

Report Cards and Progress Reports

Report Cards are sent home at the end of each quarter. Progress reports are sent home in the middle of each quarter. Each report card contains grades and comments. At Sela, we use standards-based progress reports and report cards to show what students know and can do in relation to specific grade-level standards. This approach helps families see students' progress toward mastery of each learning goal.

Each standard is rated using a scale of 1- 4, reflecting the level of proficiency your child has demonstrated so far. It's normal for students to begin the year with lower scores as they are introduced to new concepts and skills. Because not all standards or skills have

been taught yet, your child may not have a “4” (Exceeds Expectations) at this time. As instruction continues throughout the year, students will have multiple opportunities to show growth and deepen understanding.

Community Values

This policy is an agreement to uphold the values of the Sela community. It defines the expected behavior that should be exhibited by all adults while at Sela, both inside the building and on school property. Sela PCS wants all adults, be it faculty, staff, caretakers, parents, family members, or other community members, to feel respected and safe. To achieve this end, all adults should act and speak in a way that is respectful to all members of the community.

The following guidelines must be followed at all times:

- Our school is a place for children, and everyone should act in a way that is appropriate for and beneficial to our students.
- Adults must use calm, respectful voices.
- Adults must use polite and kind words.
- Other adults should be given the benefit of the doubt, and time to explain their actions.
- Any conflict or misunderstanding should be addressed directly with the person who can solve the issue.

The following cannot occur on Sela’s property:

- Cursing at others, cursing in anger, or cursing when there are children present
- Public defamation of other adults or children
- Yelling, name calling or threats to others
- Throwing items
- Refusal to leave the building when asked
- Actions that are aggressive, disrespectful or threatening to any staff member, faculty member or child
- Racist, homophobic, or other discriminatory language

If a serious violation of this policy occurs, Sela will take the following steps:

- The Head of School will write a letter to the adult that specifies the policy violation and issues a warning that subsequent violations may lead to the involvement of law enforcement and/or barring the individual from Sela property.
- A follow-up meeting (in person or virtually) must take place within 72 hours of the offense with the Head of School, school resource officer, adult, and other related personnel who will discuss 1) the incident that occurred, 2) reflection of the impact the behavior had within the community from all parties, 3) improvement plan and consequences, and 4) next steps.

“Serious violation” shall be defined as those that substantially disrupt or materially interfere with the orderly process in the classroom, the school, or any school-related activity and may include persistent misbehavior. “Persistent” shall be defined as more than one instance of misconduct. If you have concerns or need any accommodations in relation to this policy, please reach out to the leadership team. Actions in violation of this policy may result in dismissal (staff) or barring from school property (family members/community members). The ability to enter the school building or premises, or to remain on the school grounds, may be revoked for the following reasons:

- A person has posed a disruption to school activities, school events, or classroom instruction.
- A person has attempted to pose a disruption to school activities, school events, or classroom instruction.
- A person poses, has posed, or attempted to pose a threat to any student or staff or otherwise compromise student or staff safety.
- A person has endangered or intentionally caused destruction to school property. A person’s privilege to enter the school building or premises may be revoked by the issuance of a Barring Notice. Violation of the terms of a Barring Notice or a verbal order to leave the school grounds or premises may result in the person being subject to arrest and prosecution.

To report an incident or offense that took place on school grounds among adults, please be sure to:

- Report the incident immediately. This can be done on site and in-person. Please ask for the Head of School
- If you are unable to report in person, please call or email the Head of School within 24 hours. If you are witnessing a life threatening incident involving physical violence between persons on school grounds, please call 911 and immediately connect with a school administrator to rectify the situation.

SCHOOL PHILOSOPHIES

Homework

Sela PCS emphasizes homework solely as an opportunity to:

- Communicate learning with families
- Provide students the opportunity to enrich their daytime learning through activities which are tailored and differentiated according to their needs
- Is completed independently or with little to no assistance, and is not graded
- Build stamina and expectation for later years, preparing students for middle school

Parents/caregivers are asked to encourage reading daily either from books from school or those a child has at home or in the local library. We do not track reading, record it or grade it and instead ask that student and family energy be spent on fostering a love of books and reading in the student's native language, as this engagement transfers to the student's skills and knowledge in their second language.

In-Classroom Technology

Teachers use projectors and smartboards to enhance instruction. Teachers do not show television programs, movies or anything similar unless there is a direct educational connection.

Students do not use individual technology in PreK. In Kindergarten to 5th grade, students use iPads or Chromebooks to engage in specific online learning platforms or personalized learning tools. In upper grades, they may practice writing paragraphs or taking certain assessments online as well. Students should be using devices no more than a combined 30 minutes per day.

Recess

Sela PCS believes in outdoor recess as much as possible for all Sela students. Please see the Recess Guidance document here that was developed in conjunction with school and PTSA leadership.

Food

Sela PCS believes students should eat at prescribed times throughout the day (ex. breakfast, lunch and snack). We believe in serving healthy snacks to students that enhance academic learning. The Director, Early Childhood will be responsible for ordering nutritional snacks for consumption during a specific time during the day. They will be nut-free and conform to other allergy considerations. Sela PCS does not believe in rewarding students by providing food, and this will be disallowed in SY 2026-27 in all cases. There will be exceptions only for:

- Birthday celebrations
    - As of November 1, 2026, birthdays will be celebrated in classrooms on the last day of the month. Celebrations will be at 3 pm and families are welcome. Families can bring in mini-cupcakes and popsicles and should be aware of allergies.
- Pizza parties for schoolwide incentives

Sela PCS provides food from Genuine Foods each day. Meals are free for all students. Students should bring cold lunches, but if they choose to bring warm lunches, they must

drop it off with the Food Service Associate daily. Students are never allowed to have food delivered to the school for any reason except by the parent/guardian themselves.

Field Trips

Sela PCS believes students should participate in field trips and activities outside of school that promote their learning inside of school. To that end, each student should participate in 4 field trips on an annual basis. These field trips may be a combination of museums, farms, parks, theater and other fun activities. Field trips are mapped and calendared at the beginning of the year between the grade-level team, division director and Director of Operations, all of whom co-plan the field trips. Parents and family members may attend field trips. Transportation on the school bus is dependent on space available and is not guaranteed. Family members must never remove students from the field trip; instead, they must travel back to the school and sign students out from the school building.

