# 2023-2024

# STUDENT HANDBOOK
## SELECTED SECTIONS

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Dear AoH Learner,

Congratulations on taking a big step toward furthering your education and opportunities.  Thank you for choosing Academy of Hope! Whether you are here because you have a lifelong dream of earning your high school diploma; because you want to enter a new career or earn a promotion; because you want to support your children and grandchildren as they learn; or you've set other goals for yourself.  We are truly honored to join you on this journey.

We're excited to welcome you back, whether you've chosen to take your classes in-person or online. Our school buildings are open Monday through Thursday, and we're excited to receive you. Our talented teachers who have worked hard to make sure your lessons are accessible, engaging and meet your instructional needs. If you have any questions or concerns, please don't hesitate to reach out directly to them.

Additionally, we understand that challenges outside of school may come up during your time at AoH. Please get to know our dedicated Student Support Team and call on them for help. If you are looking for a job, would like help preparing for a career move, or are considering training to move into a new career field, our Career and Workforce Services team is ready to assist you. If you are considering college, our College Navigator is here to help.

At Academy of Hope, we believe that everyone is both a teacher and a learner. Each student, staff member, and volunteer is valued and adds value to our community. We invite you to bring your whole self to AoH, and we hope you'll take every opportunity to learn from those around you, including your fellow learners. You can find more information about AoH's core values and commitment to diversity, equity and inclusion (DEI) on page four of this handbook.

Please let us know if you have any questions. Thank you again for choosing Academy of Hope, and welcome to the family!

Let's have a great school year!

Sincerely,

Lecester Johnson, Ed.S., *Chief Executive Officer*

## Founding Vision and Environment

*"Academy of Hope will be a place in which the main subject for everyone—teachers and students alike—is not reading, writing, or math, but hope. Hope only comes when we care and are cared for. At the Academy, all of us are teachers because all of us can care for another. And all of us are students since all of us need to be cared for."*

-Founding Vision from 1985

Understanding the culture of Academy of Hope Adult Public Charter School is a great first step in being successful here. We strive to create an inclusive and respectful environment where all learners—no matter their past journey or current challenges—have the opportunity to better themselves and achieve their goals. We also value hard work and professionalism. We therefore attempt to recreate a typical workplace as much as possible in order to prepare our learners for future employment.

## Diversity, Equity, and inclusion (DEI) Statement

Academy of Hope Adult Public Charter School (AoH) expressly embraces people of all races, ethnicities, gender identities, ages, sexual orientation, religions/spirituality and backgrounds. We strive to create an inclusive environment where race, seen and unseen disabilities and other identifiers do not pre-determine one's future but rather where everyone is valued and adds value.

Throughout history, marginalized people have fought for their rights to freedom, justice, and education. The American education system continues to be plagued by discrimination, homophobia/transphobia, classism, and racism. There are still policies, procedures, and practices that negatively impact members of these communities.

As an adult public charter school, AoH acknowledges history and the impact it continues to have in the present. We are focused on creating a more just and fair future for all of our communities. AoH recognizes the economic burden of education access; we offer a free comprehensive education along with transportation subsidies for DC residents. We show support to our LGBTQIA+ community by opening the doors for gender identity and "Safe Zone" training because we know that gender is not binary. Every day we challenge inherent bias and racism so that we are more conscious of white-dominant culture and the black-and brown-experience. The AoH community understands that both seen and unseen disabilities should be treated with equal priority. We continue to adopt new practices and develop a climate that is welcoming. We are changing every day.

Our charge is to provide avenues and tools to combat systemic racism within Academy of Hope's walls and beyond. Through education, we hope to equip our community members to advocate against and challenge systemic racism. We hope to share knowledge with others in our sector and beyond.

## Mission

For more than 35 years, Academy of Hope Adult Public Charter School has provided high-quality education, career and student support services that change lives and improve communities.

| Expectations | Consequences for Violation |
|---|---|
| **Community** – Treat all adult learners, volunteers and staff as important contributing members of Academy of Hope. Practice and teach responsibility for the larger community and for natural environment | |
| ● Support peers in learning and maintaining a positive learning environment by:<br>  ○ Positive interactions with peers and staff<br>  ○ Using appropriate language.<br>  ○ Adding to classroom discussions with topic-related comments and questions.<br>  ○ Complying with teacher and staff requests.<br>  ○ Maintaining a positive school environment free of drugs, drug paraphernalia, including marijuana, alcohol and exchange or selling of drugs. | ● Teachers will direct a learner to leave the campus at any time during class when the safety of the community is being violated.<br>● Principal/Assistant Principal will direct a learner to leave the campus when they exhibit signs/behaviors of being under the influence of drugs, including marijuana, or alcohol.<br>● Learner to meet with Student Support Specialist and Campus Principal/Assistant Principal to develop a behavioral plan to assist in future compliance and address the root causes of the violation if applicable.<br>● Violation of the policy will result in a suspension up to 5 days. |
| **Acceptance –** Accept and respect all members of the Academy of Hope community, embracing the diversity of backgrounds and learning styles that make each individual unique | |
| ● Acceptance and respect all members of the school community including their gender, race, age, religion or belief, disability, sexual orientation, or other protected status. | ● Verbal warning from teacher.<br>● Teacher may ask learner to leave the class.<br>● Meeting with AoH management staff.<br>● Suspension up to 5 days.<br>● Expulsion for ongoing harassment. |
| **Respect –** Respect all persons and the different cultures and traditions they represent | |
| ● Respect school's dress code by avoiding the reveal of underwear, or inappropriate body parts (including but not limited to back, chest, feet, stomach and excessive cleavage).<br>● Respect for the community by seeking permission from staff before selling or promoting non-AoH goods or services on campus. | ● Learner will be asked to correct dress code. violation when possible or directed to leave school for the day by the Principal/Assistant Principal.<br>● Verbal warning.<br>● Immediate forfeiture of AoH computer access privileges for personal use up to one week (does not include in-class technology use). |

| | |
|---|---|
| • Respect for the community by not selling stolen items or illegal items/services on campus.<br>• Respect for the community by refraining from accessing, sending or making use of pornographic materials.<br>• Respect for the community by refraining from accessing, transmitting or otherwise making use of "hate-groups" or materials of any kind available over the internet that may cause discomfort to any gender, race, age, religion or belief, disability or sexual orientation. | • Restorative meeting. |

| **Empowerment** – Provide adult learners the skills needed to make informed economic, social and personal decisions and to be active members of their communities | |
|---|---|
| • Empower adult learners through encouragement and support inside and outside the classroom.<br>• Empower adult learners maintaining a school environment free of harassment and discrimination. | In the case of harassment or discrimination:<br>• Verbal warning from teacher.<br>• Teacher may ask learner to leave the class.<br>• Meeting with AoH management staff.<br>• Suspension up to 5 days.<br>• Expulsion for ongoing harassment. |

| **Service** – Continuously improve our service to each other and to the larger community | |
|---|---|
| • Serve the school community by keeping the community free of weapons, drugs, theft, verbal and physical violence | • Suspension up to 5 days for using abusive or threatening language and/or theft<br>• Expulsion for brandishing, showing or threatening to use weapons; physically assaulting someone. |

## BORROWING SCHOOL COMPUTER EQUIPMENT

While enrolled at Academy of Hope Adult Public Charter School, learners may **borrow school computer equipment** to engage in learning from home. Before doing so, you will be asked to **sign an agreement** where you acknowledge that you are using Academy of Hope property and that the property will be **returned in proper working order at the agreed upon time**. Learners must:

- treat all school and personal electronic devices with care.
- keep food and drinks away from the equipment.
- keep devices out of extremely cold or hot areas.
- hold and carry computers properly.

- report any damage to school equipment as soon as possible.

