



PUBLIC CHARTER SCHOOL



SY 2020–2021 Student and Family Handbook



Dear Sela Families,

Welcome to the 2020-2021 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 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 summer. It is important for parents to send us ideas for additional information. There is a feedback sheet on the last page. Please feel free to complete the feedback form and return it to the school. All feedback you provide will be considered in making revisions to our next year’s version.

I am looking forward to working together to make this another amazing school year!

Sincerely,

Joshua Bork
Head of School

CONTACT INFORMATION

Address:

6015-17 Chillum Place, NE
Washington, D.C. 20011

Telephone:

202-670-7352

Fax number:

202-722-2968



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School Year 2020-2021 Academic Calendar

SELA PCS - 2020/2021 School Calendar

August 2020							September 2020							October 2020							November 2020						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
						1															1	2	3	4	5	6	7
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31	29	30					
30	31																										
11							19							21							19						
December 2020							January 2021							February 2021							March 2021						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13	7	8	9	10	11	12	13
13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20	14	15	16	17	18	19	20
20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27	21	22	23	24	25	26	27
27	28	29	30	31			24	25	26	27	28	29	30	28							28	29	30	31			
							31																				
14							17							19							21						
April 2021							May 2021							June 2021							July 2021						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24
25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31
							30	31																			
17							20							16													

Total Instr. Days	191
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		DAYS			
Term	Date	K-5	PK3	PK4	Start
1	8/17 - 19/23	55 Full 1 Half	52 Full 4 Half	53 Full 2 Half	67
2	10/26 - 1/15	43 Full 1 Half	43 Full 1 Half	43 Full 1 Half	44
3	1/21 - 3/25	40 Full 1 Half	46 Full 1 Half	46 Full 1 Half	41
4	3/30 - 6/22	54 Full 1 Half	54 Full 1 Half	54 Full 1 Half	56
Totals		187	187	187	208

School Hours	
• School Hours: 8:00 am - 3:30 pm	
• Half Days Hours: 8:00 am - 12:15 pm	
• Before Care Hours: 7:00 am - 8:00 am	
• After Care Hours: 3:30 pm - 6:00 pm	

PreK Half Days	
Monday 8/17	PreK3 and PreK4
Tuesday 8/18	PreK3 and PreK4
Wed 8/19	PreK3
Afternoon/Enrichment will begin for PreK-4 on Wed 8/19 and for PreK-3 on Thurs 8/20	

Parent Weather Make-Up Days	
(Only used if more than 2 full independent weather days occur during the school year)	
Wed, Jun 23	Make-Up Day #1
Thu, Jun 24	Make-Up Day #2
Fri, Jun 25	Make-Up Day #3

Date	Event
Holidays - No School For Students and Teachers	
Mon, Sep 7	SCHOOL CLOSED - Labor Day
Mon, Sep 28	SCHOOL CLOSED - Yom Kippur
Mon, Oct 12	SCHOOL CLOSED - Indigenous People's Day
Tue, Nov 3	SCHOOL CLOSED - Election Day
Wed, Nov 11	SCHOOL CLOSED - Veterans' Day
25-Nov-27-Nov	SCHOOL CLOSED - Thanksgiving Recess
23-Dec-3-Jan	SCHOOL CLOSED - Winter Recess
Mon, Jan 18	SCHOOL CLOSED - Martin Luther King Jr. Day
Wed, Jan 20	SCHOOL CLOSED - Inauguration Day
Mon, Feb 15	SCHOOL CLOSED - Presidents' Day
Fri, Mar 26	SCHOOL CLOSED - Passover
12-Apr-16-Apr	SCHOOL CLOSED - Spring Recess
Fri, Apr 16	SCHOOL CLOSED - Emancipation Day
Mon, May 31	SCHOOL CLOSED - Memorial Day
Professional Development - No School for Students	
3-Aug-4-Aug	New Teacher Orientation
5-Aug-14-Aug	All Staff - Summer Institute
Fri, Sep 18	PD Day - Full Day - All Staff
Tue, Jan 19	PD Day - Full Day - All Staff
Mon, Mar 29	PD Day & Grading Day - Full Day - All Staff
Wed, Jun 23	Last Day for Staff - Grading Day
SELA-School Events (Events will be school closure any period of school closure)	
Fri, Aug 14	Sela Student Orientation
Mon, Aug 17	First Day of School - All Students
Wed, Sep 2	Back to School Night
Wed, Oct 7	Hispanic Heritage Month Celebration
Wed, Oct 21	Spooky Week #1 - Math Night
Thu, Oct 29	Spooky Week #1 - Math Night
Thu, Oct 29	Harvest Festival
Wed, Nov 18	Simchat Torah - Hebrew Night
Fri, Dec 18	Winter Light Festival
Fri, Jan 29	Sela Diversity Day Celebration
Fri, Feb 26	Black History Month Celebration
Tue, Mar 2	Road Across America/Dr. Seuss' Birthday
Wed, Mar 3	Literacy Night
23-Mar-26-Mar	Spooky Week #2
Thu, Mar 25	Women's History Month Celebration
Thu, May 20	Yom Ha - Israel Day
Sun, May 23	Community Day
Fri, Jun 18	5th Grade Celebration
Mon, Jun 21	Field Day
Tue, Jun 22	Last Day of School - Class Parties
Parent-Teacher Conferences	
Mon, Nov 2	First Conference
Fri, Apr 2	Mid-Year Conference
End of Marking Period - 1/2 Day for Students	
Fri, Oct 23	End of First Marking Period (1/2 Day for Students)
Sela PTSA	
Meetings for the Sela PTSA are held on the 4th Wednesday of every month unless otherwise announced.	
Sela Board Meetings	
The Sela Board of Directors meets every second Thursday of every month. Public meetings will be announced in advance.	

School Year 2020-2021 School Calendar

August 2020

August 3rd – August 14th: Pre-Service Training Sessions

August 10th - August 14th - Student Orientation Appointments will be scheduled

August 17th: First Day of School for All Students

September 2020

September 7th: Labor Day- NO SCHOOL

September 18th - Professional Development Day - NO SCHOOLS FOR STUDENTS

September 28th: Yom Kippur – NO SCHOOL

October 2020

October 12th: Indigenous People's Day – NO SCHOOL

October 23rd: End of 1st Marking Period - Half Day for All Student - 12:15 dismissal

November 2020

November 2nd: Parent-Teacher Conferences- NO SCHOOL FOR STUDENTS

November 3rd: Election Day - NO SCHOOL

November 11th: Veteran's Day- NO SCHOOL

November 25th – 27th: Thanksgiving – NO SCHOOL

December 2020

December 21st – January 3rd: Winter Break – NO SCHOOL

January 2021

January 1st: New Year's Day – NO SCHOOL

January 18th: Martin Luther King, Jr. Day – NO SCHOOL

January 19th: Professional Development Day - NO SCHOOLS FOR STUDENTS

January 20th: Inauguration Day - NO SCHOOL

February 2021

February 15th: Presidents' Day – NO SCHOOL

March 2021

March 26th: Passover - NO SCHOOL

March 29th: Professional Development Day - NO SCHOOLS FOR STUDENTS

April 2021

April 2nd: Parent-Teacher Conferences- NO SCHOOL FOR STUDENTS

April 12th - 16th: Spring Break- NO SCHOOL

April 16th: Emancipation Day - NO SCHOOL

May 2021

May 31st: Memorial Day – NO SCHOOL

June 2021

June 22nd: Last Day of School for Students

June 23rd: Professional Development/Close-Out – NO SCHOOL for Students

Early Childhood (PreK-3 and PreK-4) Daily Schedules

PreK-3 Daily In-Person Schedule

Breakfast / Free Choice 8:00-8:25
Fundations 8:25-8:35
Second Step 8:35-8:45
Recess 8:45-9:15
Morning Meeting: Heb(T,W,Th), Eng(M,F) 9:20-9:40
Literacy Small Groups 9:40-10:30
Hebrew Read Aloud 10:30-10:45
Math Small Groups. 10:45-11:35
Shared Reading 11:35-11:45
Lunch (in classroom) 11:45-12:15
Transition to Nap / Nap / Quiet Rest Time 12:15-2:15
Snack/ Community Time 2:15-2:30
Recess 2:30-3:00
Hebrew Read Aloud 3:00-3:15
Closing Circle 3:15-3:25
DISMISSAL

PreK-3 Daily Virtual Remote Learning Schedule

Hebrew Morning Meeting/Hebrew Read Aloud/Movement Activity 8:30-9:00
Independent Activities/Areas of Interest AT HOME 9:00-9:45
Literacy Small Groups Block - Hebrew & English (15 minutes per group) 9:45-10:45
Math Small Groups Block - Hebrew & English (15 minutes per group) 11:00-12:00
Lunch/Quiet Rest Time/Nap 12:00-2:30
English Read Aloud / Fundations / Second Step 2:30-3:00

PreK-4 Daily In-Person Schedule

Breakfast / Free Choice 8:00-8:20
2nd Step 8:20-8:30
Foundations 8:30-8:40
Hebrew(T,W,Th)/English (M,F) Morning Meeting 8:40-9:00
Literacy Small Groups 9:00-10:00
Recess 10:05-10:35
Hebrew Read Aloud 10:40-10:55
Math Small Groups 11:00-12:00
Shared Reading 12:00-12:15
Lunch (in classrooms) 12:15-12:45
Nap / Quiet Rest Time 12:45-2:40
Snack/Read Aloud 2:40-2:50
Hebrew Read Aloud 2:50-3:00
Recess 3:00-3:25
Closing Circle 3:25-3:30
DISMISSAL

PreK-3 Daily Virtual Remote Learning Schedule

Hebrew Morning Meeting/Hebrew Read Aloud/Movement Activity 8:30-9:00
Independent Activities/Areas of Interest AT HOME 9:00-9:45
Literacy Small Groups Block - Hebrew & English (15 minutes per group) 9:45-10:45
Math Small Groups Block - Hebrew & English (15 minutes per group) 11:00-12:00
Lunch/Quiet Rest Time/Nap 12:00-2:30
English Read Aloud / Foundations / Second Step 2:30-3:00

Weekly Kindergarten Schedule – *Gan Eilat & Gan Beer Sheva*

In-Person Daily Schedule	
Gan Beer Sheva	Gan Eilat
Hebrew Assembly/ Breakfast 8:00-8:30	Hebrew Assembly/ Breakfast 8:00-8:30
Morning Meeting 8:30-8:50	Morning Meeting 8:30-8:50
Reading Block 8:50 - 9:25	Hebrew Block 70 עברית minutes 8:50-10:00
Small Group Time 9:25-10:00	
Writing Time 10:00-10:35	Writing Time 10:00-10:35
Recess 10:35- 11:05	Recess 10:35- 11:05
Lunch 11:05-11:35	Lunch 11:05-11:35
Hebrew Block 70 עברית minutes 11:35-12:45	Reading Block 11:35-12:10
	Small Group Time 12:10-12:45
Flex Time (Sci/Soc Stu) 12:45-1:20	Flex Time (Sci/Soc Stu) 12:45-1:20
Math Eng/ עברית 1:20-2:35	Math Eng/ עברית 1:20-2:35
Specials (PE, Art, Music) 2:40-3:30	Specials (PE, Art, Music) 2:40-3:30
DISMISSAL	DISMISSAL