Promotion and Retention

A student will be promoted to the next grade level upon successfully meeting the academic standards, attendance requirements, and any other conditions set forth by the school. If a student does not meet these criteria, the school may retain the student at the same grade level for another year, based on the recommendation of the teacher(s) and the decision of the Head of School or school leadership team. For students who are English Learners (EL) or receiving special education services, the decision to promote or retain will take into account additional factors and in no case shall language proficiency or disability status be the sole basis for retention. Parents/guardians will be informed if retention is being considered and may appeal in writing to the Head of School.

SCHOOL POLICIES AND PROCEDURES

Beforecare

Students may use Beforecare from 6:45 am to 8:00 am. Beforecare is 100% drop-in and billed at the end of the month. Please consult the Cost Guide for additional details.

Arrival

Students and families may enter the building from 8:00 am to 8:30 am at the PreK door, front door or stairwell door. Families may walk their students to their classrooms or use the Kiss and Ride. Families must leave the building by 8:30 am.

Dismissal

Students must receive permission in writing to walk home themselves. This will be kept on file with the front desk. Families must wait outside the building for students to exit with their homerooms. They must check-in with the teacher, and if the teacher does not know the adult picking up the student, they will be sent to the front office for ID verification.

Early Dismissal

Students may be picked up early by an authorized person. Parents/guardians must call ahead to note this. Early dismissal ends at 3:00 pm.

Aftercare

Programming: Aftercare programming is a mix of homework time, outdoor and indoor recess time, art programming, play time and outside vendors. Except on rare occasion, aftercare teachers will never show movies or other online programming.

Dismissal: Dismissal occurs in the front office only. Students can only be released to the primary parent/guardian or an authorized contact. Any deviation in this must be confirmed in writing by the parent/guardian via email to extendedlearning@selapcs.org. Parents and other family members must enter the lobby and sign out students. Students will either come to the lobby, or, after signing out, parent/guardian will be asked to pick up students from the playground or PreK Door, depending on the location of the student at that time. Parents/guardians are not permitted to go beyond the lobby.

Payment: Please consult the current school year's Cost Guide for information about payment. Families carrying over any balance higher than $0 by the 15th day of the next month will be banned from participating in Beforecare or Aftercare immediately until a payment plan is put into place in writing, signed by the family and the school. Families will be charged $50 per student for any late pick up after 6:00 pm.

Outside Vendors: Sela PCS offers outside vendors such as Mad Science, Rising Stars Yoga/Dance, RockStarts Music. Unless otherwise noted, families will be asked to pay additional amounts for this programming. Scholarships are available. Some programming is donated by generous donors or the school itself. Ample communication will be provided in advance about each activity and its associated age group and logistics.

Student Support: Students who receive accommodations during the school day (such as a dedicated aide, frequent movement breaks, or one-on-one support) may not have

access to these same supports during the aftercare program. Thus, supporting students with specific needs during aftercare merits special consideration. If a student exhibits behavior that is dangerous, destructive or demeaning, aftercare staff will call parents to inform them of what happened. Parents will need to come to the school immediately to meet with aftercare staff and their students. At this meeting, families and staff will discuss the behavior and strategies to support the student in making positive decisions while in aftercare. These strategies may include special considerations during transition times (e.g. when going out for recess), separation from peers with whom the conflict arose, identification of particular activities/creation of a schedule for the student, etc.

If the strategies identified are ineffective and there is a second instance of dangerous, destructive or demeaning behavior, aftercare staff will call parents to inform them what happened. Once again, the parent will need to come to the school immediately to meet with aftercare staff and their student. In this case, the school may dismiss the student from aftercare for up to a week to allow the aftercare staff, school staff, and family time to develop an action plan to support the student. In the event that a student is dismissed from aftercare, this time must be used by the school and the family to determine what resources are available to better support the student during aftercare.

Once an action plan is in place (and shared in writing with the family), the student may return to aftercare. If the action plan is unsuccessful and there is a third instance of such behavior, the school may conclude that the aftercare program is not suited to support the student's needs. In this case, the student may be removed from the program for the rest of the year, and the school will work with the family to determine another aftercare school provider that can meet the child's needs.

Uniform Policy

Students are encouraged to wear the school uniform daily. This includes a navy blue polo shirt with khaki bottoms. The shirts are not required to have the Sela logo. A separate gym uniform is not required this school year. However, please maintain a change of clothing for your child (just in case your child has an accident). Students should wear clothing that they can independently remove and put back on when using the restroom. We strongly encourage students to wear their uniforms on field trip days. Children should not wear open-toed shoes, open heeled shoes, or excessive jewelry.

Attendance

Consistent attendance is crucial for a child's academic and social-emotional development. Absences and tardies reduce both your child's instructional time, as well as time for social-emotional development alongside their peers. According to the Public

Charter School Board and the Office of the State Superintendent of Education (OSSE), a student who is absent for one day without a valid excuse is considered truant.
A student who is absent from school without a valid excuse for 10% of days is chronically absent.

- Students must be in school for 80% of the school day in order to be considered "present."
- An excused absence requires parental approval and proper notification.
- Excused absences, which require documentation, emailed to attendance@selapcs.org, include:
    - Illness (a doctor's note may be required if the student is absent for more than five days)
    - Doctor or dentist appointment
    - Death in the family
    - Observation of a religious holiday
    - Court appearance, including the necessity for a student to attend judiciary or administrative proceedings as a party to the action or under subpoena;
    - Visiting a parent/guardian who is in the military immediately before, after, or during deployment;
    - Exclusion, by direction of DC authorities, due to quarantine, contagious disease, infection, infestation, or other condition requiring separation from other students for medical or health reasons;
    - If the child's only legal parent or guardian is traveling due to circumstances covered under FMLA law;
    - Lawful suspension or exclusion from school by school authorities;
    - Temporary closing of facilities or suspension of classes due to severe weather, official activities, holidays, malfunctioning equipment, unsafe or unsanitary conditions, or other condition(s) or emergency requiring a school closing or suspension of classes;
    - Failure of DC to provide transportation in cases where there is a legal responsibility for the transportation of the student;
    - An emergency or other circumstance approved
- Unexcused absences include:
    - Family vacations
    - Oversleeping
    - Errands
    - Social events
    - Hosting visitors
    - Visiting relatives
    - Commute/traffic
- Proper documentation includes parent notes, doctor's notes, or court documents.
- Sela PCS reports all absences as unexcused unless the school receives proper documentation.