While there is no charge to borrow school computer equipment, you may be held **financially responsible for lost or damaged property, including all cords and chargers**. **Failure to return equipment will be considered theft and may lead to criminal prosecution by Academy of Hope.**

## CAMPUS POLICIES

### Kitchen

Coffee and tea are available for no charge. Only staff members and approved Learners are permitted to make large pots of coffee. Please help us keep AoH clean by washing dishes or placing them in the dishwasher. Please be mindful and help us conserve resources by only taking a reasonable amount of sugar, creamer, etc.

### Cell Phone Policy

Cell phones are for emergency use only while in school. They may not be visible. They must be put away in a bag, in a pocket, or somewhere else where they will not be seen. Ringers must be silenced or set to vibrate. Certain areas outside of classrooms will be designated for cell phone use to avoid disrupting others in class.

### Children and Visitors

Visitors are only allowed when absolutely necessary. Academy of Hope Adult Public Charter School is not able to provide childcare because of liability concerns. No children are permitted at AoH during class hours. Please arrange alternative childcare. Visitors, including children, are not allowed in the classroom. When a visitor is expected, staff must be notified in advance. Otherwise, they will be turned away.

### Parking

Parking lot parking at the Ward 5 site is limited, but street parking is also available. Parking at the Ward 8 site is street parking. Please make sure to read all signs. AoH is not responsible for learners' cars or for any damage done while on campus.

### Transportation Assistance

Adult learners receive a $70 monthly transit benefit that can be used on Metrorail, Metro bus, and the DC Circulator bus anywhere within the District of Columbia. Funds are sent to SmarTrip cards for eligible adult learners at the beginning of each month. Any unused subsidy amount will not roll over to the next month. The purpose is to provide assistance to travel to and from school, but there is no restriction on the days/hours when the benefit can be used.

### School Closings

AoH follows the DCPS weather closings. When the weather is bad, learners can follow the major news outlets for DCPS or AoH information about delays, early closings and school closing. If there two-hour

delay for daytime classes, come to school for the second period. This information is also available on our website (aohdc.org) and on our voicemail system.

**Digital Use**

Access to the internet is provided to learners to improve their learning experience at AoH. Learners are responsible for the content of all text, audio or other images placed or sent over the Internet.

**Classrooms and School Spaces**

Please help us keep our classrooms clean and beautiful by returning books and supplies to their proper places and by discarding trash (food wrappers, banana peels, etc.) in trash cans and recyclables (paper, glass, plastic bottles, and cans) in the recycling bins. Please clean all recyclable materials before placing them in the bins!

## SAFETY POLICIES

**Fire Drill Procedures**

The school ensures that there are fire evacuation routes throughout the building and maps are posted in every classroom. There are fire drills throughout the school year. When the fire alarm rings, all learners must leave the building using the nearest exit quickly leaving all personal items behind. All persons must meet at the designated location.

## 2023-2024 School Year Calendar

### July 2023 / July

| M | Tu | W | Th | F | | |
|---|----|---|----|---|---|---|
| | | | | | 4 | Independence day |
| | | | | 1 | 17-18 | Teachers, NEDP, SST, & GED In-service |
| 3 | 4 | 5 | 6 | 7 | 19-21 | Board In-service All staff In-service |
| 10 | 11 | 12 | 13 | 14 | 24 | First Day of Summer Semester |
| 17 | 18 | 19 | 20 | 21 | 26 | AoH Board Retreat |
| 24 | 25 | 26 | 27 | 28 | | |
| 31 | | | | | | **6 Student Days** |

### August 2023 / August

| M | Tu | W | Th | F | | |
|---|----|---|----|---|---|---|
| | 1 | 2 | 3 | 4 | 21-23 | CASAS Testing of New Fall Learners |
| 7 | 8 | 9 | 10 | 11 | 25 | Last Day of Summer Semester |
| 14 | 15 | 16 | 17 | 18 | 28- 9/1 | CASAS Testing of New Fall Learners |
| 21 | 22 | 23 | 24 | 25 | 28 - 9/1 | Instructional Time off for **TEACHERS ONLY** |
| 28 | 29 | 30 | 31 | | 28-9/8 | Summer Break for Learners |
| | | | | | | **19 Student Days** |

### September 2023 / September

| M | Tu | W | Th | F | | |
|---|----|---|----|---|---|---|
| | | | | 1 | 4 | Labor Day |
| 4 | 5 | 6 | 7 | 8 | 5 -8 | Time off for **NEDP, GED, & SST ONLY** |
| 11 | 12 | 13 | 14 | 15 | 11 | First Day of Fall Semester |
| 18 | 19 | 20 | 21 | 22 | 11-15 | Orientation/Device distribution |
| 25 | 26 | 27 | 28 | 29 | 5 - 10/5 | Black Out - All AoH Staff *(No Vacation Time off)* |
| | | | | | 18 - 29 | Make-up Orientation/Device Distribution |
| | | | | | | **15 Student Days** |

### October 2023 / October

| M | Tu | W | Th | F | | |
|---|----|---|----|---|---|---|
| | | | | | 3 | OSSE Count Day |
| | | | | | 9 | Indigenous People Day - Floating Holiday/No Classes |
| 2 | 3 | 4 | 5 | 6 | | |
| 9 | 10 | 11 | 12 | 13 | | |
| 16 | 17 | 18 | 19 | 20 | | |
| 23 | 24 | 25 | 26 | 27 | | |
| 30 | 31 | | | | | **21 Student Days** |

### November 2023 / November

| M | Tu | W | Th | F | | |
|---|----|---|----|---|---|---|
| | 1 | 2 | 3 | | 5 | Daylight Saving End |
| 13 | 14 | 15 | 16 | 17 | 22-24 | Thanksgiving - AoH closed |
| 20 | 21 | 22 | 23 | 24 | 21-24 | Fall Break; Instructional Time Off |
| 27 | 28 | 29 | 30 | | | **17 Student Days** |

### December 2023 / December

| M | Tu | W | Th | F | | |
|---|----|---|----|---|---|---|
| | | | | 1 | 11-14 | CASAS Testing |
| 4 | 5 | 6 | 7 | 8 | 15 | Last Day of Fall Semester |
| 11 | 12 | 13 | 14 | 15 | 18 | Teacher In-service |
| 18 | 19 | 20 | 21 | 22 | 19-21 | Instructional Time Off |
| 25 | 26 | 27 | 28 | 29 | 22-29 | Winter break - AOH closed |
| | | | | | | **11 Student Days** |

### January 2024 / January

| M | Tu | W | Th | F | | |
|---|----|---|----|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 1 | New Year's Day |
| 8 | 9 | 10 | 11 | 12 | 2-5 | Teachers In-Service |
| 15 | 16 | 17 | 18 | 19 | 8-19 | CASAS Testing |
| 22 | 23 | 24 | 25 | 26 | 15 | Martin Luther King, Jr. Day - AoH closed |
| 29 | 30 | 31 | | | 22 | First Day of Winter Semester |
| | | | | | 22-31 | Orientation/Device Distribution |
| | | | | | | **8 Student Days** |

### February 2024 / February

| M | Tu | W | Th | F | | |
|---|----|---|----|---|---|---|
| | | | 1 | 2 | 19 | President's Day - AoH closed |
| 5 | 6 | 7 | 8 | 9 | 20-23 | Winter Break II (**Teachers, NEDP, SST & GED**) |
| 12 | 13 | 14 | 15 | 16 | | |
| 19 | 20 | 21 | 22 | 23 | | |
| 26 | 27 | 28 | 29 | | | **16 Student Days** |