Virtual Remote Daily Schedule	
Gan Beer Sheva	Gan Eilat
Hebrew Morning Meeting 8:00-8:15	English Morning Meeting 8:00-8:15
English Morning Meeting 8:20-8:35	Hebrew Morning Meeting 8:20-8:35
Hebrew Small Groups 1 8:40-9:00	English Small Groups 1 8:40-9:00
Hebrew Small Groups 2 9:00-9:20	English Small Groups 2 9:00-9:20
English Small Groups 1 9:20-9:40	Hebrew Small Groups 1 9:20-9:40
English Small Groups 2 9:40-10:00	Hebrew Small Groups 2 9:40-10:00
Hebrew Story Time 10:00-10:30	English Reading Block 10:00-10:30
English Reading Block 10:30-11:00	Hebrew Story Time 10:30-11:00
Lunch & Rest 11:00-12:00	Lunch & Rest 11:00-12:00
Math Class (Eng.) 12:00-12:30	Math Class (Heb.) 12:00-12:30
Math Class (Heb.) 12:30-1:00	Math Class (Eng.) 12:30-1:00
Math Small Group 1 (Hebrew) 1:00-1:20	Math Small Group 1 (English) 1:00-1:20
Math Small Group 2 (Hebrew) 1:30-1:50	Math Small Group 1 (English) 1:30-1:50
Math Small Group 1 (English) 2:00-2:20	Math Small Group 1 (Hebrew) 2:00-2:20
Math Small Group 1 (English) 2:25-2:45	Math Small Group 2 (Hebrew) 2:25-2:45
Specials (PE, Art, Music) 2:45-3:30	Specials (PE, Art, Music) 2:45-3:30

Weekly 1st Grade Schedule - *Kitah Kesaria & Kitah Tveria*

In-Person Daily Schedule	
Kitah Kesaria	Kitah Tveria
Hebrew Assenbly/ Breakfast 8:00-8:30	Hebrew Assenbly/ Breakfast 8:00-8:30
Morning Meeting 8:30-8:50	Morning Meeting 8:30-8:50
Reading Block 8:50 - 9:25	Hebrew Block עברית 8:50-10:00
Small Group Time 9:25-10:00	
Writing Time 10:00-10:35	Writing Time 10:00-10:35
Flex Time 10:35-11:05	Flex Time 10:35-11:05
Recess 11:05-11:35	Recess 11:05-11:35
Lunch 11:35-12:05	Lunch 11:35-12:05
Specials (PE, Art, Music) 12:05-12:55	Specials (PE, Art, Music) 12:05-12:55
Hebrew Block עברית 1:00-2:10	Reading Block 1:00-1:35
	Small Group Time 1:35-2:10
עבריתMath Eng/ 2:15-3:30	עבריתMath Eng/ 2:15-3:30
DISMISSAL	DISMISSAL

Virtual Remote Daily Schedule	
Kitah Kesaria	Kitah Tveria
Hebrew Morning Meeting 8:00-8:15	English Morning Meeting 8:00-8:15
English Morning Meeting 8:20-8:35	Hebrew Morning Meeting 8:20-8:35
Hebrew Small Groups 1 8:40-9:00	English Small Groups 1 8:40-9:00
Hebrew Small Groups 2 9:00-9:20	English Small Groups 2 9:00-9:20
English Small Groups 1 9:20-9:40	Hebrew Small Groups 1 9:20-9:40
English Small Groups 2 9:40-10:00	Hebrew Small Groups 2 9:40-10:00
Hebrew Story Time 10:00-10:30	English Reading Block 10:00-10:30
English Reading Block 10:30-11:00	Hebrew Story Time 10:30-11:00
Lunch & Rest 11:00-12:00	Lunch & Rest 11:00-12:00
Specials (PE, Art, Music) 12:05-12:55	Specials (PE, Art, Music) 12:05-12:55
Math Class (Eng.) 12:00-12:30	Math Class (Heb.) 12:00-12:30
Math Class (Heb.) 12:30-1:00	Math Class (Eng.) 12:30-1:00
Math Small Group 1 (Hebrew) 1:00-1:20	Math Small Group 1 (English) 1:00-1:20
Math Small Group 2 (Hebrew) 1:30-1:50	Math Small Group 1 (English) 1:30-1:50
Math Small Group 1 (English) 2:00-2:20	Math Small Group 1 (Hebrew) 2:00-2:20
Math Small Group 1 (English) 2:25-2:45	Math Small Group 2 (Hebrew) 2:25-2:45

Weekly 2nd Grade Schedule - *Kitah Holon & Kitah Ashdod*

In-Person Daily Schedule	
Kitah Holon	Kitah Ashdod
Hebrew Assembly/ Breakfast 8:00-8:30	Hebrew Assembly/ Breakfast 8:00-8:30
Morning Meeting 8:30-8:50	Morning Meeting 8:30-8:50
Reading Block 8:55 - 9:30	Hebrew Block עברית 8:55-9:55
Small Group Time 9:30-10:05	
Writing Time 10:00-10:40	Reading Block 10:00-10:40
Specials (PE, Art, Music) 10:45-11:35	Specials (PE, Art, Music) 10:45-11:35
Recess 11:35-12:05	Recess 11:35-12:05
Lunch 12:05-12:35	Lunch 12:05-12:35
Math 12:35-1:50	Math 12:35-1:50
Flex Time 1:50-2:30	Small Group Time 1:50-2:25
Hebrew Block עברית 2:30-3:30	Writing Time 2:25-3:00
	Flex Time 3:00-3:30
DISMISSAL	DISMISSAL

Virtual Remote Daily Schedule	
Kitah Holon	Kitah Ashdod
Hebrew Morning Meeting 8:00-8:15	Hebrew Morning Meeting 8:00-8:15
English Morning Meeting 8:20-8:35	English Morning Meeting 8:20-8:35
ELA Reading Block 8:40-9:10	Hebrew Small Groups 1 8:40-9:10
Math Block 9:15-9:45	Hebrew Small Groups 2 9:15-9:45
Hebrew Small Groups 1 9:50-10:20	ELA Reading Block 9:50-10:20
Hebrew Small Groups 2 10:25-10:55	Math Block 10:25-10:55
Specials (PE, Art, Music) 10:55-11:55	Specials (PE, Art, Music) 10:55-11:55
Lunch & Rest 11:00-12:00	Lunch & Rest 11:00-12:00
Hebrew Read Aloud / Story 12:40-1:00	ELA Literature Small Group 1 12:35-12:50
ELA Literature Small Group 1 1:15-1:30	ELA Literature Small Group 2 12:55-1:10
ELA Literature Small Group 2 1:30-1:45	Hebrew Read Aloud / Story 12:40-1:00
Math Small Group 1 1:45-2:05	Hebrew Literacy Small Group 1 1:45-2:05
Math Small Group 2 2:10-2:30	Hebrew Literacy Small Group 2 2:10-2:30
Hebrew Literacy Small Group 1 2:40-3:00	Math Small Group 1 2:40-3:00
Hebrew Literacy Small Group 2 3:10-3:30	Math Small Group 2 3:10-3:30

Weekly 3rd Grade Schedule - *Kitat Netanya*

In-Person Daily Schedule		Virtual Remote Daily Schedule	
Kitah Netanya		Kitah Netanya	
Hebrew Assembly/ Breakfast 8:00-8:30		English Morning Meeting 8:00-8:15	
Morning Meeting 8:30-8:45		Hebrew Morning Meeting 8:20-8:35	
Math 8:45-10:00		Hebrew Literacy Small Group A 8:40-9:10	English Reading Block Group B 8:40-9:10
Specials (PE, Art, Music) 10:00-10:45		English Reading Block Group A 9:10-9:40	Hebrew Literacy Small Group B 9:10-9:40
Reading Block 10:50-11:25			
Small Group Time 11:25-12:00		Specials (PE, Art, Music) 10:00-10:45	
Recess 12:05-12:35			
Lunch 12:35-1:05		Math Whole Group Instruction 10:50-11:20	
Hebrew Block עברית 1:10-2:10		Hebrew Literature – Read Aloud 11:25-11:40	
Flex Time 2:15-2:55		Hebrew - Small Group A 11:50-12:10	ELA - Small Group B 11:50-12:10
Writing Block 2:55-3:30		ELA – Small Group A 12:15-12:35	Hebrew – Small Group B 12:15-12:35
DISMISSAL		Lunch & Rest 12:35-1:35	
		ELA Reading Small Group A 1:40-2:00	
			ELA Reading Small Group B 2:05-2:25
		ELA Whole Group Writing 2:30-3:00	
		ELA Writing Small Group A 3:00-3:15	
			ELA Writing Small Group B 3:15-3:30

Weekly 4th Grade Schedule - *Kitat Haifa*

In-Person Daily Schedule		Virtual Remote Daily Schedule	
Kitah Haifa		Kitah Haifa	
Hebrew Assembly/ Breakfast 8:00-8:30		Hebrew Morning Meeting 8:00-8:15	
Morning Meeting 8:30-8:45		English Morning Meeting 8:20-8:35	
Specials (PE, Art, Music) 8:50-9:40		Specials (PE, Art, Music) 8:50-9:40	
Reading Block 9:40-10:15		Math Whole Group Instruction 9:45-10:15	
Hebrew Block עברית 10:20-11:20	Small Group Time 11:20-11:55	Hebrew Small Groups A 10:30-10:50	Math Small Groups B 10:30-10:50
	Writing Block 11:55-12:30	Math Small Groups A 11:00-11:20	Hebrew Small Groups B 11:00-11:20
Recess 12:35-1:05		ELA – Reading – Whole Group Instruction 11:25-11:55	
Lunch 1:05-1:35	Math 1:40-2:55	Hebrew Literacy Small Group A 12:15-12:35	ELA Small Group B 12:15-12:35
		ELA Small Group A 12:40-1:00	Hebrew Literacy Small Group B 12:40-1:00
Lunch & Rest 1:00-2:00			
Flex Time 2:55-3:30		ELA – Writing – Whole Group Instruction 2:10-2:40	
DISMISSAL		Hebrew Read Aloud 2:50-3:10	ELA – Writing Small Group B 2:50-3:10
		ELA – Writing Small Group A 3:10-3:30	Hebrew Read Aloud 3:10-3:30

Weekly 5th Grade Schedule - *Kitat Hof ha Sharon*

In-Person Daily Schedule		Virtual Remote Daily Schedule	
Kitah Hof ha Sharon		Kitah Hof ha Sharon	
Hebrew Assenbly/ Breakfast 8:00-8:30		Hebrew Morning Meeting 8:00-8:15	
Morning Meeting 8:30-8:45		English Morning Meeting 8:20-8:35	
Specials (PE, Art, Music) 8:50-9:40		Specials (PE, Art, Music) 8:50-9:40	
Flex Time 9:45-10:20		Hebrew Literacy Small Group A 9:45-10:15	ELA Reading Block Group B 9:45-10:15
Math 10:20-11:35		ELA Reading Block Group A 10:30-10:50	Hebrew Literacy Small Group B 10:20-10:50
Hebrew Block עברית 11:35-12:35		Hebrew Small Groups A 10:55-11:10	ELA Small Groups B 10:55-11:10
Recess 12:35-1:05		ELA Small Groups A 11:10-11:25	Hebrew Small Groups B 11:10-11:25
Lunch 1:05-1:35		Lunch & Rest 11:25-12:25	
Reading Block 1:40-2:15		Math – Whole Group Instruction 12:30-1:00	
Small Group Block 2:15-2:55		Hebrew Read Aloud 1:20-1:40	Math Small Group B 1:20-1:40
Writing Block 2:50-3:30		Math Small Group B 1:40-2:00	Hebrew Read Aloud 1:40-2:00
DISMISSAL		ELA – Writing – Whole Group Instruction 2:05-2:35	
		ELA – Writing Small Group A 2:40-3:00	
			ELA – Writing Small Group A 2:40-3:00

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.