- Parents/guardians of students with 5 or more absences will be requested to participate in a conference with the Head of School. Students may receive a home visit after 7 absences.
- After ten full-day unexcused absences, Sela PCS will submit a report to the Child and Family Services Agency (CFSA), as required by law, unless then 10th absence occurs within the final 10 days of the school year.

Unenrollment

Students with 20 or more consecutive, unexcused, full-day absences as determined by Sela PCS, will be automatically unenrolled from Sela PCS.

Enrollment

Sela PCS allows formerly enrolled students to re-enroll without participating in the MySchoolDC lottery, as long as the student was not expelled from Sela. If a family wishes to return to Sela after an absence, they should email the Head of School and Director of Operations. Sela PCS has the following enrollment preferences: 1) Sibling Attending, 2) Sibling Offered, 3) Children of Staff, 4) Founders.

Student Leave of Absence Policy

Sela allows formerly enrolled students to re-enroll without participating in the MySchoolDC lottery, as long as the student was not expelled from Sela. If a family wishes to return to Sela after an absence, they should email the Head of School and Director of Operations.

Security

Sela PCS takes the security of our school building very seriously. The front door to the school is locked at all times. In order to enter the school, visitors must be buzzed in. Sela is authorized to release a child only to those people permitted to pick up the child. If your child is going home with a friend, the school office must have permission in writing from the parent/guardian. Last minute phone calls from a parent/guardian in an emergency are acceptable. Visitors must sign in at the front desk and be escorted by a school staff member at all times. They must provide proper identification and may be asked to leave if they violate Sela's community norms. Sela PCS follows the i love u guys Foundation for its emergency management policies.

Student Cell Phones

Students may not have cell phones or smart watches during the school day or any school sponsored events (including overnight field trips). Please see the Sela PCS Personal Wireless Communications Device Policy here.

Technology

At Sela PCS, we believe that technology is an important tool that supplements – not replaces – instruction. Students will be banned from using school technology if they are deemed by a teacher or other staff member to have used it inappropriately. The Head of School will make the determination with the teacher and family on when technology access can be restored.

Medication/Illness

All medication must be given directly to the front desk for proper storage: no medication may be left in lunchboxes or backpacks. Please give medication and forms to the senior staff member present when you arrive. The school nurse or a staff member who is trained to administer medication will administer prescription OR non-prescription medication to a child only if the following criteria are met:

1. An Authorization for Medication Administration form is signed by the parent/guardian with the name and dosage of the medication, steps of administration, and dates and/or times/conditions for administration clearly written on the form (forms can be found in the school office).
2. Prescription medication is clearly labeled by the pharmacy or physician, in the original container, and specifically for your child.
3. Non-prescription medication will only be administered from its original container. If more than one dose is to be administered, a licensed health practitioner must approve the administration and dosage on the medication order form or a physician's prescription slip.
4. A Basic Care Item form is signed by the parent/guardian with the name and instructions for use of the following items which include sunscreen, lotion, lip balm, and/or insect repellant. Sunscreen Please note that sunscreen is no longer considered a medication by the District of Columbia. Please provide a signed Basic Care Item form, and an unopened bottle of sunscreen labeled with your child's name.

For many communicable illnesses, we ask that students wait to return to school until they have been clear of symptoms for 24 hours and/or have undergone treatment for 24 hours. We may also ask for a note from either a parent/guardian or a licensed practitioner. Further information for specific communicable illnesses is provided below:

1. Conjunctivitis ("pink eye"): If diagnosed with a viral infection, a student may return to school after any redness and discharge have disappeared. If diagnosed

with a bacterial infection, a student may return to school 24 hours after commencing antibiotic treatment if a licensed practitioner provides a note attesting to the diagnosis, the onset of treatment, and that the child is cleared to return to school.

2. Fever, vomiting, and diarrhea: A child may return to school after he/she has been free of all symptoms of illness for 24 hours. If your child goes home from school due to fever, vomiting or diarrhea, they are not eligible to return to school the next day at 8:30 am. A full 24 hours must lapse before the child may return to class.
3. Pediculosis (infestation by live head lice): A student may remain in class that day; however, parents or guardians should commence treatment at the conclusion of the school day. A child may return to school upon submitting a parent or guardian note attesting to the fact that he/she is undergoing treatment. A student with only nits (eggs) shall not be excluded from school, however, we will notify the parents or guardians and advise them to monitor for re-infestation.
4. Ringworm: A student may return to school upon submitting a licensed practitioner's note stating that the student is under treatment
5. Strep throat: A student may return to school 24 hours after beginning antibiotic treatment, provided they are without fever and have a note from a licensed practitioner affirming the start of treatment.
6. COVID-19: Per guidance from the Center for Diseases Control (CDC), Sela approaches COVID-19 in the same way we approach all respiratory viruses. Staff and students can return to school when they have been fever free (without fever reducing medications) and have experienced overall symptom improvement for a full 24-hours.
7. Hand, Foot and Mouth Disease (HFMD): DC schools follow CDC guidelines for HFMD, allowing students back once they're fever-free (no fever for 24 hrs without meds), feel well enough to join activities, and don't have excessive drooling from mouth sores and if weeping blisters can be covered.

We will send a classroom communication if there are confirmed cases of any of the following in your student's classroom: pink eye; lice; ringworm; strep throat; COVID-19; and hand, foot and mouth disease; and other communicable diseases on a case-by-case basis. We will inform the school of health issues as needed. In case of an absence due to a contagious disease or an illness of more than five days duration, a note from your child's physician is required before your child can be readmitted to the classroom. If your child develops a fever while at school or shows other signs of illness, you will be contacted and requested to take them home within an hour. If you cannot be reached, an emergency contact will be called to take your child home. Please remember that children go outside daily except in inclement weather. If your child is unable to take part in outdoor activities because of illness, please keep them at home for the day since we cannot keep individual children indoors during these activities.