### March 2024 / March

| M | Tu | W | Th | F | | |
|---|----|---|----|---|---|---|
| | | | | 1 | 10 | Daylight Saving |
| 4 | 5 | 6 | 7 | 8 | 22 | All-Staff In-service |
| 11 | 12 | 13 | 14 | 15 | | |
| 18 | 19 | 20 | 21 | 22 | | |
| 25 | 26 | 27 | 28 | 29 | | **21 Student Days** |

### April 2024 / April

| M | Tu | W | Th | F | | |
|---|----|---|----|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 8-11 | CASAS Testing New learners |
| 8 | 9 | 10 | 11 | 12 | 12 | Last Day of Winter Semester |
| 15 | 16 | 17 | 18 | 19 | 15-19 | Spring Break continues/Instructional Time Off |
| 22 | 23 | 24 | 25 | 26 | 16 | DC Emancipation Day - AoH Closed |
| 29 | 30 | | | | 22 | First Day of Spring Semester |
| | | | | | 22- 5/2 | Orientation and Device Distribution |
| | | | | | | **16 Student Days** |

### May 2024 / May

| M | Tu | W | Th | F | | |
|---|----|---|----|---|---|---|
| | | 1 | 2 | 3 | 27 | Memorial Day - AoH closed |
| 13 | 14 | 15 | 16 | 17 | | |
| 20 | 21 | 22 | 23 | 24 | | |
| 27 | 28 | 29 | 30 | 31 | | **22 Student Days** |

### June 2024 / June

| M | Tu | W | Th | F | | |
|---|----|---|----|---|---|---|
| | | | | | 10-12 | CASAS Testing |
| 3 | 4 | 5 | 6 | 7 | 13 | Last Day of Spring Semester |
| 10 | 11 | 12 | 13 | 14 | 14 | Graduation |
| 17 | 18 | 19 | 20 | 21 | 19 | Juneteeth AoH closed |
| 24 | 25 | 26 | 27 | 28 | | |
| | | | | | | **9 Student Days** |

| | |
|---|---|
| Summer Semester: 25 days | Winter Semester: 54 days |
| Fall Semester: 64 days | Spring Semester: 38 days |
| | Total Days: 181 |

**Legend:**
- Instructional Time Off
- AoH Closed
- Teacher In-service
- All staff in-service
- First Day of Term
- Regular School Day
- Important Day to Note
- Last Day of Term
- Floating Holiday/ No Classes
- Black Out Days (No Vacation Time off)
- Graduation

School hours: Monday-Thursday 8 am - 9 pm; Friday 8 am - 5 pm
Daytime Classes - Start: 9am - End: 3pm
Evening Classes - Start: 6pm - End: 9pm

Academy of Hope is a leading provider offering high quality education and career services to D.C. residents. Our programs are designed for adults to reach their goals and excel at every level.

**Adult Education and GED Preparation Classes:** We offer classes providing individualized and group instruction. Classes have a strong emphasis on life and work skills, critical thinking, the four subject areas of the GED, and college and career standards for adults. These classes are taught by stellar instructors and supported by qualified tutors. These courses prepare learners to pass the GED Exam.

**National External Diploma Program:** The NEDP Program is one of our two pathways to earn a D.C. High School Diploma. NEDP learners are required to demonstrate mastery of 70 general competencies in reading, writing, and math by applying them to various work and life contexts.

**Career and Workforce Services:** With our Career services programs, learners earn workforce credentials taught by industry professionals. This school year we plan to offer CNA (Certified Nursing Assistant), Phlebotomy, CompTIA IT Programming (ITF and A+) and Project Management. Learners can expect to receive practical on the job experience, job coaching, interview and resume support. Successful program completion can lead to industry certifications.

**Dual Enrollment and College Transition:** Adults who are working towards their high school diploma have the opportunity to co-enroll at local colleges and earn credits. Those who already have their high school diploma and need to strengthen their skills to prepare for college or qualify for training at DOES or UDC-CC. Learners build their core academic and computer skills while they receive college and career guidance.

**Digital Literacy:** Computer classes are incorporated into our program offerings and range from basic computer training to more advanced industry recognized certifications (see above) that enhance employment potential.

## Additional Services

**Career Coaching:** Our employment specialists support learners in strengthening their resume and applying to jobs.

**Cultural Field Trips:** Integrated in the curriculum are opportunities for external learning ranging from museum trips to theater productions.

**Life Skills Classes:** AoH offers life skills courses to enhance the lives of learners.

**Student Support Specialists:** These specialists assist learners with needs outside of the classroom from housing to wellness practices.

**Free Food Program and Mobile Market:** If food and groceries are a need, AoH offers a free food program and a monthly mobile market of which learners may participate.

## CLASS STRUCTURES

# ACADEMY OF HOPE ADULT PCS
## CLASS STRUCTURES

Academy of Hope has many different class levels to meet the needs of our students. This ensures that you are in classes with students who have similar skills and goals as you do. We use assessments, intake information, past education and teacher recommendations to decide which class is a best fit for you.

**All of our classes prepare you for**

- CASAS – Comprehensive Adult Student Assessment System
- GED – General Educational Development
- NEDP – National External Diploma Program
- Certifications
- College
- Careers.

Depending on your past education and skill set in each subject, you can be at any of these learning levels. All levels are important and we often find ourselves at different levels in different subjects.

**ACADEMY OF HOPE**
**CLASS STRUCTURES**

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- **BUILD**

  Students focus on building reading and math skills. Classes focus on Reading comprehension, writing structures and beginning math concepts

  **CLASSES OFFERED**

  Reading skills 1
  Math skills 1
  Writing skills 1

  **TEST**

  CASAS
  Northstar Digital Literacy Assessment (NSDLA)

  **SCORES**

  Reading: Below 204
  Math: Below 194
  NSDLA: <70% on Test 1

- **DEVELOP**

  Students focus on developing skills from the build level. These skills are transferred to all subjects. Classes focus on using foundational skills that prepare students for specific tests

  **CLASSES OFFERED**

  Reading skills 2
  Math skills 2
  Writing skills 2

  **TEST**

  CASAS
  Northstar Digital Literacy Assessment (NSDLA)

  **SCORES**

  Reading: 204 - 216
  Math: 194 - 203
  NSDLA: >70% on Test 1

- **PRACTICE**

  Students focus on practicing skills related to GED, NEDP and Certifications. Classes focus on all subjects including the introduction of advanced computer skills. Students may test on GED Ready test to help decide if they should do the GED or go into NEDP

  **CLASSES OFFERED**

  Reading/SS skills 3
  Math skills 3
  Writing skills 3
  Science skills 1

  **TEST**

  CASAS
  Northstar Digital Literacy Assessment (NSDLA)

  **SCORES**

  Reading: 217 - 227
  Math: 204 - 214
  NSDLA: <85% on Test 5

- **APPLY**

  Students focus on applying skills to complete credentialing for certifications, high school or college
  Classes focus on career and college level skills and knowledge.

  **CLASSES OFFERED**

  Reading/SS skills 5/GED Reading prep
  Math skills 5/ GED Math prep
  Writing skills 5
  Science skills 3

  **TEST**

  GED
  NEDP
  Certification Exam
  Accuplacer

  **SCORES**

  Reading: > 238
  Math: > 225
  GED: Based on subject passed
  NEDP: Based on task completed
  Completion of certification exam

- **MASTER**

  Students should decide between GED and NEDP

  **CLASSES OFFERED**

  Reading skills 4
  Math skills 4
  Writing skills 4
  Science skills 2

  **TEST**

  CASAS
  NEDP
  GED Ready
  GED
  NSDLA/Certification Exams

  **SCORES**

  Reading: 228 - 238
  Math: 215 - 225
  GED: "Too close to call"
  NEDP: Completion of Diagnostic Phase
  NSDLA: 85% on Test 5

- **DECIDING BETWEEN GED & NEDP**

  **GED**

  Students in GED focus on mastering GED skills for all five subjects.
  - Students continue with classes
  - Approximately 3 months to 1.5 years
  - Final test of 4 subject areas
  - Receive a High School Diploma

  GED Ready: "Too close to call" or higher

  **NEDP**

  Students in NEDP focus on mastering tasks, individualized Competency and In-Office Checks
  - Students work individually on tasks
  - Approximately 6 months to 1.5 years
  - Reading: 236, Math: 226, Essay Requirement and Age: 22+
  - Receive a High School Diploma

  Completion of Diagnostic Phase

**Attendance is a critical component for academic success. Learners are expected to engage in school regularly.** It is important to attend and participate in all learning in order to obtain needed information to complete your program and/or graduate. Our most successful learners make educational gains after 100 hours of instructional engagement.