To accomplish our mission:

- o **Academic Excellence** - We offer our students a challenging academic environment that promotes creative thinking, intellectual curiosity, and the love of learning.
- o **Building Community** - We build partnerships within our diverse community.
- o **Citizenship** - We inspire a collaborative spirit and respect for self, others, and the world as a foundation for good citizenship.

Our Name:

The school's name, Sela, is derived from the Hebrew word for "rock" or "foundation." Sela PCS is founded on a steadfast commitment to ensuring that all students have access to a strong foundational education that ensures high levels of academic achievement of students in a dual-language immersion setting.

Our 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:

- o 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.
- o 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.
- o 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.
- o 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:

- o 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.
- o 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.

School Culture:

Sela's vision is of a community of learners striving towards excellence, where children of all backgrounds and abilities are valued members of a safe, nurturing community, in which differences are appreciated, and families are active participants in school life. Through exposure to the Hebrew language and contemporary Israeli culture, students will learn broad lessons about how to appreciate and participate in cultures that are 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.

INSTRUCTIONAL PROGRAM

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 for all subjects 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 graduate bilingual and biliterate.

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:

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.

Why Proficiency?

It allows a flexible curriculum: 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.

It helps articulate learning goals: 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.

It supports language acquisition: 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.

It creates a learner-centered environment: 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.

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

Pre-School (PK3) and Pre-Kindergarten (PK4):

In the pre-kindergarten classrooms, Sela PCS will use a 50/50 model of language immersion, meaning that half of the activities taking place in the classroom will take place in Hebrew and half of the activities taking place in the classroom will take place in English. Each early-childhood classroom will be staffed by one Hebrew-speaker and one English-speaker to implement this model.

The classroom will be organized as a dual-language environment, with content and activities in the classroom focused on helping children acquire the vocabulary and proficiency in Hebrew and English that will prepare them for kindergarten. Approximately 50% of the day in pre-kindergarten will be set aside every day for English, which will ensure that the children are ready to enter kindergarten with skills for early literacy in English.

Grades Kindergarten-1st

In kindergarten and 1st grade classrooms, Sela PCS will use a 50/50 model of language immersion, meaning that half of the activities taking place in the classroom will take place in Hebrew and half of the activities taking place in the classroom will take place in English. Each early-childhood classroom will be staffed by one Hebrew-speaker and one English-speaker to implement this model.

The classroom will be organized as a dual-language environment, with content and activities in the classroom focused on helping children acquire the vocabulary and proficiency in Hebrew and English to prepare them for the next grade. Each target language will have a literacy block of instruction, while math, science and social studies will be taught in both languages of instruction.

Grades 2-5

Beginning in 2nd grade, students will study both Hebrew and English. Instruction will be taught in that language, meaning that English Language Arts will be taught in English class, and the Hebrew Language in Hebrew class. Other content areas, such as math, social studies, and science will be taught in English. Hebrew will be incorporated into other content areas as much as possible. Our goal for the next few years of planning is to move into a more fully immersive model in grades 2-5 in which content areas beyond Hebrew are taught in both languages.

Pre-K Program:

Creative Curriculum

HighScope's educational approach emphasizes "active participatory learning." Active learning means students have direct, hands-on experiences with people, objects, events, and ideas. Children's interests and choices are at the heart of HighScope programs. They construct their own knowledge through interactions with the world and the people around them. Children take the first step in the learning process by making choices and following through on their plans and decisions. Teachers, caregivers, and parents offer physical, emotional, and intellectual support. In active learning settings, adults expand children's thinking with diverse materials and nurturing interactions.

Eureka Math

The curriculum is designed to:

- Support students to make sense of mathematics and learn that they can be mathematical thinkers
- Focus on computational fluency with whole numbers as a major goal of the elementary grades
- Provide substantive work in important areas of mathematics—rational numbers, geometry, measurement, data, and early algebra—and connections among them
- Emphasize reasoning about mathematical ideas
- Communicate mathematics content and pedagogy to teachers
- Engage the range of learners in understanding mathematics

It's not enough for students to know the process for solving a problem; they need to understand why that process works. Teaching mathematics as a "story," *Eureka Math* builds students' knowledge logically and thoroughly to help them achieve deep understanding. While this approach is unfamiliar to those of us who grew up memorizing mathematical facts and formulas, it has been tested and proven to be the most successful method in the world.

Kindergarten thru 5th Grade:

English Language Arts Program: ReadyGEN

In Kindergarten through 5th grade, Sela PCS builds the foundation for successful readers and writers through the use of Pearson's ReadyGEN English Language Arts Curriculum. ReadyGEN is an integrated and well-balanced approach to reading and writing instruction for Grades K-5 classrooms. Authentic texts with modeling and teacher-directed activities drive learning and motivate readers. Students read authentic literary and informational texts. Instruction focuses on reading, writing, speaking, and listening in response to authentic texts within the framework of the workshop model of instruction.

Students read from 12 authentic texts at every grade level. Interactive Anchor Texts help students engage and blend technology. Texts are carefully selected to reinforce unit themes and are focused on building content knowledge. Backward mapping helps students meet Common Core and OSSE ELA and literacy standards. Instruction provides specificity, time, and sequencing for a cumulative progression. Everything in a unit is designed to prepare students to respond to the Performance-based Assessment. Modeling, scaffolding, and close reading strategies support readers with complex text. Integrated intervention is included for skills improvement or intensive remedial instruction.

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Social Studies

Students don't just read textbooks and answer questions. They discover information for themselves. They feel the emotions of historical figures. They reason through problems. They debate complex issues. Students interact in pairs and groups so they are engaged in their own learning. There are also opportunities for personal reflection and processing. Giving students a variety of ways to experience content helps them better retain and recall key information. Most importantly, when students are engaged, they love learning.

Science

Sela provides all students with science experiences that are appropriate to their cognitive stages of development and serve as a foundation for more advanced ideas that prepare them for life in an increasingly complex scientific and technological world.

Enrichment

Physical Education - Physical Education is an integral part of the total education program of each student in our school. Through the medium of sport and movement all students will participate in a sequential, differentiated program that fosters each student's personal health, fitness and safety. Through exposure to a wide variety of activities, students will gain the necessary knowledge to understand the importance of and make educated decisions around opportunities to achieve and maintain a healthy lifestyle. The curriculum is based on the standards developed by D.C.P.S. standards in P.E.

Arts Education – Students will demonstrate an understanding of the arts in relation to history and culture. They will make connections between visual arts and other disciplines. In Pre-K3 and Pre-K4, the arts will be integrated into the curriculum. For grades K-5, Art will be a separate class that students will have two times per week in 50 minute blocks of time.

Science, Technology, Engineering, and Mathematics - (STEM) is integrated throughout English and Hebrew instruction on a daily basis. Our STEM program prepares our students for careers that require math and science, collaboration, critical thinking, and problem solving. Our STEM program also gives students a boost through the acquisition of skills and experiences that inspires them and equips them with practical values and skills for life. Our teachers will integrate effective STEM classroom activities as well as assess students' understanding in order to adjust their instruction to meet the individual needs of our students.

Music - For students in PK3 and PK4 music and dance will be integrated into their classroom activities. Students in grade K-5 will have a weekly, 50 minute block of Music. The goal of music education is to empower students to experience music as a source of personal enrichment, as a vehicle for the constructive expression of human emotions, and as a unique intellectual discipline. This goal will be attained through a structured, sequential program of study. Students will develop an intellectual and physical understanding of music through experiences in singing, moving, listening, improvising, and playing instruments. They will learn to read and notate music, and to create compositions that transcribe their thoughts and emotions into concrete, musical forms of human expression. Students will exercise their critical thinking skills by investigating and analyzing all facets of the music discipline, employing both traditional modes of instruction and the latest technological advancements, and examine the cross cultural significance that

music contributes and fosters within a global community. Through active involvement in music throughout the public school years, Sela students will build a foundation for a lifetime of participation in and enjoyment of music.

Homework Policy: K – Grade 5

Purpose/Philosophy of Homework

- Reinforce and review skills taught (ensures mastery)
- Apply skills
- Develop personal responsibility
- Integrate cross-curricular concepts (long term projects)
- Prepare students for assessments
- Experience reading for personal enrichment (book logs, book reports)

Expectations

Homework is assigned **daily**.

- Kindergarten – 15 to 20 minutes in addition to 20 minutes of independent reading
- Grade 1 – 20 to 30 minutes in addition to 20 minutes of independent reading
- Grade 2 – 20 to 30 minutes in addition to 20 minutes of independent reading
- Grade 3 – 30 to 45 minutes in addition to 20 minutes of independent reading
- Grade 4 – 45 to 60 minutes in addition to 20 minutes of independent reading
- Grade 5 - 45 to 60 minutes in addition to 20 minutes of independent reading

Content

- Review skills recently taught as well as from previous units
- All subjects: reading, writing, math, science, social studies
- Daily homework as well as longer-term projects

Grading

- Homework acknowledged by teacher with check marks, sticker, rubric
- Parent is contacted if there is a pattern of missed or incomplete homework
- Long-term project may address more than one subject area
- Homework passes for daily assignments are sometimes given as part of an incentive plan in classrooms but are not used for long-term projects

Role of the Student, Teacher, Family

Student:	Attempts all homework, completes and does his/her best on assignments Returns assignments on time Is aware of assignments, understands requirements, including the format Asks questions of teacher, parent, or study buddy
Parent:	Supports the policy of the classroom teacher Provides an adequate space for assignments to be completed Grades K - 5 – provides direction and assistance as needed Communicates concerns regarding homework to teacher
Teacher:	Ensures assignments are relevant and directions have been provided and explained

Provides and follows homework routines

SCHOOL PROCEDURES

Entry:

School doors open for children (not in Before Care) at 8:00 am. The school day starts at 8:05 a.m. All students in grades K-5 must be present at this time. Tardy students arriving after 8:30am must enter through the front door and sign in.