Inclement Weather

Sela PCS will follow DCPS for all closures, early dismissals and delays, due to inclement weather. DCPS posts their operating status dcps.dc.gov, on @dcpublicschools social media accounts, and with local news outlets. In the event of a closure, early dismissal or delayed start, Sela will also send notifications to families and staff through ParentSquare.

Complaint Procedures

We encourage family members to contact their child's teacher directly with any questions or concerns about their child's classroom experience. The leadership team can also assist with this. Please contact the Head of School if there is not a resolution. If the family and the school-based leadership do not reach a satisfactory solution, the family may contact the Chair of the Board of Trustees by writing to selapcsboard@gmail.com.

Notification of Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are: 1. The right to inspect and review the student's education records within 45 days of the day the School received a request for access. Parents of eligible students should submit to the School principal (or appropriate school official) a written request that identifies the record (s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

1. The right to request the amendment of the student's education records that the parent of eligible student believes are inaccurate. Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the School principal (or appropriate school official), clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent of eligible student when notified of the right to a hearing.
2. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an

administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

3. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are: Family Policy Compliance Office U.S. Department of Education 4000 Maryland Avenue, SW Washington, DC 20202-5901

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that Sela PCS, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Sela PCS may disclose appropriately designated "directory information" without written consent, unless you have advised the **Sela PCS** to the contrary in accordance with Sela PCS procedures. The primary purpose of directory information is to allow the Sela PCS to include information from your child's education records in certain school publications. Examples include:

A playbill, showing your student's role in a drama production;

The annual yearbook;

Honor roll or other recognition lists;

Graduation programs; and

Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses,

e-mail addresses (if available), and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. **[Note: These laws are Section 9528 of the ESEA (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).]**

If you do not want Sela PCS to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify the Sela PCS in writing by August 24, 2026. Sela PCS has designated the following information as directory information:

Student's name

Address

Telephone listing

Electronic mail address

Photograph

Date and place of birth

Major field of study

Dates of attendance

Grade level

Participation in officially recognized activities and sports

Weight and height of members of athletic teams

Degrees, honors, and awards received

The most recent educational agency or institution attended

Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the

user’s identity, such as a PIN, password, or other factor known or possessed only by the authorized user

A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

Notification of Rights Under PPRA

The Protection of Pupil Rights Amendment (PPRA) affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole, or in part, by a program of the U.S. Department of Education (ED):

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents;or
8. Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of:

1. Any other protected information survey, regardless of funding;
2. Any non-emergency invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student except for hearing, vision or scoliosis screenings or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

Inspect, upon request and before administration or use:

1. Protected information surveys of students;

2. Instruments used to collect personal information from students for any of the above marketing, sales or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law. Sela PCS has developed and adopted policies regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Sela PCS will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Sela PCS will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation in the specific activity or survey. Sela PCS will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above. Parents who believe their rights have been violated may file a complaint with: Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202-5901.

School Culture

School culture refers to the character of a learning environment based upon norms, goals, values, relationships, teaching/learning practices and organizational structures. A positive school culture creates a foundation for academic achievement and social-emotional development for all students.

At Sela, school culture emphasizes character and mutual respect between all individuals in the school community. Our school culture is built upon the foundational ***5 Pillars of Sela***:

Innovative - Sela PCS is the first Hebrew language charter school in the District of Columbia. Sela PCS has an innovative learning culture and will continue to innovate as it grows.

Diverse - The students, teachers, board of directors, and administration of Sela PCS will reflect the diversity of the city.

Excellence - We strive for excellence in everything we do, from recruitment of teachers to student academic achievement.

Global - The combination of foreign language acquisition and 21st century skills will enrich our students and prepare them to be truly global citizens.

Trustworthy - Parents and students can count on Sela PCS to fulfill its obligation to bring them a first-class education in a safe, nurturing environment where we will cultivate a life-long love of learning in our students.

Our policies and procedures are intentionally designed to create a positive learning environment for students. Our Positive Behavior Interventions and Supports (PBIS) is a school-wide tiered system, explicitly promoting, modeling, and practicing positive expectations for student behavior. PBIS consists of proactive strategies for defining, teaching and supporting student behavior to create. A positive learning environment. Our PBIS system includes:

- **Explicit teaching** of expectations in all school settings (classroom, hallway, cafeteria, playground).

- **Acknowledging and reinforcing** positive behavior through praise, PBIS points, or class recognition.

- **Data-informed decision-making** to identify needs and target supports.

Within each tier, we use a variety of supports to provide teachers with guidance for creating classroom rules and procedures, and give students opportunities to develop academically, socially, and emotionally.

Tier-1 Foundational Systems

Our Tier-1 foundational systems are school-wide programs that enhance community building and increase each student's emotional intelligence. We follow the Responsive Classroom approach to elementary education, which is designed to increase academic

achievement, decrease behavioral challenges, and improve social skills. We have chosen Responsive Classroom because the 4 interrelated domains and 6 elements of Responsive Classroom are aligned with our school culture goals and provide guidance for achieving them.

4 Interrelated Domains of Responsive Classroom

Engaging Academics – We provide students with interactive and appropriately challenging lessons, designed to be purposeful and connected to student interests and global thinking.

Effective Management – We establish expectations by teaching and modeling behavior in an organized space that provides students with autonomy and focus.

Positive Community – We want our students to feel safe, valued, and included in our community.

Developmental Awareness – We ensure that learning environments and activities are developmentally appropriate for students in each grade level.

6 Elements of Responsive Classroom

Morning Meeting – Each class starts the day with Morning Meeting, which provides opportunities for social and emotional learning and relationship building.

Rules & Logical Consequences – Teachers are expected to create reasonable and restorative responses to misbehavior.

Guided Discovery – Teachers explain and model responsible use and care of materials.

Academic Choice – We provide students with opportunities to make choices based on their academic interests.