**Academy of Hope APCS staff will make every attempt to contact and re-engage learners according to the contact schedule listed below. Learners who fail to respond to AoH's contact and/ or do not attend classes for a period of 21 days are at risk of being unenrolled from the program.**

| Missed Classes (Days) | Action Taken |
|---|---|
| **No Show Attendance (Admissions/Instructional Team/ and Student Support)** | |
| 1 Week of Classes (4 days) | • Learner will receive a call from an individual teacher to inquire about missed class. This contact will be logged into the SIS.<br>• Student Support Specialists will reach out to Learners with 2 or more absences. Each such communication will be logged into the SIS (Learners with 2 or more absences).<br>• A call and email from the enrollment team will be sent each day to absent learners. *(We will make every effort to engage learners before unenrollment.)* |
| 2ⁿᵈ Week of Classes (8 days) | • Learners will continue to receive contact from individual teachers via direct call. This contact will be logged into the SIS.<br>• The admissions team will attempt direct contact with learners who were not unenrolled during week one. This contact will be logged into the SIS. |
| **Term Attendance** | |
| Weekly Absent Report | • Weekly absent reports will be sent to student support and principals/instructional managers each Thursday by 5pm. |
| 10 Classes (5 Days) | • Learners will continue to receive contact from individual teachers via direct call. This contact will be logged into the SIS.<br>• Student Support will contact learners via phone and/or email to inquire about missed days. Collect documentation to support missed days, if applicable. Log contact in SIS. Forward any documentation to the admission team for filing. |
| 16 Classes (8 Days) | • Learners will continue to receive contact from individual teachers via direct call. This contact will be logged into the SIS.<br>• Student support, principals/instructional managers, and instructional team will meet weekly to discuss learners with 8+ days and develop a plan of action. If the decision is to unenroll a learner, this information will be forwarded to the admissions team for completion.<br>• Student Support will contact learners via phone and/or email to inquire about missed days. Collect documentation to support missed days if applicable. Log contact in SIS. Forward any documentation to the admission team for filing. |
| 24 Classes (12 Days) | • Learners will continue to receive contact from individual teachers via direct call. This contact will be logged into the SIS.<br>• Student support, principals/instructional managers, and instructional team will meet weekly to discuss learners with 8+ days and develop a plan of action. If the decision |

| | |
|---|---|
| | is to unenroll a learner, this information will be forwarded to the admissions team for completion.<br>● Student Support will contact learners via phone and/or email to develop an **attendance plan** for reengagement and offer necessary resources if needed.  Collect documentation to support missed days, if applicable.  Log contact in SIS.  Forward any documentation to the admission team for filing.<br>● If a learner is not responding to outreach, a letter will be mailed to the learner to advise no contact may lead to unenrollment. |
| 32 Classes (16 Days) | ● Learners will continue to receive contact from individual teachers via direct call.  This contact will be logged into the SIS.<br>● Student support, principals/instructional managers, and instructional team will meet weekly to discuss learners for 8+ days and develop a plan of action. If the decision is to unenroll a learner, this information will be forwarded to the admissions team for completion.<br>● Student Support will contact learners via phone and/or email to develop **attendance contracts** for re-engagement and offer necessary resources if needed.  Collect documentation to support missed days if applicable.  Log contact in SIS.  Forward any documentation to the admission team for filing.<br>● If a learner is not responding to outreach, they may be unenrolled at this point.  Decisions will be made by the student support/academic team to unenroll. |
| 42 Classes (21 Days) | ● Learners will continue to receive contact from individual teachers via direct call.  This contact will be logged into the SIS.<br>● Student support, principals/instructional managers, and instructional team will meet weekly to discuss the decision to unenroll learners with 21+ days and forward an unenrollment list to the admissions team. |

**Acceptable Documentation for Excused Absences**
If a learner is experiencing any of the following types of absences the admissions team will accept documentation (listed below) to excuse the absence and/or defer the learner.  This documentation will serve as communication to Academy of Hope staff and should be forwarded to the admissions team for filing in the learner's permanent file.  A learner may have the opportunity to defer until the next term if any of the following types of absences exist.

If you experience any of the following types of absences, it is your responsibility to forward acceptable documentation to the Enrollment & Registration team at **enrollment@aohdc.org**.  This documentation will serve as communication to Academy of Hope staff.

| Type of Absence | What documentation is acceptable? |
|---|---|
| Illness | Doctor's note |
| Doctor's Appointment | Appointment card, Doctor's note, etc. |
| Moving residence | Proof of residency dated within one week of the move (ex. lease, letter, bill, etc.) *(learner must complete new residency verification form)* |

| Social Service/Housing Appointments | Recertification Letter with Appointment Date or documentation showing appointment date (*this is the only acceptable documentation*) |
|---|---|
| Emergencies (ex. accidents, death in the family) | Obituary, emergency room/discharge paperwork, etc. |
| Religious obligation | No documentation needed. |
| Jury Duty/Court Appearance | Jury summons letter/Court notice showing court date |

**UNENROLLMENT/DEFERMENT**

If a learner is unenrolled, they will have to re-register for classes.

If a learner who is in good standing is unenrolled for health reasons, due to the death or care of an immediate family member, or for other reasonable issues determined by the admissions team, the learner may have the option to defer for one term within a school year. A deferring learner will be exited for that current semester but will not have to re-register for the following term within the same school year. Deferring for a term can only be done once in a 12-month period and is granted on a case-by-case basis. Please contact the Senior Registrar to discuss your deferment options.

### IN-PERSON PRECAUTIONS AND PROCEDURES DURING A PANDEMIC

*DC Health recommends that anyone who is considered at high-risk for experiencing severe illness due to COVID-19 should consult with their medical provider before attending in-person activities at school.*
***Please strongly consider our distance learning option if you are at high risk.***

High-risk individuals include, but are not limited to, those people who are:

- age 65 years and older
- currently pregnant
- living with a high-risk individual in their home

This also includes, but is not limited to, people with:
- body mass index (BMI) greater than 30
- chronic kidney disease
- chronic lung disease
- diabetes
- immunocompromised conditions
- liver disease
- moderate to severe asthma
- serious heart conditions

**Self-Check and Screening at School**

If you choose to enroll in in-person classes, conduct a **self-check** before leaving the house each in-person school day. ***DO NOT COME TO SCHOOL if you are experiencing any of these symptoms or had close contact or potential contact per the guidelines below.***

SECTION 1: Symptoms

Feeling sick indicates a possible illness that may decrease your ability to learn and also put you at risk for spreading illness to others. Check yourself for any of the following symptoms:

| | |
|---|---|
| ☐ Congestion | ☐ Muscle or body aches |
| ☐ Cough | ☐ Nausea or vomiting |
| ☐ Diarrhea | ☐ New loss of taste or smell |
| ☐ Fatigue (unusually tired or weak) | ☐ Shortness of breath or difficulty breathing |
| ☐ Fever of 100.4 degrees Fahrenheit or higher or chills | ☐ Sore throat |
| ☐ Headache | |

SECTION 2: Close Contact/Potential Contact

☐ Had close contact (within 6 feet of an infected person for at least 15 minutes) with a person with COVID-19.
☐ Had close contact (within 6 feet of an infected person for at least 15 minutes) with a person under quarantine for possible exposure to the virus.