Sela operates a Kiss-and-Ride in the alleyway behind the school between First Street NE and Chillum Place NE. The Kiss-and-Ride is tagged during arrival time from 8:00-8:30am for families' convenience.

- Due to COVID-19, students in PreK 3-4 will enter the front door and Grades K-5 will enter through the entrance in the alley.
- Parents are welcome to enter the school building through the front entrance with their child to escort them to their classroom .
- If you would like to drop your child off, please park and enter the building with your child through the front entrance.
- In consideration of our neighbors, please do not double park and leave your vehicle during drop-off. This is highly important to be vigilant of.
- Staff will be outside, each day, to assist with entering students.
- We partner with the Department of Transportation (DDOT) to help with traffic flow and cross walking.
- Please adhere to the DC official signage on our neighboring streets.

Dismissal:

Students are dismissed every day at 3:30 p.m and 12:15pm on half days.

- Students in Pre-K3 and Pre-K4 can be picked up directly from their classrooms (parents/guardians will need to sign out their children).
- Students in Grades K-5 can be picked up from the gym (parents can enter the school building through the entrance in the middle of the Playground) on First Place, NE. Students will be monitored at all times by Sela faculty.
- Students not picked up by 3:45 p.m. will be placed with our Extended Learning Program. Families will be notified by a teacher, and there will be a \$20 drop-in fee. Parents must enter the building to sign-out their child from our Extended Learning Program.
- Students planning on attending the Extended Learning Program will be escorted to the multipurpose room for dismissal at 5:55 pm by Extended Learning staff members.
- Early dismissal can occur anytime before 3:15pm. If you arrive at 3:15pm or later, we kindly ask that you wait until dismissal at 3:30pm so as not to impede our regular dismissal process. Please adhere to this rule. We do understand that emergencies may arise.

Before Care and After School (Extended Learning) Program:

Sela Public Charter School offers a before and after school program for **ALL** families.

- Before Care starts daily at 7:00 a.m. Parents can drop their children off any time after 7:00 a.m. **Please do not** drop your child off prior to this time. There will not be available staff to monitor students and a fee of \$20 will be assessed (as well as a fee of \$1 per minute for each minute after 6:10 pm).
- Our Extended Learning Program starts at 3:30 p.m.
- Our Extended Learning Program ends at 6:00 p.m. Please make sure all students are picked up timely as our staff hours end at 6:00 p.m.
- Sela PCS does not guarantee availability of space and Sela PCS reserves the right to remove any student from the program for behavioral issues and/or non-compliance. **No exceptions!**
- The students in the After School Program are allowed an appropriate time to begin and/or complete homework assignments, participate in social and recreational activities, and receive a nutritious snack.



Inclement Weather Policy:

In most circumstances related to weather delays and closings, Sela PCS will follow the determination made by DC Public Schools:

- When DCPS is closed, Sela PCS is closed.
- When DCPS has a 1-hour delay, Sela PCS will begin at 9:15 a.m. with **NO BEFORE CARE PROGRAM.**
- When DCPS has a 2-hour delay, Sela PCS will begin at 10:15 a.m. with **NO BEFORE CARE PROGRAM.**
- On all delayed opening days, school doors will open at 9:15 a.m.
- When Sela PCS is closed, all school activities are cancelled. Our primary concern is the safety of our students and staff.

School closings and delays will be posted on Sela's website at <http://www.selapcs.org/#!/delays/c1j00> as well as on Sela's Facebook page and Fox 5 local channel.

Visitor Policy:

Parents/legal guardians are always welcome to visit Sela PCS.

- Sela administration holds an 'Open Door' policy for families.
- All visitors must enter through the front of the building on Chillum Place.
- All visitors to the school are required to report to the front office for sign-in.
- The school has the right to ask for identification from any visitor. Any suspicious individuals seen on school property should be reported to the front office immediately.
- Parents are always welcome to visit their child's classroom. Teachers should be given notice at least 24-hours prior to the visit.
- Before and after school conferences may be scheduled throughout the year by making an appointment with your child's teacher.
- Teachers will not be available for conferences during entry and dismissal times.

Early Pick-up:

- Parents must enter the building and sign-in the main office for early pick-up of their child.
- Parents must complete an entry in the early pick-up log.
- Early pick-up cannot occur after 3:15. If you arrive at 3:15 or later, we kindly ask that you wait until dismissal at 3:30 so as not to impede our regular dismissal.
- If someone other than yourself is picking up your child, he or she must be on the child's emergency contact list and will have to present an I.D. We will not allow someone who is not on the emergency contact list to take a child using a written note or a phone call. We are unable to verify this! If this is an emergency situation, **we will call you** for verification. You will be required to email or fax us the name of the person who will be picking up your child with your signature. There will be no exceptions! This is for the safety of our students.

Birthdays:



Birthdays are very important in the lives of our children and families. For a child, one year is a significant amount of time relative to their life.

Due to COVID-19, we are asking that families send in a healthy snack and birthdays only be celebrated with their class. We will not be inviting guests into the classroom to celebrate birthdays until we enter Phase 4 of Covid-19 recovery as per DOH guidelines. We recommend that families send in other items to celebrate birthdays, such as stickers,

pencils, etc. Please remember that we are promoting healthy habits at Sela. Based on this, we are asking that cake, cupcakes, or other sweets **not** to be brought to school.

Please do not distribute birthday invitations during the school day to individual children. At Sela, inclusion is the goal. We ask that families distribute invitations by email or after school hours.

Snacks:

Your child's teacher may ask you to provide him or her with a healthy snack daily. Snacks should be **nut-free** and healthy. Please notify the teacher, in advance, if your child has any dietary restrictions and/or allergies. **SELA IS A NUT-FREE SCHOOL** due to the number of our students who are allergic to nuts. Please make sure any and all allergies are noted in your child's file.

Personal Belongings:

All students' personal items should be labeled. Sela is not responsible for the loss or damage to personal items. We have a lost and found in the multipurpose room and outside of the gym. Please check with the front desk if your child has lost an item.

- Electronic devices; tablets, cell phones, iPods, kindles, etc. will be confiscated if they are seen in school. Please review our cell telephone policy. We cannot be responsible for the loss of these items. All confiscated items will be returned to the parent.
- Toys are not allowed to be brought to school unless approved by the classroom teacher. All items will be returned to the parent.

Cellular Telephone Policy:

Parents/Guardians must notify the school if they are sending their child to school with a cell phone. Cell phones must be off while in the school buildings and on school trips. Cell phones should be stored in their book bags. Sela will not be responsible for damaged, lost or stolen cell phones.

Internet Policy:

All families of students in grades K-5 must sign the Internet User Policy. Students will be supervised while using the internet. Use of the internet is for education purposes only. The following are unacceptable behaviors when using school technology and will be subject to disciplinary action:

- Willful damaging of computers
- Using obscene language
- Sending, displaying, or downloading offensive messages or pictures
- Using the internet for the purpose of plagiarism
- Visiting sites that are not authorized by the teacher

Dress Code:

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 or excessive jewelry.

Field Trips:

Field trips are an extension of student learning. All field trips will be related to units of study. Teachers will plan field trips in advance. Students will exhibit their best behaviors during field trips. Students who present a concern to their safety or others may not be able to attend field trips unless accompanied by a parent or guardian. Parents will be notified in advance.

Due to COVID-19, in-person field trips will not resume until Phase 4.

Emergency and Non-Emergency Medical Policy:

There will be at least four staff members at Sela who are certified to issue medication. All staff members will be trained in CPR and AED. For students that require regular or possible emergency administration of medication during the school day, parents are required to fill out and submit the Authorization for Medical Administration Form located on the website and in the main lobby. Forms and medication submitted by students will not be accepted. Prescription medications that must be given during the school day will be accepted by authorized staff only if it is in an appropriate, sealed, container and labeled by a registered pharmacist.

Parents will be notified if a child is ill and unable to stay in class. Once a parent has been notified of their child's illness, they are required to pick up the child immediately. If the parent/guardian cannot be reached, we will notify emergency contact persons. For the safety of our students and staff, we ask that children showing the following symptoms are kept home for care:

- Temperature of 100.1.° or higher
- Red or discharging eyes/ Pink Eye
- Diarrhea
- Vomiting or severe abdominal pain, nausea
- Severe headache, dizziness
- Body aches
- Runny nose
- Excessive coughs
- Suspected scabies or impetigo

If your child is sent home with a fever, we ask that they not return until the fever has subsided for a full 48 hour period.

ADMINISTRATION OF MEDICATION POLICY

Students are not permitted to be in possession of over-the-counter (OTC) medications (ibuprofen, acetaminophen, etc.) or prescription medication in school since they may not administer any form of medication to themselves. Only trained school personnel may administer over-the-counter and prescription medication with proper certification. The school will publish a list of personnel trained and certified to provide medication in emergency situations.

Parents/guardians of students, who must take OTC medication or have been prescribed medication to be taken during the school day, must take the prescription to the office with a written note from the doctor giving permission to school officials to administer it. The note must include instructions for administration, including correct dosage, possible side effects of the medication and special instructions for emergency procedures.

Parents/guardians must sign a written authorization and release from liability allowing trained school personnel to administer medication to a student. School personnel may not administer any type of prescribed medication without these written authorizations. After these authorizations have been filed with the office, the medication, except for medication to treat asthma, anaphylaxis or other life threatening condition, will be kept in the office where it will be dispensed according to directions.

When an illness is serious enough to warrant the administration of any medication, the parent or guardian should attempt to administer the medication before or after school hours. If it becomes necessary for a parent/guardian to send OTC or prescribed medication to school with a child, the medication should be sent in its original sealed container and must be labeled with:

1. The child's name and grade.
2. The name of the medication.
3. The correct dosage of the medication to be taken.

The parent/guardian also should provide the following information:

- (1) emergency contact information for the parent/guardian;
- (2) contact information for the doctor;
- (3) the purpose of the medication; and
- (4) the time(s) the child is to take the medication.

Parents/guardians of students with special medication requirements (allergies, asthma, bee sting, etc.) need to speak with the Head of School and classroom teacher, as well as bring a written explanation if certain procedures must be followed. Parents/guardians of students with serious health problems (heart trouble, seizures, etc.) should notify the Head of School/classroom teacher of such conditions. Information about food allergies must be shared with the Head of School/classroom teacher. This information will be kept on file in

the classroom and the office.