Classroom Organization – Our classrooms are organized to facilitate a mix of whole and small group instructions and contain displays of student work.

Family Communications – We provide consistent communication to parents to ensure a partnership between teachers, students and families.

Social Emotional Learning (SEL)

Social Emotional Learning (SEL) is the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and

manage their emotions, set and achieve goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Second Step

At Sela, teachers in Pre-K use the Second Step curriculum, which is designed to increase student success and decrease behavioral concerns by promoting social-emotional competence and self-regulation. Lessons in the Second Step program are age appropriate and sequential, covering four main topics: skills for learning, empathy, emotion management, and problem solving.

Weekly topics will be introduced during morning meeting every Monday, with reinforcing lessons and activities completed throughout the week. Each Friday, a “home link” will be sent home, which allows parents to participate in reinforcing lessons taught during the week.

Peace of Mind

The Peace of Mind Curriculum is a research-based Social-Emotional Learning (SEL) and mindfulness program designed specifically for elementary school students in Washington, DC and beyond. It helps children develop the skills they need to calm their minds, understand their emotions, and resolve conflicts peacefully.

Our school integrates Peace of Mind lessons each week, from K through 5th grade, as part of our commitment to building a safe, kind, and peaceful community.

Restorative Practices

Restorative Practices approach discipline in a way that emphasizes values of empathy, respect, honesty, acceptance, responsibility, and accountability. The implementation of restorative practices at Sela is designed to strengthen community in our school by acknowledging that relationships are affected by both misbehavior and primarily punitive consequences.

This program will incorporate behavior supports that will help students understand how misbehavior impacts themselves as individuals, and the larger school community. Students will be provided opportunities to acknowledge, take account and remedy misbehavior, by working with peers, teachers and administrators to repair relationships that have been damaged through their actions. Through this program, we hope to continue promoting a positive school culture for all individuals in our school community.

A prominent feature of Restorative Justice at Sela is circle discussions. Circle discussions will be held weekly during morning meetings and can include a number of focuses. Circles may be:

- Discussions related to the Second Step topic covered during the week.
- An opportunity to discuss issues from that week of class
- Team-building activities

Our expectation from implementing restorative practices allows for students to practice skills learned in Second Step lessons and strengthen social connections among all in our community.

Classroom Incentives

Teachers in all grades (PreK-5) are asked to use their discretion to create a daily or weekly classroom incentive program for students to receive rewards. Reward systems should promote positive behavior, using tools presented in second step lessons, following school and classroom rules, following classroom procedures and actively participating in restorative circles.

Tier 2 – Intensive, Targeted Interventions

Our Tier 2 interventions are individualized and designed for students who need additional support to meet behavioral expectations or achieve academic success. These interventions are targeted and designed through consultation with teachers and families. Some potential interventions include but aren't limited to:

- Check-ins
- Behavior goals
- Structured breaks
- Academic choice

Tier 3 – Individualized Interventions

Tier 3 interventions occur after multiple Tier 2 interventions have proven ineffective based on examining data. Our Tier 3 interventions include:

- Counselor Referral
- Behavior Contract
- Behavior Intervention Plans (BIPs)

- IEPs
- 504 Plans

Student Support Teams at Sela PCS – Response to Intervention (RTI)

A Student Support Team (SST) is a structured, collaborative, problem-solving group who meet to address concerns of an individual student.

The SST at Sela PCS is responsible for identifying and developing a Response to Intervention (RTI) by providing interventions for students in need. Interventions are designed to be comprehensive, classroom-based, and student-centered, allowing students to achieve at their appropriate level of success in all areas: academic, social/emotional, and behavioral.

Classroom teachers who have concerns about their child's performance in school may refer students. The Student Support Team accepts referrals for:

- Students who are having difficulty showing proficiency with grade-level material
- Students who are not meeting grade-level benchmarks
- Students who consistently fail to meet classroom behavioral expectations
- Students with poor attendance or chronic tardiness
- Students who need support with emotional regulation
- Students with suspected speech disorders or hearing impairments

Parents who have concerns about any of these issues should address them with the classroom teacher. The teacher will subsequently monitor data and submit a RTI referral. The RTI process can also be initiated by the Student Support Team, as a response to multiple data points, and in consultation with teachers and a student's family. Once the process is initiated:

1. The Student Support Team meets to create goals, identify interventions and discuss implementation. The SST will also put in place a clear plan to monitor student progress.
2. After 4-6 weeks, the SST will meet again to determine next steps.

Interventions that prove successful in addressing the concern will remain in place, monitored by the classroom teacher, until the intervention is no longer needed. If interventions prove unsuccessful, additional interventions may be implemented or the student may be recommended for referral to our Special Education Department.

For questions about the Student Support Team or RTI process, please contact Ms. Artis (eartis@selapcs.org).

Anti-Bullying Policy:

Sela is proud of our inclusive and intentionally diverse community. We are committed to ensuring representation of all backgrounds, races and ethnicities, socioeconomic statuses, religions, abilities, cultures, languages, gender and sexual identities, and other characteristics, in our faculty, families, and students.

At Sela, we view acts of bullying, harassment and intimidation as attacks on our core values. Therefore, we have instituted a bullying prevention policy to address any reported instances of bullying.

Sela defines bullying as a pattern of pervasive or persistent physical, verbal, or electronic contact that interferes with a student's physical/mental health, academic performance, or ability to participate in school activities over a period of time. These comments or actions are typically based on a student's race, ethnicity, religion, nationality, sex, age, appearance, sexual orientation, gender identification or expression, intellectual ability, political affiliation, family, or disability—whether these characteristics are actual or perceived.

Bullying involves an imbalance of power where one person repeatedly acts to harm another person by:

- Placing a person in reasonable fear of physical harm to his/her person or property.
- Causing a substantial detrimental effect on a person's physical or mental health.
- Substantially interferes with a student's academic performance or attendance.
- Substantially interferes with a student's ability to participate in or benefit from services, activities, or privileges provided by Sela PCS.