**DO NOT COME TO SCHOOL if you answered YES to any of the above.**
Instead:
- Call the school at 202-269-6623. Leave a message letting us know that you will be absent.
- Get a COVID-19 test.
    - See https://coronavirus.dc.gov/testing for the most up to date testing sites.
    - You DO NOT need a doctor's note for any of the walk-in sites.
    - Testing and quarantine go together. While you wait for your results, protect our community by staying home.
        - If you are feeling well enough, you may engage in learning from home.

**COVID-19 Communication**

Once you have your COVID-19 test results, **report positive tests to COVID-19 immediately to a member of our student support team, your campus principal, or your campus registrar.**

**After completing your doctor's recommendations and isolation procedures, those who test positive must submit either a medical note (preferred), or a negative COVID-19 test from the prior 5 days, to a student support team member, a registrar, or their principal to return back to school.**

Academy of Hope will follow all DC Department of Health recommendations, in the case of a confirmed case of COVID-19 in our community.

Email and text messages will be used to communicate a shutdown or other urgent news. We will also update our outgoing phone message and post communication on our website, Instagram, and Facebook.

<div style="background-color:#b01c1c; color:white; padding:4px;">LEARNING SUPPORT SERVICES</div>

All learners, regardless of age, can receive needed supports and accommodations through the process outlined below:

1. **You or your teacher notice that you are struggling**: As soon as you feel like you are having a hard time in one or more of your classes, you can talk to your teacher, student support specialist, or principal who will refer you to an adult learning support specialist. Your teachers may also notice that you are having a hard time and speak with you about possible supports.

2. **Development of a Specialized Learning Needs and Accommodation Plan**: After an initial referral is made, you and the adult learning support specialist will schedule a meeting to talk about your learning strengths and needs. You, the adult learning support specialist, and your teachers will develop a plan to help you be successful in the classroom.

3. **Monitor your progress**: The adult learning support specialist will monitor your progress, to be sure that the plan is providing you with the support that you need in order to be successful. If you continue to struggle, the plan may be updated with any new information about your strengths and needs and recommendations for additional strategies and support.

4. **Obtain further evaluations**: If you continue to feel as though your needs are not being met after attempting a variety of strategies, it may be time to consider further evaluations. Discuss options and referrals with the adult learning support specialist.

**NOTIFICATION: INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

As an individual who was previously identified with a disability, you may continue to have the right to a free appropriate public education (FAPE) through the end of the term during which you turn 22. This means that you could continue to be eligible for special education services through the IEP process.

If you have any questions about this, please speak with AoH Adult Learning Support Specialist: Katherine Shrout at Ward 5 and Charles Thomas at Ward 8.

<div style="background-color:#b01c1c; color:white; padding:4px;">CAREER, WORKFORCE, AND COLLEGE SERVICES</div>

The Academy of Hope Adult Public Charter School's Career and Workforce Services team assists learners in exploring career fields, identifying strong career matches, finding employment, providing training and certification programs in high demand fields, supporting postsecondary/college options and determining the next steps beyond the high school diploma. The team can assist learners at any point in their academic, employment or career pathway.

**Services and Programs Offered:**
- Career Academy (Reading, Math, Career Coaching, Digital Literacy, Healthcare Foundations)
- High Level Credentialing Training Programs (CNA, Phlebotomy, Medical Billing, CompTIA IT, Project Management)
- Post-Secondary Training and College Planning
- Career Coaching and Employment Supports
- Dual Enrollment

**Program Policies:**
In order to access any of our services you must be a fully enrolled student.  Career and Workforce staff can assist all learners with employment supports, post-secondary training and college planning and/or career exploration and planning. Contact any Career and Workforce staff member if you are interested in receiving assistance.

**AoH Career and Workforce Services:**
Academy of Hope's comprehensive workforce program addresses every aspect needed for learners to be successful employees in the 21st Century workforce. We provide high level industry certifications in the high demand/high growth career areas of Healthcare and IT that offer the ability to upskill to higher wage jobs in the DC area.

**Program and Course Progression:**

A.   Workforce Academy
Learners focus on developing foundational skills to ready learners for high level certification classes and employment. Classes will utilize a workplace curriculum program. We work to ensure that learners are  truly ready and able to focus on their career goals to achieve success.

***Entrance Requirements:***
High School Diploma,
CASAS Score Range, Reading: 217-234, Math 201-209
Advising Session with Workforce Team Member

**Classes Offered:**
Professional Reading
Professional Math
Digital Literacy and Intro to IT Foundations
Career Coaching workshops
Healthcare Foundational Workshops

***Successful completion of Workforce Academy coursework will be measured by:***
- Achievement of minimum scores for Phlebotomy, ITF, Medical Billing and Project Management program entry (CASAS reading comprehension score of at least 235 and mathematics score of at least 210); score of at least 85% on the Northstar Digital Literacy exam or( CASAS reading comprehension score of at least 225 and mathematics score of 205 for CNA only), **OR**
- Attendance (at least 75%) and participation/assignment completion (at least 75%) for Workforce Academy courses.

Learners who achieve either or both of these criteria will be admitted to the high level training programs. Exceptions may be approved by the IT program manager and the Director of Career and Workforce Services.

Classes will take place remotely live via live online Mondays -Thursdays for 1.5 hours 2 times per week for Academic classes and 4 days a week for the digital literacy class. Learners will have live virtual office and independent class time.  Micro Credentials in CPR and Customer Service Golf will be offered on Friday mornings from 9-12:30. (Schedule TBD)

B.  **High Level Credentialing Classes**
   We provide training in high level industry certifications in the following high demand/high growth career areas that offer the ability to upskill to higher wage jobs in the DC area.
   - Certified Nursing Assistant (CNA)
   - Phlebotomy Training  (CPT)
   - CompTIA IT (Includes ITF and A+ certification)
   - Project Management

Entrance Requirements:
- High School Diploma
- Successful completion of Career Academy program (if applicable)
- 3 out of 4 GED exams passed and *and at least a "too close to call" score on the GED Ready for the 4th subject*
- NEDP Assessment Phase 6 out of 8 modules successfully completed
- CASAS Reading Score: 235 or higher (Phlebotomy, Medical Billing, CompTiA IT, Project Management)
- CASAS Reading Score: 225 or higher (CNA Only)
- CASAS Math Score: 210 or higher (Phlebotomy, Medical Billing, CompTiA IT, Project Management)
- CASAS Math Score:  205 or higher (CNA only)
- Digital Literacy Score:  75% or higher for all programs.
- Score 70% on ITF assessment (CompTIA IT learners only)
- Reading Comprehension Score: 9th grade
- Advising Session: Discuss any barriers that can be addressed and provide program requirements. Pass a criminal background check and drug and health screen clearance (CNA and Phlebotomy only)
- Transportation:  Can get to Ward 5 site for classes. (intermittent for lab work only.)

**CERTIFICATIONS and ATTENDANCE POLICIES:**

*(Please note:  These classes are equivalent to college level classes, missing a day can equate to missing multiple days of classes.)*

A. **Certified Nursing Assistant Certification:** (Day and Evening)

   ***Hours offered by AOH for successful completion and certification***

- 79.5/88 Hours Lecture (remote and live)
- 101/120  hours of skills lab (In Class/Live instruction on site.)
- 40 hours of clinical work at a healthcare facility.