ATTENDANCE AND TRUANCY

In accordance with the Office of the State Superintendent of Education's revised truancy guidelines and school reporting requirements, Sela must require a written statement from the parent/guardian verifying the reason for a student's absence. Parents/guardians are required to notify the school on all days when students will be absent. Explain why your child is absent and his/her expected return date to school. An email can be sent to our Office Manager and our Director of Operations, Ms. Camerra Taliaferro, at ctaliaferro@selapcs.org.

Regular attendance is critical for our students' academic and social progress and achievement. All students are expected to arrive on time to school every day. In the event that a child is late, he/she will be marked as "tardy." In the event that a child is absent, it will either be classified as "unexcused" or "excused." A child who has five unexcused absences will be requested to participate in a truancy conference. Truancy is defined as "the willful absence from school by a minor, five (5) to eighteen (18) years, with or without approval or parent knowledge or consent."

Excused Absences are as follows:

- Death in the family or other significant family crisis
- Illness of the student (a doctor's note is required if a student is absent for an illness)
- Observance of religious holidays
- Emergency which requires the student to be at home (approved by Sela PCS)
- Lawful suspension or exclusion from school by school authorities

In each case, with the exception of a suspension, written notice from the parent must be submitted to excuse students' absences within 5 school days upon the students' return to school.

Unexcused Absences are as follows:

- Oversleeping
- Babysitting
- Doing errands
- Vacations

Each time a student has the equivalent of one (1) day of unexcused absence and 10 or more excused absences, our Office Manager will call the parent or guardian of the student. Unexcused absences can result in truancy court referrals and failing grades. After ten (10) unexcused absences, the school will contact DC Child and Family Services Agency (CFSA). According to OSSE's Attendance Regulations, our school must refer a minor student (5 years of age through 13 years of age) to CFSA no later than 2 business days after the accrual of 10 unexcused full day absences within a school year.

The Compulsory School Attendance Law states that parents or guardians who fail to have their children attend school are subject to the following:

- Truancy charges may be filed against the student or parent
- Neglect charges may be filed against the parent
- Parents may be fined or jailed
- School-aged students may be picked up by law enforcement officers during school hours for suspected truancy
- Students may be referred to Court Diversion and other community-based interventions

If you have any questions about our attendance policy, please contact our Office Manager.

Breakfast Procedures:

Breakfast is served every morning in the classroom after our morning assembly from 8:15 a.m. until 8:30 a.m. Breakfast is free to **ALL** students.

Lunch Procedures:

Classroom teachers and students eat lunch at the same time. Adult supervision is available to assist with all lunch procedures and needs. All students have been assigned a daily lunch and recess period by grade. Parents may not provide the class or a select number of students with food such as pizza, fast food, etc. at lunch or on a field trip due to the Healthy Schools Act.

Students may purchase a hot lunch each day for \$3.34. The school has a warming kitchen, not a cooking kitchen, so food is brought in.

Packed lunches should contain items that the student can easily open and include all necessary napkins and utensils. We will not have microwaves available for students to heat lunch items.

Free and Reduced Meal Lunch Application:

Each year the federal government requests that all parents complete a Lunch Application Form. These forms help the school identify which students receive a reduced price or free lunch as well as allocate funds to school. The form can be found on our website under "Family Resources." ***It is important for all families to complete this form regardless of income level.***

HOME AND SCHOOL CONNECTION

At Sela, we value our families. Open communication among teachers, administrators and parents are vital to the successful education of our children. There are several ways we will maintain open communication:

- Use of email, we will respond to all parents' emails in a timely manner
- Teachers will use email as a communication tool to keep parents informed
- Sela PCS website; www.selapcs.org
- Facebook
- Class websites
- Parent-Teacher Conferences throughout the year
- Newsletters to our families (Tuesday Folder)
- Monthly events
- Open houses
- Parent, Teacher, School Association (PTSA)
- Scheduled meetings with teachers

Report Cards (Pre-K and Grades K-5th):

- October 30, 2020 – 1st quarter report card
- January 22, 2021 – 2nd quarter report card
- April 1, 2021 – 3rd quarter report card
- June 22, 2021- 4th quarter report card

Progress Reports (Pre-K and Grades K-5th):

- October 10, 2020 – 1st quarter progress report
- November 24, 2020 – 2nd quarter progress report
- March 5, 2021 – 3rd quarter progress report
- May 17, 2021 – 4th quarter progress report

Hebrew Morning Assembly:

Each morning, students in grades K-5 gather to participate in a Hebrew Morning Assembly. In the Hebrew language, our students sing songs, review the weather, engage in a movement activity, say the Pledge of Allegiance (in English), the Sela pledge, etc.

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/threatening messages sent via text, email, or social media
Taunting	Pushing	Spreading rumors	Rumors sent via text, email, or social media
Threatening	Kicking	Public embarrassment	Posting/sending embarrassing pictures or videos on social media

Any student that 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 investigation.
- Regardless of outcome of the investigation, mediation between students will take place.

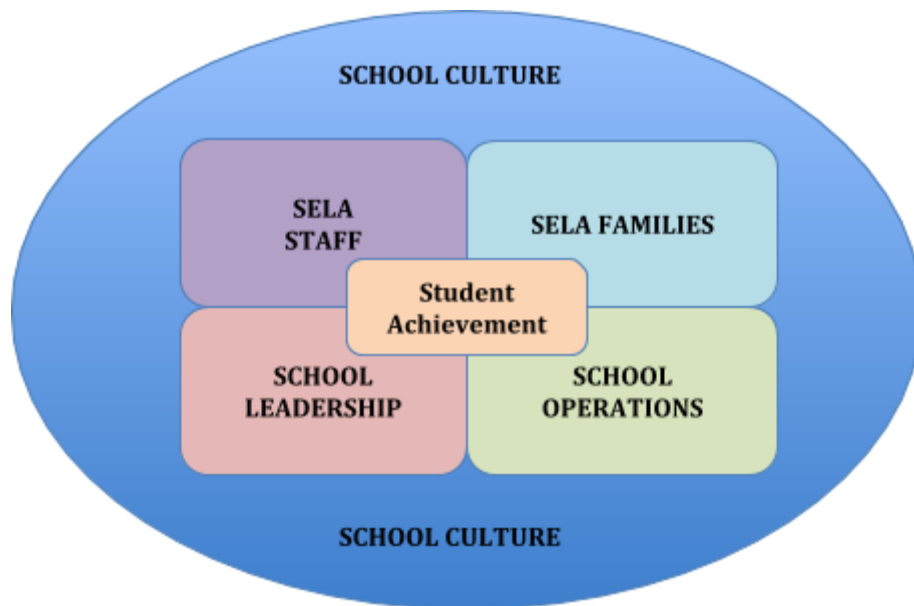
Consequences would be determined on a case-by-case basis, with the desired outcomes being:

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

SELA'S SCHOOL CULTURE

School culture is defined as the quality and character of school life as experienced by students and staff. School culture is the GLUE that holds our school together. It defines the context within which all teaching and learning takes place and provides guidance to all stakeholders in our endeavor to positively impact student achievement. At Sela, school culture is developed purposefully, not accidentally. Our school culture emphasizes character and mutual respect, and focuses on developing a caring, supportive school community in which students participate fully in solving problems, including problems of behavior. We believe that students' growth toward cultural awareness, global citizenship, and critical problem solving depends on becoming active members of a caring community. We also believe that experiences with decision-making and problem-solving in school with adult support enables children to practice the skills they need to handle conflicts as they arise. As illustrated in the graphic below, each of us plays an integral part in developing, sustaining, and transmitting a positive school culture for the purpose of nurturing student achievement.



A positive school culture is one that is:

**SAFE
CARING
RESPECTFUL
COMPASSIONATE
KIND
FAIR
CREATIVE
ORDERLY
CLEAN**

AESTHETICALLY PLEASING

Sela's school culture is inspired by the Responsive Classroom approach to creating a healthy and successful classroom environment. The Responsive Classroom approach is a widely used, researched-based approach to elementary education that allows teachers to create an environment designed to increase academic achievement, decrease behavioral challenges, improve social skills, and lead to more high-quality instruction. Sela uses Responsive Classroom as a means of creating collaborative classroom environments where all members of the classroom community take responsibility for their actions and focus on the process of learning.

Positive school culture helps our students to become global citizens:

GLOBAL MODEL (Core Values)

Sela's GLOBAL Model acts as a guide for adult and student conduct as we learn, teach, and grow together.

GIVE RESPECT

We respect the diverse perspectives of others in our school and community!
[We treat everyone fairly.]

LOVE LEARNING

We think critically, seek challenges, and strive for academic excellence!
[We are eager to learn and never give up.]

OBSERVE, QUESTION, CREATE

We try new approaches, create new inventions, communicate new ways of thinking, and share our ideas and solutions!
[We explore.]

BE GLOBALLY AWARE

We acquire the Hebrew language and embrace the culture of Israel, the diversity of our peers, and the cultural differences of other communities!
[We seek to learn about others.]

ASSUME RESPONSIBILITY FOR OURSELVES AND OTHERS

We collaborate and help each other to achieve our goals!
[We collaborate and hold each other accountable.]

LEAVE EACH PLACE BETTER THAN WE FOUND IT

We create a positive and supportive learning community for all! ***[We make good choices.]***

Responsive Classroom

Responsive Classroom was developed by the Northeast Foundation for Children (NEFC). It was founded on the principle that social-emotional growth and academic improvement are equally important, and that learning occurs through social interaction. It is an approach to learning that promotes pro-social behaviors rather than waiting to address conflicts, like bullying, after they flare up.

The Responsive Classroom approach focuses on building 21st century teacher skills in four crucial, interrelated domains:

- **Engaging Academics:** Effective teaching requires that teachers know how to offer academic lessons, assignments, and activities that are active and interactive, appropriately challenging, purposeful, and connected to students' interests.
- **Effective Management:** Effective teaching is possible only in well-managed classrooms and schools. In such classrooms, teachers establish and teach behavior expectations, manage the schedule, and organize physical spaces in ways that enable students to work with autonomy and focus.
- **Positive Community:** Effective teaching requires a classroom and school where every child feels safe, valued, and fully included in the learning community; where teacher and students share a common purpose along with regular routines and traditions that form a comforting underpinning for their day; and where a sense of joy envelops hard work.
- **Developmental Awareness:** Effective teaching results when teachers have knowledge of child development and use that knowledge, along with regular observations of students, to create a developmentally appropriate environment for learning.

Seven basic principles form the foundation for Responsive Classroom:

1. The social curriculum is as important as the academic curriculum.
2. How children learn is as important as what they learn; process and content go hand in hand.
3. The greatest cognitive growth occurs through social interaction.
4. There is a set of social skills children need in order to be successful academically and socially: cooperation, assertion, responsibility, empathy, and self-control.
5. Knowing the children we teach individually, culturally and developmentally is as important as knowing the content we teach.
6. Knowing the families of the children we teach and inviting their participation is essential to children's education.