Acts of bullying are prohibited on school grounds and school sponsored events. Students may also report incidents of bullying that occur in the immediate area surrounding the school or while in transit, to and from school.
Behaviors that can escalate into bullying include but are not limited to:

Verbal	**Physical**	**Social**	**Electronic**
Teasing	Hitting	Purposefully excluding peers	Mean/Threats sent via text, email, or social media

Taunting	Pushing	Spreading rumors	Rumors sent via text, email, or social media
Threatening	Kicking	Intentional public embarrassment	Posting or sending embarrassing pictures or videos, via text, email, or social media.

Any student who believes that they are being bullied should report the problem to a teacher or any staff member. Additionally, parents/guardians that witness bullying should report it to a Sela staff member. Retaliation against a person who reports a bullying incident or provides information about a bullying incident is prohibited.
When an act of bullying is reported:

- Staff will ensure the student being bullied is in no immediate danger.
- Parents/guardians of all involved will be notified of the incident report and informed that an investigation will be conducted to determine if the incident is an act of bullying.
- An investigation will be made to determine if bullying occurred or if the incident was simply a conflict. The investigation will include interviews of students, parents, teachers, and witnesses.
- A determination will be made by the school administration as to whether the reported incident involved bullying.
- Parents will be notified of the outcome of the investigation.
- Regardless of the outcome of the investigation, mediation between students will take place.

Consequences would be determined on a case-by-case basis, with the desired outcomes being:

- The student that was being bullied no longer is bullied and feels safe and comfortable in school.
- The student who bullied makes restitution and no longer exhibits bullying school culture behaviors.

Bullying at Sela PCS is a Tier 4 (see Code of Conduct) infraction and can result in a variety of consequences. Progressive disciplinary actions, consistent with Sela's Code of Conduct will be applied, if necessary.

Code of Conduct

Sela's Code of Conduct provides guidance for teachers when creating consequences for students who do not meet behavioral expectations. Our Code of Conduct is a tiered system that provides a list of in-and-out of class consequences for behaviors dependent on severity. Consequences for infractions in Tier 1-3 are generally designed to be restorative, allowing students to reflect on ways their behavior affects the community. Tier 4 infractions are more severe and may require more severe

consequences. A definition of behaviors is included. No student may be subject to an out-of-school suspension for longer than five consecutive school days for any individual incident. No student can receive an out-of-school suspension or expulsion, unless the student has willfully caused, attempted to cause, or threatened to cause bodily injury or emotional distress to another person, including behavior that happens off school grounds. Our policy aligns with all DC Law, including the Student Fair Access to School Amendment Act of 2018.

Tier 1 Behaviors

Tier 1 behaviors are those behaviors that cause minor disruptions to the academic environment. Tier 1 behaviors result in classroom-level disciplinary responses. Tier 1 behaviors may be elevated or to a higher tier depending on the severity and occurrences.

Behavior	**In-Class Consequence(s)**	**Out of Class Consequence(s)**
1.1 Deliberate classroom disruption	Verbal redirection Loss of classroom privilege Seating change Behavior reflection Restorative justice circle Classroom beautification Teacher/Student conference Teacher/Student behavior contract Parent phone call/text Teacher/Parent conference	Temporary removal from class Lunch detention Parent contact/conference Mediation Community restitution Behavior contract School beautification Recess reduction Loss of after-care privilege Student support team referral
1.2 Excessive noise in the hallway, or cafeteria		
1.3 Tardy to class		
1.4 Uniform policy violation		
1.5 Throwing objects in class		
1.6 Running in the classroom, hallway or school building		
1.7 Misuse of school computer, Ipads, or classroom materials		
1.8 Repeated violation of classroom rules		
1.9 Defying a reasonable teacher request		

1.10 Any behavior or other conduct not listed in any other tier, that is insubordinate or causes minor disruption to the academic environment but does not involve damage to school property or harm to self or others	Parent/Guardian shadowing	

Tier 2 Behaviors

Tier 2 behaviors are those behaviors that cause significant disruption to the academic environment, involve damage to school property, or may cause minor harm to self and/or others. Tier 2 behaviors result in school-based and administrative disciplinary responses.

Behavior	**In-Class Consequence(s)**	**Out of Class Consequence(s)**
2.1 General noncompliance with classroom/school rules or teacher/staff instructions	Verbal redirection Loss of classroom privilege Seating change Behavior reflection Restorative justice circle Classroom beautification Teacher/Student conference Teacher/Student behavior contract Parent phone call/text Teacher/Parent conference	Temporary removal from class Detention Parent contact/conference Mediation Community restitution Behavior contract School beautification Loss of after-care privilege Student support team referral
2.2 Disrespectful comments toward teachers/staff		
2.3 Directing profanity or obscene/offensive gestures toward peers		
2.4 Inappropriate or disruptive physical contact between students (Pushing, slapping/hitting, wrestling and etc.).		
2.5 Making verbal threats towards peers		
2.6 Inappropriate or disruptive verbal comments directed toward other students (making fun of other students)		
2.7 Throwing food or intentionally starting/participating in a food fight		

2.8 Throwing objects that may cause injury or damage property	Parent/Guardian shadowing	
2.9 Skipping Class		
2.10 Leaving class without permission		
2.11 Vandalism – deliberate destruction or damage to property under $50		
2.12 Unauthorized cell phone use		
2.13 Any behavior or other conduct not listed in any other tier that causes disruption to the academic environment, involves damage to school property, or may cause minor harm to self or others		
2.14 Documented pattern of persistent Tier 1 behaviors		

Tier 3 Behaviors

Tier 3 behaviors are those behaviors that cause major disruption to the academic environment, school operation, or cause harm to self or others. In addition to lesser consequences, Tier 3 behaviors may result in either suspension or expulsion.