**In order to be in Full attendance a student must complete:**
- **Lectures:**  Maximum number of absences = 4 days  (14/16 hours)
- **Skills Lab:**  Maximum number of absences = 3 days (10.5/12  hours)
- **Clinical or simulation hours** (takes place last 2 weeks of term)- NO ABSENCES ACCEPTABLE

Classes will take place 4 days a week (on site or remotely via live online).  (Fridays will be optional as a make-up day or for additional support or practice (determined by instructor and learner).

**B. Phlebotomy Technician Training**

*Hours offered by AOH for successful completion and certification*
- 142/168 Hours Lecture (live)
- 40 hours of skills lab (In Class/Live instruction on site.)
- 24 hours of clinical work at a healthcare facility or

- 48 hours in-house clinical experience

**In order to be in Full attendance a student must complete:**

- **Lectures:**  Maximum number of absences = 5 days (17.5/20 hours)
- **Skills Lab:** Maximum number of absences =3 days (10.5/12 hours)
- **Clinical:** 24 hours- mandatory NO ABSENCES ACCEPTED

Classes will take place 4 days a week (on site).

Phlebotomy  learners are expected to:
- complete and submit course assignments as indicated and to keep pace in accordance with due dates for quizzes and tests to make successful progress and course completion.
- Communicate with the Phlebotomy Instructor as needed via live online classes; telephone conversations, email correspondence etc.
- Check email at least once daily and respond to any teacher or staff inquiries within 24 hours.
- Adhere to the AoH school calendar for attendance days.

C. **CompTIA ITF and A+ certification classes**

   In order to be in Full attendance and to successfully complete the program a student must complete:

- Maintain attendance of at least 70%
- Technical knowledge:  complete at least 70% of all summative assessments (including the course final exam)
- Applied Learning:  Participate in at least 70% of labs and other hands-on/practical activities
- Professionalism: Score at least 70% on Professionalism checklist (being on time, online etiquette, contributing to class discussions, demonstrating teamwork, and other positive workplace behaviors.

   Classes will take place 4 days a week (remote 3 days and on site 1).

   CompTIA IT  learners are expected to:

- complete and submit course assignments as indicated and to keep pace in accordance with due dates for quizzes and tests to make successful progress and course completion.
- Communicate with the IT Instructor as needed via live online classes; telephone conversations, email correspondence etc.
- Check email at least once daily and respond to any teacher or staff inquiries within 24 hours.
- Adhere to the AoH school calendar for attendance days.

D. **Project Management**

In order to be in Full attendance and to successfully complete the program a student must complete:

- Maintain attendance of at least 75%
- Technical knowledge:  complete at least 70% of all summative assessments (including the course final exam)
- Applied Learning:  Participate in at least 70% of labs and other hands-on/practical activities
- Professionalism: Score at least 70% on Professionalism checklist (including being on time, online etiquette, contributing to class discussions, demonstrating teamwork, etc)

Classes will take place 2 days a week (hybrid).

Project Management learners are expected to:
- complete and submit course assignments as indicated and to keep pace in accordance with due dates for quizzes and tests to make successful progress and course completion.
- Communicate with the Project Management Instructor as needed via live online classes; telephone conversations, email correspondence etc.
- Check email at least once daily and respond to any teacher or staff inquiries within 24 hours.
- Adhere to the AoH school calendar for attendance days.

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Academy of Hope also understands that lives of adult learners are filled with responsibilities and issues that can be difficult to manage in a balanced way. As you begin or continue on your employment and educational journey, it is critical to remember and determine if being on time and being able to attend every day will be an issue. If attendance is an issue this may not be the right time to begin the program. We are here to support you with addressing any barriers, **but remember, we are preparing you for the world of work! Most employers may have strict attendance policies.**

These expectations begin the first day of school. All learners are expected to begin attending school at the start of each term in which they are enrolled. **Any learner who does not begin attending school during the first week of a term will be unenrolled for that term.** If you <u>don't</u> show up for the start of classes, we will understand that you are no longer able to or interested in attending classes that term and will give your spot to someone on the waiting list.  Learners may re-apply to be enrolled in the next term.

If a learner misses ½ of the allowed absence policy**,** the learner will be required to meet with the student support specialist as well as the Director of Career and Workforce to discuss any barriers to attendance.

**Remember: Attendance is a strong predictor of commitment and success in the workplace. If you are in our Career Academy Program class and your attendance is not strong, you may not be recommended for the certification (102) classes**. **We expect our Career Academy learners to be on time and to be prepared.**

**Note:** *Attendance requirements may be modified by the official start of class. Instructor will review with learners.*

## NONDISCRIMINATION POLICY

In accordance with the D.C. Human Rights Act of 1977, as amended, D.C. Code § 2-1402.41, et sec. (Act), and other applicable local and federal law, Academy of Hope Adult Public Charter School, in providing educational programs and services, does not discriminate on the basis of actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, political affiliation, disability, source of income, or other status protected by applicable law.  Harassment is a form of discrimination, which is prohibited by the Act.

Discrimination in violation of the Act will not be tolerated. Violators will be subject to disciplinary action. Anyone who experiences or observes discrimination or harassment should immediately report the matter to Lecester Johnson, Chief Executive Officer (CEO), 2315 18th  Place, NE, Washington, DC 20018, 202-269-6623.

## DISCIPLINE POLICY

AoH believes that every learner should have the opportunity to learn the skills and values necessary for personal development. Every learner also has the right to learn and be safe, and no one has the right to interrupt learning or make others feel unsafe. During the first week of class, learners receive their schedules and all learners participate in a formal orientation. The orientation provides learners an opportunity to get to know other learners and the AoH faculty and staff. The orientation also provides an overview of AoH's programs, policies and procedures, including a thorough introduction to our disciplinary policy:  the AoH Student Code of Conduct.

The Student Code of Conduct includes clear rules about the treatment of others (learners, staff and volunteers), attendance, late arrival, banned substances, and attire. The Student Code of Conduct clearly describes the potential consequences of violating these rules.  There is also a process if they have complaints about peers, staff, school policies or disciplinary actions. In accordance with District of Columbia law (DCMR Title 25), serious violations of school policy and/or the Student Code of Conduct may lead to the suspension or expulsion of a learner. Every learner will be asked to sign a learner contract containing the Student Code of Conduct, indicating his or her willingness to abide by all school rules and policies.

## STANDARDS OF CONDUCT

- The staff of Academy of Hope Adult Public Charter School encourages learning and personal growth. We expect all learners, teachers, staff and volunteers to respect one another at all

times. We encourage and support one another as we learn and grow together in order to meet our goals.

- AoH does not allow alcohol or drug use, including marijuana, on our grounds. Learners who come to school under the influence of substances will be asked to leave. AoH is a safe place for all learners and staff.

- AoH does not tolerate violence of any kind. Learners who become violent with other classmates or staff will be subject to discipline. Violence includes physically striking someone or using strong abusive or threatening language toward someone.

- AoH forbids all of its learners from harassing any other learner, volunteer or staff member because of race, color, religion, sex, age, marital status, disability, national origin, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, political affiliation, source of income or any other reason prohibited by law.

- AoH prohibits harassment at AoH itself and in social or educational activities (for example, celebrations and field trips) conducted or sponsored by AoH. If you believe a classmate, volunteer or staff member has harassed you, please speak with an AoH staff member, Associate Campus Principal, Managing Director of Student Services, or the Chief Executive Officer.

## ACADEMY OF HOPE ADULT PCS BULLYING-PREVENTION POLICY

AoH's policy reflects, as applicable, the guidelines established for educational institutions under the District of Columbia's Youth Bullying Prevention Act of 2012, including but not limited to, those set forth below.

A copy of the complete policy can be obtained from the office or found online at http://ohr.dc.gov/bullyingprevention/policy.