7. How the adults at school work together is as important as individual competence.

Responsive Classroom is comprised of six elements:

1. **Morning Meeting:** Building a community of learning in the classroom and throughout the school
2. **Rules and Logical Consequences:** Empowering children to develop their own internal locus of control
3. **Guided Discovery:** Teaching children about the responsible use and care of materials
4. **Academic Choice:** Incorporating student opportunities for choice into the daily routine of the classroom
5. **Classroom Organization:** Including active areas and displays in the physical space, as well as a mix of individual, group, and whole-class discussion
6. **Family Communication:** Multiple channels of communication and training of parents

At Sela, we use the Responsive Classroom approach alongside Positive Behavioral Interventions & Supports (PBIS), which both focus on creating systems and using strategies for achieving important academic and behavioral outcomes while preventing problem behaviors school-wide.

Positive Behavioral Interventions and Supports (PBIS)

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based framework for assisting school personnel in adopting and organizing behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students (<https://www.pbis.org>). As a framework, the emphasis is on a process or approach, rather than a curriculum, intervention or practice. PBIS provides a means of selecting, organizing and implementing evidence-based practices by giving equal amounts of attention to clearly defined and meaningful student outcomes, data-driven decision making and problem solving processes and preparing and supporting staff to use these practices with fidelity.

There are seven core principles of PBIS:

1. **Effectively teaching appropriate behaviors to all children.** All PBIS practices are founded on the belief that all children can exhibit appropriate behavior. As a result, it is our responsibility to identify the contextual setting events and environmental conditions that enable exhibition of appropriate behavior. We then must determine the means and systems to provide those resources.
2. **Early Intervention:** It is best practice to intervene before targeted behaviors occur. If we intervene before problematic behaviors escalate, the interventions are much more manageable. Highly effective universal interventions in the early stages of implementation, which are informed by time-sensitive continuous progress

monitoring, have strong empirical support for their effectiveness with at-risk students.

3. **Use of a multi-tier model of service delivery:** PBIS uses an efficient, needs-driven resource system that matches behavioral resources with student need. To achieve high rates of success for all students, instruction in the schools must be differentiated in both nature and intensity. To efficiently differentiate behavioral instruction for all students, PBIS uses tiered models of service delivery.
4. **Use of research-based, scientifically validated interventions to the extent available:** No Child Left Behind requires the use of scientifically-based curricula and interventions. The purpose of this requirement is to ensure that students are exposed to curriculum and teaching that has demonstrated effectiveness for the type of student and the setting. Research-based, scientifically-validated interventions provide our best opportunity at implementing strategies that will be effective for a large majority of students.
5. **Monitoring student progress to inform interventions:** The only method to determine if a student is improving is to monitor the student's progress. The use of assessments that can be collected frequently and that are sensitive to small changes in student behavior is recommended. Determining the effectiveness (or lack of) an intervention early is important to maximize the impact of that intervention for the student.
6. **Use of data to make decisions:** A data-based decision regarding student response to the interventions is central to PBIS practices. Decisions in PBIS practices are based on professional judgment informed directly by the student office discipline referral data, classroom observations, and performance data. This principle requires that ongoing data collection systems are in place and that resulting data are used to make informed behavioral intervention planning decisions.
7. **Use of assessment for three different purposes:** In PBIS, three types of assessments are used: 1) screening data comparison per day per month for total office discipline referrals; 2) diagnostic determination of data by time of day, problem behavior, and location; and, 3) progress monitoring to determine if the behavioral interventions are producing the desired effects.

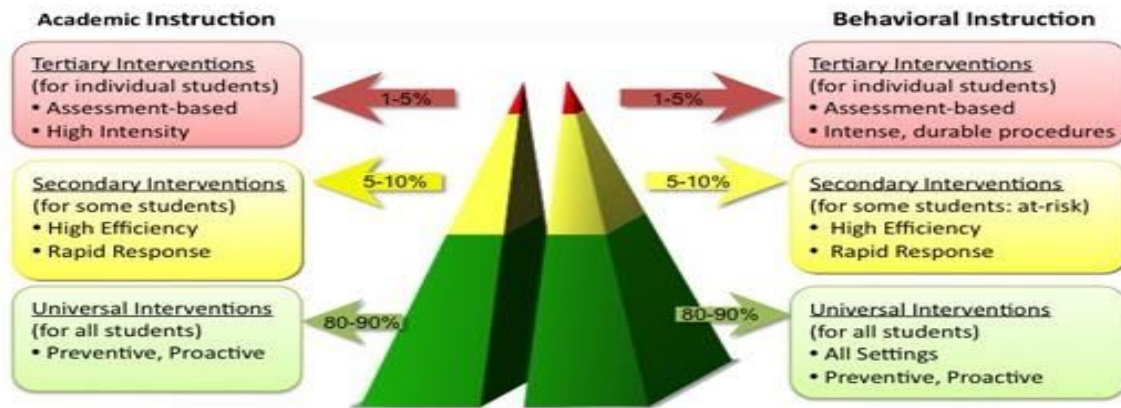
There are also six key components of effective PBIS classrooms:

1. **Class Expectations and rules are defined, taught, and practiced** (only have a few rules, have them posted visibly review daily until they become practice). Some examples could include: Use appropriate voice level, raise hand to speak, follow adult directions. Also, apply your rules to EACH block of the day: arrival, learning groups, independent seatwork, and whole group times. Some school wide rules can also be used as class wide rules. Procedures and routines are defined, taught, and practiced (What is the routine for arrival? Do students know what to do? What are procedures for transition)?
2. **There is a continuum of strategies to acknowledge appropriate behavior** (Positive reinforcement is key. Research suggests anywhere from a 4:1 to 5:1 ratio of acknowledging appropriate behavior to acknowledging negative behavior).
3. **Continuum of strategies to acknowledge inappropriate behavior** (Negative behaviors should be acknowledged less, but they need to be identified and have a clear/consistent consequence).
4. **Students are actively supervised**
5. **Actively sequence promotes optimal instruction time and student engagement time** (Students that are engaged have less behavior problems. Try simple things like giving students dry erase boards to write answers on and hold up to demonstrate their knowledge, discussion, etc.).
6. **Instruction is differentiated based on need** (Students with unmet needs tend to act out. Providing appropriate instruction that meets the student at their level of need can improve behavior issues and support academic development).

PBIS recommends a three-tiered approach for preventing problem behaviors school-wide:

- **Primary (Universal) Prevention:** Classroom and school-wide strategies *for all students* in the school. The goal is to create a positive school culture in which positive behaviors are explicitly taught and reinforced and all adults respond to problem behaviors in a consistent way. For example, to prevent injuries caused by running in the halls, schools might establish and teach the rule “Walk in the halls,” create a routine of staff stationing themselves in the hallway during transition times to supervise students, and agree that an adult will accompany any group of students when they are in the halls (OSEP Technical Assistance Center on PBIS, n.d.).
- **Secondary Prevention:** Additional interventions *for students with at-risk behaviors* who need a little more than primary intervention. Examples of Secondary Prevention include check-ins/check-outs, small-group or individual review of rules, social skills clubs, and behavior contracts (OSEP Technical Assistance Center on PBIS, n.d.).
- **Tertiary Prevention:** Highly individualized interventions *for students who engage in serious problem behaviors*. Prevention may be needed for children with emotional and behavioral disorders, as well as students with no diagnostic label but who are demonstrating serious behavior problems. The supports are tailored for each child. For example, for “Hannah,” a ten year-old who was engaging in significant off-task and disruptive behaviors, the interventions included teaching her to use on-task behaviors for group lessons and seatwork, and to keep track of her own behavior on a behavior card. She then could trade in the plus signs on her card for the reward of inviting a friend to join her for free time (OSEP Technical Assistance Center on PBIS, n.d.).

Designing Schoolwide Systems for Student Success



The table below shows the key features of each tier:

Tier 1 (Teacher Managed)	Tier 2 (Teacher Managed with Support)	Tier 3 (Administrative Intervention Required)
<ul style="list-style-type: none"> • School-wide expectations and routines • Teaching • Acknowledgement • Response to student misbehaviors 	<ul style="list-style-type: none"> • Allows for rapid access to intervention • Is consistent with school-wide expectations • Implements similarity across students • Allows for frequent feedback and reinforcement of appropriate behavior • Does not require intensive assessment • All staff is trained in implementation and referral process • Data collection is ongoing and used for decision-making as part of a team process • Can be linked to academic support 	<ul style="list-style-type: none"> • Individualized interventions matched to student's need(s) based on data • Individual counseling • Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) • Consultation with student support team

Responsive Classroom and PBIS Tiered Interventions

PBIS and Responsive Classroom share many fundamental principles about how to minimize problem behavior. Both approaches emphasize using positive strategies, establishing a positive environment, teaching skills, reinforcing positive behavior and responding to inappropriate behavior. The following table shows how Responsive

Classroom practices align with PBIS's tiered framework to provide a continuum of behavior support for students.

Tier	PBIS Practice	Responsive Classroom Strategy
Tier 1	<ul style="list-style-type: none"> • Establish a school/classroom-wide behavior system for all students and settings • Establish a small number of expectations for all students • Establish a method for teaching the expectations • Create a continuum of practices to encourage expected behaviors 	<ul style="list-style-type: none"> • Morning Meeting • Rule creation • Interactive Modeling • Role-playing • Positive teacher language • Logical consequences • Classroom organization • Collaborative problem-solving
Tier 2	<ul style="list-style-type: none"> • Establish additional systems for students displaying at-risk behavior • Establish a continuum of procedures for discouraging inappropriate behavior 	<ul style="list-style-type: none"> • Additional modeling • Additional role-playing • Buddy teacher cool down • Additional collaborative problem solving • Individual written agreements • Parent communication
Tier 3	<ul style="list-style-type: none"> • Establish highly individualized systems for students at high risk 	<ul style="list-style-type: none"> • Responsive Classroom is not a Tier 3 strategy. However, many of the skills and strategies from Tier 1 can be used to inform Tier 3 interventions.

The key focus of the Sela Public Charter School (Sela) School Culture Plan is on proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a positive school environment. Sela will implement positive behavior support in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms) for all students.

Sela has established a school-wide behavior support team. Team members work together as a representation of the school environment. This team consists of the culture specialist, social worker, teachers, family and school advocate, special education teacher/coordinator, director of curriculum & instruction, and the compliance specialist. The team works collaboratively to plan, implement, and monitor the school-wide culture plan (which includes the following responses to behavior challenges).