Behavior	**In-Class Consequence(s)**	**Out of Class Consequence(s)**
3.1 Academic Dishonesty: Cheating, plagiarism or claiming a peer's assignment as your own	Verbal redirection Seating change Grade reduction (academic dishonesty only) Loss of classroom privilege Behavior reflection	Temporary removal from class Detention Parent contact/conference Mediation
3.2 Communicating slurs/derogatory comments based on race, religion, sex, age, disability, sexual orientation, gender identification		
3.4 Verbal threat of physical harm against staff		

3.5 Fighting/assault where there is no injury or weapon	Restorative justice circle Classroom beautification Teacher/Student conference Teacher/Student behavior contract Parent phone call/text Teacher/Parent conference Parent/Guardian shadowing	Community restitution Behavior Interventions (tracked for effectiveness) Behavior contract School beautification Loss of after-care privilege Student support team referral Off-site short–term suspension (up to 5 days) Police Referral Expulsion
3.7 Leaving the school building without permission		
3.8 Physical aggression not resulting in contact (trashing classroom, loss of emotional control)		
3.9 Causing disruption on school property or at any Sela sponsored/supervised activity		
3.10 Gambling		
3.11 Stealing		
3.12 Vandalism – deliberate destruction or damage to property over $50		
3.14 Possession/distribution of obscene material		
3.15 Giving misleading information to school staff		
3.16 Refusing to comply with issued consequences		
3.17 Documented pattern of persistent Tier 2 behaviors		
3.18 In violation of a behavior contract		
3.19 Any behavior or other conduct not listed in any other tier that causes disruption to the academic environment, involves damage to school property, or may cause minor harm to self or others.		

Tier 4 Behaviors

Tier 4 behaviors are those behaviors not specifically enumerated in any other tier that are illegal, cause significant disruption to school operation, or cause substantial harm to self or others. In addition to lesser consequences, Tier 4 behaviors may result in either suspension or expulsion.

Behavior	**In-Class Consequence(s)**	**Out of Class Consequence(s)**
4.1 Bullying/Cyberbullying – severe, pervasive or persistent physical or verbal contact that interferes with a student's physical/mental health, academic performance, or ability to participate in school activities	Immediate referral to administration	Removal from class Detention Parent contact/conference Mediation Community restitution Behavior Interventions (tracked for effectiveness) Behavior contract School beautification Student support team referral Off-site short–term suspension (up to 5 days) Expulsion Police Referral
4.2 Using/sharing cellphones, computers or other electronic devices to view/display inappropriate videos/photos		
4.3 Activating a false alarm or placing a false call to 911		
4.4 Possession of a weapon		
4.5 Possession of fireworks or explosives		
4.6 Arson or bomb threat		
4.7 Fighting which results in injury		
4.8 Planning or participating in a group fight that results in injury		
4.9 Inciting others to violence or disruption		
4.10 Engaging in sexual acts on school premises or at school-related functions (including sexual harassment)		
4.11 Lewd or indecent public behavior or sexual misconduct		
4.12 Retaliation for reporting sexual assault/harassment or bullying/cyberbullying		

4.13 Acts of exceptional misconduct at other schools		
4.14 Interfering with school authorities		
4.15 Tampering with or altering an official record or school document		
4.16 Assault with a weapon		
4.17 Attack/assault on a student or staff		
4.18 Using an article that is not normally considered a weapon to intentionally intimidate or threaten another individual		
4.19 Using an article that is not normally considered a weapon to intentionally injury another individual		
4.20 Any Behavior or Conduct that is not listed in any other Tier that is illegal causes significant disruption to school operation or causes substantial harm to self or others		
4.21 Physically assaulting a staff member		
4.22 Documented pattern of persistent Tier 1, 2 and 3 behaviors		

- *Multiple offenses in Tiers 1, and 2 may result in higher tier consequences.*
- *Repeated Tier 1 offenses will be documented and referred to administration.*
- *All Tier 2 -4 offenses will be documented and referred to administration.*

Staff Wellness

At Sela, we want our staff to be mentally and physically prepared to provide high-quality instruction to our students. To that end, we promote staff wellness by providing a variety of opportunities for teachers, administrators, and staff which promote mental health, physical fitness, healthy eating and professional development.

Disciplinary Terms and Definitions

Academic Dishonesty: Using or submitting information through methods not approved by teachers or administration, obtaining data that is classified, and/or taking ownership for information or documentation that is not created by the student. This includes, but is not limited to plagiarizing, cheat sheets, unapproved materials during testing, possession of answer keys or tests and/or completing another student's assignment. Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty is also applicable.

Assault/Battery: The willful and unlawful use of force or violence upon the person of another; has three primary elements present - (1) an aggressor, who (2) intended to cause physical harm, to (3) an innocent person.

Computer Misuse: Using the computer/Internet for any other purpose than research or study or to view unauthorized material including but not limited to chat rooms, pornographic material, and game sites; includes, but is not limited to, unauthorized access to, modification of, use of, creation or destruction of computer stored data and programs and the inappropriate use of electronic devices and instruments.

Defiance: A daring or bold resistance to authority or to any opposing force, open disregard or contempt; the refusal or failure to carry out lawful or reasonable instructions of authorized school personnel or failure to comply with school regulations, behavior contracts, or classroom rules.

Disorderly Conduct: Disorderly conduct includes, but is not limited to: yelling, running, pushing, shoving, or engaging in horseplay. Excessive verbal or physical interaction which substantially disrupts the orderly learning environment or poses a serious threat to the health, safety, and/or welfare of students, staff, or others; serious campus disruption.

Drugs: The possession, receipt, use, being under the influence of, cultivation, transportation, sale, purchase, or negotiation for the sale or distribution of any controlled or unlawful substance; possession or use of an inhalant or any substance represented as drugs (such as designer drugs, caffeine pills, herbs, foods), or any prescription drug for which the student does not have a valid prescription and/or which is not in the original container on school property or at a school-sponsored activity on property other than school property. A student, who distributes "drugs", is defined as a student who possesses, gives to or leaves drugs for another student. It also applies to the student who takes, receives, passes to/from or picks up the "drugs". Drug paraphernalia is any apparatus or material that may be used in the cultivation, use, manufacture, or distribution of drugs.

Fabrication/Forgery/Alteration/Destruction: Intentionally providing false or misleading information or the withholding of valid information from a school investigation. Any form of tampering with records/documents either for one's own purpose or to alter the records of others for any purpose. It also includes, but is not limited to, the writing and signing of notes and papers by any person not authorized to do so, misrepresenting a situation, or falsely signing another's name to such notes or other papers.