### DEFINITIONS

AoH defines bullying as any severe, pervasive, or persistent act or conduct whether physical, electronic, or verbal that:
1. May be based on an learner'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 intra-family offense, place or residence or business, or any other distinguishing characteristic, or on an learner's association with a person, or group with any person, with one or more of the actual or perceived foregoing characteristics; and

2. Can reasonably be predicted to:
   a. Place the learner in reasonable fear of physical harm to their person or property;
   b. Cause a substantial detrimental effect on the learner's physical or mental health;
   c. Substantially interfere with the learner's academic performance or attendance; or
   d. Substantially interfere with the learner's ability to participate in or benefit from the services, activities, or privileges provided by an agency, educational institution, or grantee.

Acts of bullying, including cyberbullying, whether by a learner, volunteer or staff, are prohibited:

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

Retaliation against a learner, volunteer or staff member who reports bullying, provides information about an act of bullying, or witnesses an act of bullying is also prohibited.

Academy of Hope expects all community members to behave in a way that supports Academy of Hope's objective to provide a safe and welcoming environment for all adult learners, staff, and volunteers. Academy of Hope expects everyone that is a part of the community to:

- Treat all members of the AoH community with respect;

- Respect the property of AoH , its staff, and other youth and adult learners connected to AoH ;

- Respond appropriately to instructions from AoH staff.

REPORTING INCIDENTS OF BULLYING OR RETALIATION

- AoH expects all staff members and volunteers to report incidents of bullying or retaliation they witness or are made aware of to the Student Support Specialist within one day of receipt of any such report. The student support specialist will create a written report of a bullying incident.
- Reports of bullying by learners, parents, guardians and community members may be made anonymously. Academy of Hope cannot take disciplinary action solely on the basis of an anonymous report, though such a report may trigger an investigation that will yield actionable information. All oral reports received as part of this process will be transcribed into writing and included in AoH's bullying database.

INVESTIGATING INCIDENTS OF BULLYING

The Director of Student Support Services is charged with making determinations as to whether a reported incident constitutes a case of bullying. These determinations will be made in consideration of the totality of the facts and the circumstances surrounding the incident. If the Director of Student Support Services determines that an incident of bullying or harassment has occurred, s/he should take the following steps.

Prior to the investigation of an incident, AoH will take steps to ensure the safety of the alleged victim referenced in a reported bullying incident. These steps will be designed to restore a sense of safety to the victim and to protect them from further incidents if necessary. Examples of such steps taken include

designating a staff member to serve as that alleged victim's "safe" person, altering the alleged bully/bullies' seating or schedule to reduce access to the alleged victim or creating a safety plan in consultation with the alleged victim.  Once an investigation is concluded, further steps will be taken as needed to assure the continued safety of the victim from additional incidents of bullying or retaliation.

Director of Student Support Services is responsible for investigating reports of bullying and can be reached at 202-269-6623 ext. 106 or traci@aohdc.org.  An investigation of an incident will be initiated no more than one day after the Director of Student Support Services receives a report of bullying and will conclude no later than 30 days after the receipt of such a report.  As part of the investigation the Director of Student Support Services, or his/her designee(s) will interview any involved or relevant parties including, but not limited to, alleged victims, bullies, witnesses, and/or staff.

Once a report of bullying has been received by an agency, If AOH determines that the reported incident may involve criminal activity or the basis for criminal charges, information about the incident must be conveyed to the appropriate law enforcement authorities.  As part of making this determination AOH may wish to consult with either a law enforcement officer or legal counsel.  Law enforcement shall only be contacted if all other available remedies have been exhausted.   Notification will be undertaken solely to ensure that services are provided to victims and bullies and to protect victims from further or sustained victimization.  AOH will make every effort to protect the confidentiality of those who report bullying incidents.

## APPEALS

Parties dissatisfied by the outcome of the bullying investigation may appeal the determination of the Director of Student Support Services to Dr. Michael Durant, Chief Academic Officer, who may be reached by phone (202) 269-6623 x115 or by e-mail mdurant@aohdc.org. This appeal should be submitted no later than 30 days after the initial determination. Upon receipt of an appeal, a secondary investigation will be conducted within 30 days of the receipt of an appeal. These 30 days may be extended by up to an additional 15 days if the Chief Academic Officer sets forth in writing the reasons why more time is needed to conduct an investigation. Additionally, upon the receipt of an appeal, the Chief Academic Officer must inform the party making the submission of their ability to seek additional redress under the DC Human Rights Act.

## GUIDELINES FOR SUSPENSION AND EXPULSION

### STUDENT RIGHTS WITH RESPECT TO SUSPENSIONS

Learners have the right to receive an appropriate education.  Listed below are the learners' rights that are relevant to school discipline:

☐ Learners have the right to enjoy peaceful and meaningful freedom of speech, press, assembly, and religion on school property and at school-sponsored events.

☐ Learners may not be excluded from their regular school program or denied instructional time in the absence of a documented, official, disciplinary intervention (i.e. suspension or expulsion).

☐ Learners must be given an opportunity to tell their side of the story before a decision is made to place them on in-school, short-term, long-term, or extended suspension or expulsion.

☐ Learners will be returned to their regular educational program once the conditions of a suspension or expulsion are met.

☐ Behaviors that should not result in suspension include, but are not limited to, cutting class, or unexcused absences.

☐ Learners are entitled to receive written notification of why they are being removed from the classroom or school for disciplinary reasons.

☐ Learners are entitled to a conference with the associate principal at the time when a decision is made to remove them from the classroom or school for disciplinary reasons.

☐ Learners are entitled to make up classwork and assignments without penalty when they are excluded from school for any period of time. Teachers are required to provide Learners all daily classwork and assignments and will correct and return all completed work to Learners on a weekly basis. Learners are responsible for completing classwork and assignments in a timely manner.

☐ Learners cannot be suspended for more than three consecutive school days without the CAO's approval.

Academy of Hope recognizes the effectiveness of restorative practice methods and other progressive disciplinary measures that build positive relationships. These interventions are a shift away from overly harsh and punitive disciplinary responses. Instead, they educate learners about the harm caused by their actions, while seeking to reunite them with the school community.

Discipline Process for Learners with Disabilities

Learners with disabilities who demonstrate conduct violations will immediately be referred to the Adult Learning Specialist, Katherine Shrout at Ward 5 and Charles Thomas at W8, where intervention plans will be developed and implemented individually.

OUT-OF-SCHOOL SUSPENSION GUIDELINES

Out-of-school suspensions of up to 5 days are used when learners severely violate the expectations of the community of Academy of Hope. This step is never taken lightly, and is a decision made based on input from the school administration staff, student support staff, and faculty.

The following categories are examples of behaviors that may result in a learner being suspended:

- Disruptive behavior that is on-going and uncontrollable, including harassment of students, teachers or others.
- Behavior that is a danger to the learner or to others, including the use of threatening language and the possession or use of drugs or alcohol while at school.
- Other extreme behaviors that may deserve suspension based on the frequency of the behavior. the riskiness of behavior, and the learner's openness to following instructions.
- Theft.

At least one day prior to returning to classes at Academy of Hope from an out-of-school suspension, the learner is required to have a meeting with school administration and student support staff. Prior to the meeting, the learner is expected to prepare a written statement to take responsibility for his/her actions that led to the suspension and propose a plan to avoid similar actions in the future. During the meeting, a behavior intervention plan is created and implemented in order to help the learner to avoid the problem behavior in the future.

### EXPULSION GUIDELINES

In rare instances, learner behavior may be so severe that expulsion is appropriate. Expelling a learner is never considered lightly and requires the consensus of the Campus Principal and Managing Director of Student Services. Typically, student support staff and faculty also participate in the decision process.