Tiers of Behavior Challenges and Appropriate Responses

Tier/ Behavior	Possible Responses
<p>Tier 1: Teacher Managed Managed within the classroom by the teacher, establishing positive classroom climate</p> <ul style="list-style-type: none"> Avoiding work <i>Ignoring assigned task, copying, "preparing"</i> Refusing directions <i>Saying no, refusing materials, ignoring directions</i> Seeking attention <i>Calling out, making noise, taking items without asking, touching, side talking, throwing</i> Minor temper tantrum <i>Shouting, whining/crying; growling</i> Disrespecting materials <i>Spilling materials, damaging work</i> Minor aggression <i>Verbal threats, gestures, pushing, pinching</i> Using inappropriate language 	<ul style="list-style-type: none"> Use teacher language to remind and redirect Use other positive examples Give choices Check in with child 1:1 Make sure work is appropriate to the child Go back and revisit norms Use a behavior checklist and set goals with child Prompt for peace table Assign Logical Consequences (you break it, you fix it & loss of privileges) Provide explicit social skill practice Provide a think break
<p>Tier 2 : Teacher Managed with Support Requires intervention by teacher or crisis restoration personnel staff, to prevent or stop unsafe or harmful behavior</p> <ul style="list-style-type: none"> Temper tantrum <i>Screaming, sobbing, loss of physical control</i> Damaging materials <i>Breaking, throwing, vandalism</i> Violence <i>Intent to cause injury, causing injury</i> Defiance that causes disruption <i>Shouting, threatening teacher</i> Leaving classroom/group without permission <i>Out of sight of teacher, hiding, climbing</i> 	<ul style="list-style-type: none"> Provide a think break outside of classroom Give child 5 minutes to calm down (don't try to talk right away), use a timer Offer choices Provide break or conference with student support member Provide a buddy classroom break Assign logical consequences Establish behavior contract Notify family (all incidents) Family conference (discretionary)
<p>Tier 3: Administrative Intervention Required Requires administrator and removal from classroom to stop harm, relieve students in emotional crisis, and/or conduct investigations.</p> <ul style="list-style-type: none"> Repeated and escalating Incidents in Tier 2 Causing or about to cause significant harm to self or others Violence toward staff Possession of a weapon Possession of alcohol or drugs Hate speech Reports of bullying Sexual activity/harassment 	<ul style="list-style-type: none"> Crisis Intervention Protocol Restoration/ Removal/ Physical Restraint/ by CPI-trained personnel Conference with family Mental health services referral Increase classroom supervision/conferencing Alternative daily schedule Independent Reflection Long-term suspension / Expulsion**

**** Only in extenuating circumstances that risk the safety of the student and those around them, and for behavior that could be considered unlawful even for minors.**

Sela PCS envisions the school as a learning community that treats children and adults with respect and kindness. We are committed to fostering an environment for children where respectful and appropriate behavior, characterized by mutual responsibility, appreciation of difference, and community involvement, is highly valued and a core element of the school's culture.

In addition, and based on this foundation, Sela PCS defines discipline as helping children develop self-control and self-motivation in a school community that is safe for all members. To ensure that an environment is created where teaching and learning can flourish, Sela PCS has developed a series of rules that address proper student behavior, maintenance of order within the school and while people are engaged in school activities (Code of Civility).

We believe all students want to make good choices and will thrive with positive reinforcement. It is our belief that through a combination of modeling positive behavior, emphasizing character development and values, and teaching of techniques (with daily practice), students will be successful. We strongly believe we will have a positive school culture when parents/guardians, teachers, and students work together as a team to develop good citizens.

SELA'S CODE OF CIVILITY

School-wide Expectations:

1. Students are expected to respect all school personnel.
2. Students are expected to behave safely; acts of verbal aggressions, intimidation, violence, or bullying will always prompt a logical consequence.
3. Students are expected to act with integrity; plagiarism will prompt a logical consequence.
4. Students are expected to respect and care for shared space and property: Students shall help keep the school clean (leave no trace), and students and their families will have to replace, repair, or pay for damage caused by malicious destruction of school property.
5. Potentially dangerous items such as matches/lighters, weapons of any sort, etc. are not permitted at school.
6. No articles of clothing or student property (notebooks, magazines, lunchboxes, etc.) will be permitted if they include images or text referring to drugs or alcohol, or obscene language.
7. Use or possession of alcohol and/or non-prescription drugs on school property is illegal and is not permitted.
8. Personal electronic devices should not be brought to school without advance permission from the student's teacher. Electronic devices that are used inappropriately will be confiscated by school personnel.

Behavior management practices at Sela are outlined in our Code of Civility, which is comprised of the following elements:

Proactive Behavior Management:

- Positive School Culture practices
- Grade-level community plan
- Teaching social skills
- Core values (see page 31)
- School rules
- Routines
- Incentives

Reactive Behavior Management:

- Behavior intervention flow chart
- Behavior definitions
- Behavior responses

The Code of Civility is designed to guide the efforts of staff in creating a safe, healthy, and orderly environment that is conducive to rigorous academic learning. Sela parents, students, and staff are required to make a commitment to helping fulfill the school's mission of high student achievement by adhering to the expectations outlined in our Code of Civility.

The Code of Civility applies to all Sela students at school and attending school functions on and off campus. The Code of Civility is included in our Family/Student Handbook so that

parents/guardians can discuss important aspects with their children. Staff members are required to review the Code of Civility with their students periodically.

At Sela, we believe that effective behavior management is an opportunity to teach expectations in a way that is:

Positive
Proactive
Purposeful

Behavior management is the key ingredient in developing and maintaining an orderly and safe environment in which students can thrive and which is conducive to rigorous academic learning: our school's primary goal. Behavior management is the responsibility of all adults and must be delivered consistently and fairly. Consistent use of the following tools will help our school to be a safe, exciting and challenging place to learn and grow.

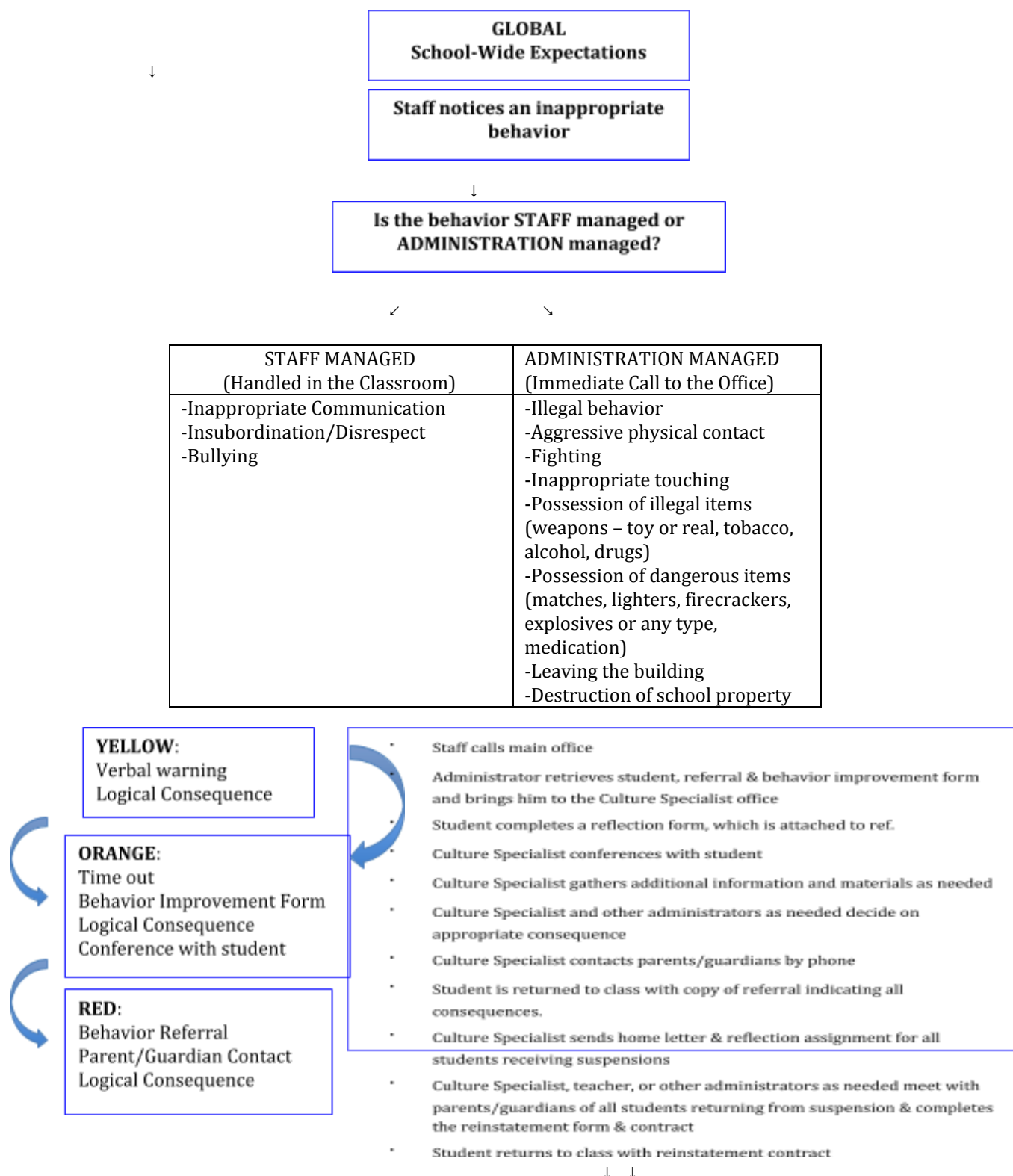
Positive School Culture Practices

- Building community
- Building relationships
- Using positive communication
- Maintaining clear expectations
- Developing a safe and orderly environment
- Modeling and teaching social skills

Grade-Level Community Plan

Grade-level community plans (GCP) are developed collaboratively by every grade level. The GCP is to be used as a guide for proactive behavior management and includes teacher-developed strategies that develop the positive school culture practices listed above. These plans are developed at the start of the school year and are used throughout the year.

Behavior Intervention Flow-Chart



Behavior Definitions

Physically Dangerous Behavior	Inappropriate Communication	Insubordinate/ Disrespect	Bullying	Illegal Behavior
<ul style="list-style-type: none"> -Hitting -Biting -Spitting -Pushing -Scratching -Kicking -Shoving -Pulling hair -“Tantruming” -Hitting objects against desk, wall, floor -Pulling the chair away when someone is about to sit down -Aggressive physical contact -Fighting -Inappropriate touching 	<ul style="list-style-type: none"> -Talking out -Talking back to staff -Negative comments -Using profanity -Name calling -Teasing -Yelling -Making inappropriate sounds -Humming or singing -Sexual innuendos -Negative disposition -Rolling eyes -Sucking teeth -Racial/ethnic/homophobic/disability discrimination 	<ul style="list-style-type: none"> -Failing to comply with staff requests or instructions -Refusing to follow school rules -Repeatedly out of uniform -Refusing to complete class work -Failing to begin task when requested -Refusing to talk to teacher -Walking away from a staff member -Leaving the class -Leaving the building 	<ul style="list-style-type: none"> -Verbal threats -Physical threats -Cyber threats -Verbal or physical harassment -Verbal or physical intimidation 	<ul style="list-style-type: none"> -Inappropriate use of technology -Cheating -Stealing -Vandalism -Bringing a weapon (toy or real) to school (knife, gun) -Bringing an illegal substance to school (tobacco, alcohol, drugs) -Possession of dangerous items (matches, lighters, firecrackers, explosives of any type, medication)

Responses to negative behavior:

It is expected that our students will strive to demonstrate the GLOBAL attributes at all times. It is also understood, however, that sometimes students make bad choices and decide to disregard school expectations. No single set of responses will be effective in helping every student at all times. Therefore, a series of interventions are available to correct inappropriate behavior depending on the needs of the child and the severity of the behavior. As staff members attempt to meet the behavioral needs of all students, the focus will remain positive and an emphasis will be placed on correcting behavior and getting back on track. Recognizing that it is important for students to remain in the classroom and engage in learning, we believe removals such as suspensions should be reserved for the most serious conduct and implemented only after other interventions have failed.