False Alarms: Willful and/or malicious activation of an emergency alarm or response designed to evacuate the campus when no emergency exists. This applies to threats

made verbally, physically, in writing or by any other method, including but not limited to 911 phone calls, issuing a bomb threat, setting off a fire alarm, etc.
Fighting: Mutual participation in an altercation with physical violence that requires physical restraint and/or results in injury, to include group fighting.
Gang-Related Activity/Behaviors: Any activity that can reasonably be associated or identified with a gang, such as, but not limited to, symbols, special dress, verbalizations or colors or distributing any gang-related literature or communications of any kind of gang language.
Harassment: Any electronic, written, verbal or physical act or conduct toward a student which is based on any actual or perceived trait or characteristic of the student and which creates an objectively hostile school environment that meets one or more of the following:

- Places the student in reasonable fear of harm to the student's person or property
- Has a substantially detrimental effect on the student's physical or mental health
- Has the effect of substantially interfering with the student's academic performance; or
- Has the effect of substantially interfering with the student's ability to participate in or benefit from the services, activities or privileges by a school

Inappropriate Language: The use of profane, obscene, abusive language or gestures, or the possession of objects or pictures which are disrespectful, offensive or socially unacceptable and which can or tend to disrupt the school environment, a school function, or extracurricular/co-curricular activities. This includes the taking and / or sending, of inappropriate or offensive images or texts using electronic devices as well as being in the possession of inappropriate images or texts.
Incitement: To provoke, urge on or coerce another to engage in an activity, which is prohibited under this code. The consequence may not exceed the penalty for the activity.
Sexual Assault: Any unwanted sexual contact towards another person that is achieved by force, threats, bribes, manipulation, pressure, tricks, and/or violence.
Sexual Harassment: Is unwelcome sexual advances, requests for sexual favors, or other unwelcome verbal or physical contact of a sexual nature; Undesired sexual behavior towards another; unwanted or repeated verbal or physical sexual behavior that is offensive and objectionable to the recipient, causes discomfort or humiliation, or creates a hostile environment.
Sexual Contact (also contact or behavior of a sexual nature): Any contact or behavior of a sexual nature regardless of consent including, but not limited to, lewd or suggestive movement or displays as well as physical contact. Includes extorting, money or property (something of value) from an unwilling person by means of coercion or intimidation.
Theft: Acceptance, possession, sale, purchase, transfer and/or taking of property belonging to another person with the intent to prevent or deprive the rightful owner of its use.

Threats: Verbal or physical acts and/or written statements regarding harm to an individual's life, physical or emotional well-being and/or personal property. Additionally, obtaining or attempting to obtain any item or money by intimidation, force, fraud or illegal use of authority is considered extortion. These actions include but are not limited to arguing, balling up fists, writing notes, extortion, displaying a weapon and posturing.
Trespassing (also loitering): To enter or remain on campus without authorization or invitation and with no lawful purpose for entry, including students under suspension or expulsion.
Uniform Policy Violations: Wearing clothing other than what is specified in the Sela Public Charter School Dress Code.
Vandalism: Willful or malicious destruction, defacement or damage to school and/or personal property.
Weapon: Any object that is or can be used as a means to physically harm, threaten, intimidate or endanger someone. These items include but are not limited to knives, guns, fireworks, razors, BB guns, box cutters, etc.

Notice and Appeals Process

The school will notify parents by phone and email of any suspension or expulsion.

Parents/Guardians may appeal the decision to suspend a student 6 or more days or expel a student through a formal appeals process that includes a hearing before a three-person disciplinary hearing committee consisting of two School Board members (not parents) and the Board Chairperson or Vice-Chairperson. The appeal must be made within two school days of the notice of expulsion. Once the appeal is received, a hearing is scheduled no more than two weeks after the parent/guardian is notified of intention to suspend 6 or more days or expel.

The teacher, Head of School, and parent/guardian will each prepare a written and oral statement for presentation at the hearing. The student will present an oral statement. The Disciplinary Hearing Committee will consider the testimony of all participants and render a decision within two school days of hearing.

A student's return to school cannot be contingent upon the parent accompanying a student, attending a conference, or otherwise being present at the school.

Special Provisions for Students with IEPs

Sela PCS will follow IDEA federal regulations on disciplining special education students. Special education students will be expected to follow the School's Code of Conduct. Sela PCS administrators will consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student with a disability who has violated the Code of Conduct. The Special Education Coordinator, in collaboration with the counselor and clinicians, will convene an IEP (Individualized

Education Plan) team meeting for any student demonstrating serious and/or ongoing behavior problems to ensure appropriate services are in place and a Behavior Intervention Plan is implemented. The student's parent/guardian will be part of all IEP meetings.

The Special Education Coordinator, in collaboration with the Head of School, counselor and SST (Student Support Team) members, will convene a Manifestation Determination Hearing for students suspended more than ten days (collectively) to review the student's file and IEP. Teacher input, and other relevant information will be included to determine if the conduct violation had a direct/substantial relationship to the student's disability or if the conduct violation was a direct result of the school's failure to implement the IEP. Irrespective of the manifestation determination, Sela PCS will provide educational services for students removed from school for short-term suspensions, if it is so determined by the IEP team, "so as to enable the student to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP." Sela PCS will follow IDEA guidelines for special offenses and work with District of Columbia Public School officials to place students in alternative settings in expulsion cases.

Drug Free Policy

The unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited on Sela PCS grounds. Consistent with local, state and federal law, the school will impose sanctions on students, staff members, and visitors who violate the standards of conduct, up to and including for students, expulsion and referral for prosecution, and for staff, up to and including immediate dismissal.

Parent Acknowledgement of Handbook

I acknowledge that I have received and reviewed the student and family handbook. I understand and recognize that there may be changes to the information, policies, and benefits in the handbook. I understand that Sela Public Charter School may add new policies to the handbook as well as replace, change, or cancel existing policies. I understand that I will be told about any handbook changes, and I understand that handbook changes can only be authorized by Sela Public Charter School's leadership and board.

I understand that it is my responsibility to read and comply with all policies included within the student and family handbook. I further understand that I should consult Sela Public Charter School faculty regarding any questions I may have.

Parent Signature

_____ _____

Parent signature *Date*

_____ _____

Printed Name