As a school, one of our most important responsibilities is to create an environment that is safe for everyone. We take that seriously and act accordingly. As a result, expulsion is considered when we believe that a learner may be a danger to self or others. Except in extreme instances when a learner's behavior might warrant immediate expulsion, we first try to create a plan that meets both the community's need for safety and the needs of the learner. If the plan fails, then we may move to expel the student.

Grounds for immediate expulsion may include, but are not limited to:

- Physical violence or assault.
- Brandishing, use, or threat of a weapon.
- The sale of drugs on campus.
- Theft.

Except in cases of extreme behavior, a learner is expelled only after the learner's team has worked closely with the learner to change the problem behaviors. After expulsion, learners are not permitted to attend classes for the current session or to be present on either campus for the duration of the expulsion. If the current session is near its end, the expulsion may carry over to the next session. At the end of the expulsion, a student may complete the application and registration process to return to Academy of Hope and must also complete a more extensive appeal to return that includes a

restorative justice process. AoH reserves the right to deny the application of any student who has previously been expelled from AoH or any other school for any of the above referenced reasons.

DUE PROCESS AND APPEAL PROCESS FOR EXPULSION DECISIONS

Learners have a right to appeal an expulsion within 10 days after receiving the final decision on the disciplinary action.  The student also has a right to a hearing that can be requested in a written appeal.  The **Campus Principals** will schedule the hearing (if requested) or render a written decision within 10 days from receiving the appeal. If this decision is not made within 10 days, the student will be allowed to return to school unless there is a finding that the student's return would pose an imminent threat of serious harm to other learners or staff.

If a student's presence in school poses a continuing danger to persons or property or an ongoing threat of serious disruptions to the school environment, they may be immediately removed from school, but will be given an opportunity to tell their side of the story virtually before the recommendation for expulsion is made.

In the event a student disagrees with the outcome of a disciplinary decision, they may appeal the determination to the **Chief Academic Officer, Michael Durant.**  This appeal should be submitted no later than 5 days after the decision to uphold the expulsion.  The Chief Academic Officer will render a final decision no later than 5 days from receipt of the appeal.

In the event a student disagrees with the outcome of a disciplinary decision made by the Chief Academic Officer, they may appeal the determination to the **Chief Executive Officer and/or AoH Board Chair.**

A learner who has a complaint or grievance against another learner in a class should first discuss the issue or concern with the class teacher. If the learner is not satisfied, the learner should discuss the situation with their **Student Support Specialist**.

| Name | Email | Phone Number |
|---|---|---|
| **Shatyra Henry**– Ward 5 Daytime | shatyra@aohdc.org | 202-269-6623 ext. 103 |
| **Coretta Edwards** – Ward 5 Evening | coretta@aohdc.org | 202-269-6623 ext. 142 |
| **Porsha James** – Ward 8 Daytime | porsha@aohdc.org | 202-269-6623 ext. 229 |
| **Nathaniel Swinson** – Ward 8 Evening | nathaniel@aohdc.org | 202-269-6623 ext. 209 |

A learner who has a complaint or grievance against a teacher should discuss the problem with the teacher. If the learner does not feel comfortable approaching the teacher or the learner is not satisfied with the solution after approaching the teacher, the learner should present the problem to the **Campus Principal or designee.**

| Name | Email | Phone Number |
|---|---|---|
| **Dr. Michael Durant** – Ward 5 Campus | mdurant@aohdc.org | 202-269-6623 ext. 115 |
| **Dr. Alicia Waldon** – Ward 8 Campus | alicia@aohdc.org | 202-373-0246 ext. 215 |

A learner who has a complaint or grievance against a staff member should discuss the issue with the staff member. If the learner does not feel comfortable approaching the staff member or, if after discussing the problem with the staff member is still not feeling satisfied, the learner should take the grievance to the **Chief Operations Officer, Tiffany Godbout** at 202-269-6623 ext. 132 or by email: Tiffany@aohdc.org

A learner who has a complaint or grievance against a decision made during the implementation of a policy may appeal the decision by contacting the **Chief Academic Officer, Michael Durant** at 202-269-6623 x115 or by email: mdurant@aohdc.org

A learner who cannot resolve a complaint or grievance through school leadership may contact the Academy of Hope Board Chair, Barabra Jumper at boardchair@aohdc.org

Learners will be notified of the Family Educational Rights and Privacy Act (FERPA) when signing their enrollment documents. A copy of the learners "Notification of Rights under FERPA" is provided to them during registration and in this manual and is reviewed during orientation.  Learners with further questions regarding their rights under FERPA should contact their site principal or registrar or contact school officials as identified in the Notification of Rights under FERPA.

The Family Educational Rights and Privacy Act (FERPA) affords parents and students age 18 or older ("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 Academy of Hope Adult Public Charter School (AoH) receives a request for access. Parents or eligible students should submit to the Campus Principal a written request that identifies the record(s) they wish to inspect. The Campus Principal or other appropriate 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.

(2)  **The right to request amendment** of the student's education records that the parent or eligible student believes are inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students may write the Campus Principal, clearly identify the part of the record they want changed and specify why it should be changed.  If AoH 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 or eligible student when notified of the right to a hearing.

(3)  **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. For example, FERPA authorizes disclosure without consent to school officials whom AoH has determined to have legitimate educational interests. A school official is a person employed by AoH as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person or company with whom AoH 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.

(4)  **The right to withhold disclosure of directory information**. At its discretion, AoH may disclose basic "directory information" that is generally not considered harmful or an invasion of privacy without the consent of parents or eligible students in accordance with the provisions of District law and FERPA. Directory information includes:

A. Student Name
B. Student Address
C. Student Telephone Listing
D. Name of School Attending
E. Participation in Officially Recognized Activities and Sports

F. Weight and Height of Members of Athletic Teams
G. Diplomas and Awards Received
H. Student's Date and Place of Birth
I. Names of Schools Previously Attended
J. Dates of Attendance

Parents or eligible students may instruct AoH to withhold any or all of the information identified above (i) by completing the "Release of Student Directory Information'' Form available at the school, or (ii) by notifying in writing to the

*Enrollment and Registration Manager*, at Academy of Hope – Adult Public Charter School, 2315 18<sup>th</sup> Place, NE, Washington, DC 20018. The release or notification must be provided within 30 days of the issuance of this notice.

(5)   **The right to file a complaint** with the U.S. Department of Education concerning alleged failures by AoH to comply with the requirements of FERPA. The name and address of the office that administers FERPA are Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave. SW, Washington, DC 20202.

<span style="background-color:red;color:white">**OPEN MEETINGS POLICY**</span>

**Section 2.07. Regular Meetings.**  The Board shall hold at least five (5) board meetings per fiscal year; four regular meetings and one annual meeting. Between regular meetings, board members will receive monthly board updates via written report or conference call.  The Chair and/or Executive Committee may call additional meetings as necessary.  At least one of each of the regularly scheduled meetings of the Board shall be open to the public and shall be advertised by the Board within the community, in such manner as the Board shall determine, to promote attendance of the community.

**Section 2.08. Annual Meeting.** The annual meeting shall occur at such date, time, and location, as the Board shall determine. The annual meeting may be held with or in lieu of a regularly scheduled meeting**.**

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**2023-24 Board of Directors' Meeting Schedule**

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Board meetings are conducted at the Ward 5 Campus located at 2315 18<sup>th</sup> Place NE, Washington, DC 20018 unless otherwise noted.

SY 24 Board Meeting Dates
4:00 pm- 6:30 pm
❏ Tuesday, September 19, 2023 (via Zoom)
❏ Tuesday, November 14, 2023
❏ Tuesday, January 23, 2024
❏ Tuesday, March 26, 2024
❏ Tuesday, May 14, 2024