Available menu of responses:

1 st Referral	<ul style="list-style-type: none"> -Call home -Student conference with Culture Specialist and other staff members as needed prior to student re-entry to classroom -Time out (cool down) in another classroom -Time out (cool down) with an administrator -Parent asked to remain in the classroom for a certain amount of time to assist with teaching appropriate behavior (as requested by the Culture Specialist or other administrator) -1 day in or out of school suspension depending on severity of the offense, including reflective essay to be turned in upon return and mandatory reinstatement meeting with Culture Specialist
2 nd Referral	<ul style="list-style-type: none"> -Call home -Student conference with Culture Specialist and other staff members as needed prior to student re-entry to classroom -Time out (cool down) in another classroom -Time out (cool down) with an administrator -Parent asked to remain in the classroom for a certain amount of time to assist with teaching appropriate behavior (as requested by the Culture Specialist or other administrator) -1 – 3 day in or out of school suspension depending on severity of the offense, including reflective essay to be turned in upon return and mandatory reinstatement meeting with Culture Specialist, teacher, and other administrators as needed -Behavior Intervention Plan -Referral to SIT/IST -Referral to counseling
3 rd Referral	<ul style="list-style-type: none"> -Call home -Student conference with Culture Specialist and other staff members as needed prior to student re-entry to classroom -Time out (cool down) in another classroom -Time out (cool down) with an administrator -Parent asked to remain in the classroom for a certain amount of time to assist with teaching appropriate behavior (as requested by the Culture Specialist or other administrator) -3-5 day in or out of school suspension depending on severity of the offense, including reflective essay to be turned in upon return and mandatory reinstatement meeting with Culture Specialist, teacher, and other administrators as needed -Behavior Intervention Plan -Referral to SIT/IST -Referral to counseling -Referral to Discipline Committee -Expulsion

In-Class Responses Defined:

- Logical consequence: These are consequences that are directly related to the negative behavior. They allow students to fix the situation and make amends. Logical consequences are RELEVANT (consequence is directly related to the child's action and repairs the situation), REALISTIC (for the child to do and the teacher to monitor), and RESPECTFUL (focus on the behavior rather than on the child's character). In addition, logical consequences:
 - Help children to see the connection between their behavior and the effect it has on others
 - Allow children to fix the problems that their action caused
 - Allow children to take responsibility for their actions
 - Help children to take responsibility for their actions
 - Avoid interpersonal power struggles
- Verbal warning: Remind children of rules & expectations and point out what exactly they are doing to disregard them and what they need to do to get back on track.
- Conference with student: Remind child of rules & expectations. Review the completed behavior reflection form. Ask children to identify what they are doing to disregard rules & expectations and what they need to do to get back on track. Remind them of the consequences of their actions. Ask them what you as the adult can do to help them get back on track.
- Time-Out (Cool down): Remind the child of rules & expectations. Explain that because they are choosing to disregard them, they will have a time-out. This can be in the classroom or in another classroom. Students can never be sent into the hallway for a time-out or be put in an unsupervised location.
- Behavior reflection form: This is a reflection form that will allow students to reflect on their actions and think about how they can make better choices. This should be stapled to the referral form and completed during a time-out.
- Parent/guardian contact: This is a time for the teacher to inform parents of their child's behavior and all interventions that have been attempted to get their child back on track. Parents/guardians may choose to speak directly to their child to help get their child back on track. Please document all communication in your Family Communication Log.
- Behavioral referral: This is used when all other classroom interventions have failed and the student is still not responding positively. Complete the referral in an objective manner, stating the facts and outlining all interventions tried. Attach the behavior improvement form and call the Culture Specialist.

Administrative Responses Defined:

- Call home: Culture Specialist (CS) or other administrator will call home to inform the family that a behavior referral was received for their child and for what reason.
- Student conference: CS or other administrators will conference with the child, review their behavior reflection form, and help students to prepare for returning to the classroom.
- Time-out in another classroom: CS or other administrators will give the child the opportunity to have a time-out in another classroom in order to prepare to return to his/her own classroom.
- Time-out with an administrator: CS or other administrators will give the child the opportunity to have a timeout with an administrator in order to prepare to return to the classroom.
- Parent comes to school: CS or other administrators will require that the student's parent(s) come to the building to stay in the classroom with the child, or have a conference.
- Suspension: CS or other administrator will suspend a child for a stated number of days during which the child will have to complete a variety of behavior reflection activities and complete all homework and class work.
- Behavior Intervention Plan: CS or other administrators will conduct a Functional Behavior Assessment (FBA) and will develop a behavior intervention plan with the student, parent, and teacher.
- Referral to SST: CS or other administrator will refer the child to the student support team (SST) for further action-planning and data collection.
- Referral to counseling: CS or other administrator will refer the child to speak to a counselor or attend social skills groups.
- Discipline Committee: Students exhibiting extreme behavioral disruptions and receiving 3 or more behavior referrals may be referred to the discipline committee. This committee is composed of the Director of Curriculum & Instruction, Culture Specialist, Special Education Coordinator, Classroom teacher, Social Worker/Counselor, and others as needed. During a discipline committee meeting, the student's behavior will be described as well as interventions attempted. Based on information from each person present, a determination will be made as to next steps for the student. The committee may suggest further interventions or expulsion. Recommendations will be made to the Head of School who will make the final decision.
- Expulsion: Discipline Committee and Head of School will decide to expel a child from Sela based on accumulated data from above interventions.

Please Note:

- Staff and parents/guardians are strictly prohibited from using corporal punishment at Sela.
- Group punishment is NEVER acceptable.
- Responses should NEVER involve repetitive copying of words/phrases.
- Responses should NEVER involve preventing a child from attending other classes.
- Responses should NEVER involve sending a child to the hallway unsupervised.
- If a child is suspended, the teacher is responsible for providing work for the child to complete during the suspension.

Appeals Process

Parents/Guardians may appeal the decision to expel a student through a formal appeals process that includes a hearing before a three person disciplinary hearing committee consisting of a School Board member, the Head of School, and the Board Chairperson. The appeal must be made within two school days 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 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.

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.

Student Promotion and Retention

Promotion from grade to grade will be based on students' meeting grade-level knowledge and content standards and will be determined by a student's assessment information, teacher recommendation, and approval from the Head of School.

Sela PCS anticipates that students may enter the school below grade level. For this reason, the school will recognize students who have not yet met grade level standards but have demonstrated at least one year's growth, have made growth that puts him/her within six months of grade level targets, or if they are in Pre-kindergarten or Kindergarten and the classroom teacher and Head of School recommend promotion. For students to be promoted from Kindergarten to Grade 1, from Grade 1 to Grade 2, and from Grade 2 to Grade 3, etc. Sela PCS faculty and staff will be watchful for emotional, physical and/or social issues that could be hindering a student's progress. The classroom teachers will then conference with the Director of Curriculum & Instruction and the Head of School about these concerns. As a result, a child might be referred to the school's Counselor or an outside social service agency. The school may also reach out to the child's immediate family for help in addressing any issue that may be causing problems in learning.

Sela's student promotion and retention policy is focused on ensuring that all students transition successfully from our school proficient in all grade-level content. Knowing students may come to Sela PCS below grade level, however, demands support/intervention plans to ensure that students make successful progress. On entry, all students are assessed for appropriate placement and support through the use of Fountas & Pinnell diagnostic reading assessments and NWEA assessments in both Reading and Mathematics. Based on these results and conversations with parents/guardians and students, a learning plan will be developed. The plan will outline all support for the students and may contain recommendations for small group interventions, added instructional and social/emotional support, as well as referral to the Student Support Team (SST). The goal of the SST is to provide necessary support and intervention to students in order to prevent retention.

Student progress is measured through benchmark testing and classroom assessments. Student work samples will be shared with families on a regular basis to ensure communication between home and school. At the halfway point of each quarter, a written interim/progress report will also be shared with parents/guardians to inform them of the current academic standings of their children.

Pre-K

Pre-K teachers observe and assess students using Teaching Strategies Gold, which comprises 38 objectives that link observable behaviors to essential learning requirements. The objectives cover 10 areas of developmental learning: Social-Emotional, Physical, Language, Cognitive, Literacy, Mathematics, Science and Technology, Social Studies, The Arts, and English Language Acquisition. Pre-K Development Report Cards will be issued in the Fall, Winter, and Spring. In addition, Pre-K students will receive Hebrew report cards that assess their Hebrew language acquisition.

Students must show social, emotional and appropriate academic readiness for Kindergarten work. This includes evaluating each of the learning domains through the Work Sampling Portfolio as well as examining Teaching Strategies GOLD data. The Head of School, Director of Early Childhood, and teachers will consider developmental factors in collaboration with parents/guardians to determine the appropriate placement of students into Kindergarten.

Elementary School

Promotion in the elementary grades is dependent upon satisfactory development in the core subjects of English/Language Arts (ELA), Hebrew, and mathematics. Student knowledge is measured through performance on NWEA assessments (grades K-2) and PARCC (grades 3 to 5), and through mastery demonstrated on classroom-based summative assessments.

Failure in one of the core subjects (e.g., reading/language arts and math) or in another academic subject (e.g., Hebrew, social studies or science) may be a basis for retention. Failure of a course is evidenced by a final grade of D or F. The Head of School conducts a retention conference with appropriate staff members and the parents/guardians, in addition to the quarterly conferences, before the final decision regarding pupil retention is made.

Students who do not pass a core/academic subject for the year are required to attend an approved academic summer school and receive satisfactory marks in order to be promoted. The decision to retain a special education student will be made by the SST (Student Support Team) per IDEA federal mandate after careful consideration of all applicable factors. Should the possibility of retention be suspected at the closing of the second marking period, a conference will be held with parents/guardians, that includes the classroom teacher (and instructional aide if appropriate), counselor, dean of counseling and student support, and special education teacher.

GRADING & PROMOTION POLICY

Grade distribution is based on the following percentages:

Primary Grades K to 5

Class work/Student Engagement 60%

Assessments 40%

Grading will be based on the following scale for Kindergarten through 5th Grade:

4 – Advanced	90%+
3 – Secure	80-89%
2 – Developing	60-79%
1 – Beginning	59% and below

Report Cards and Parent-Teacher Conferences

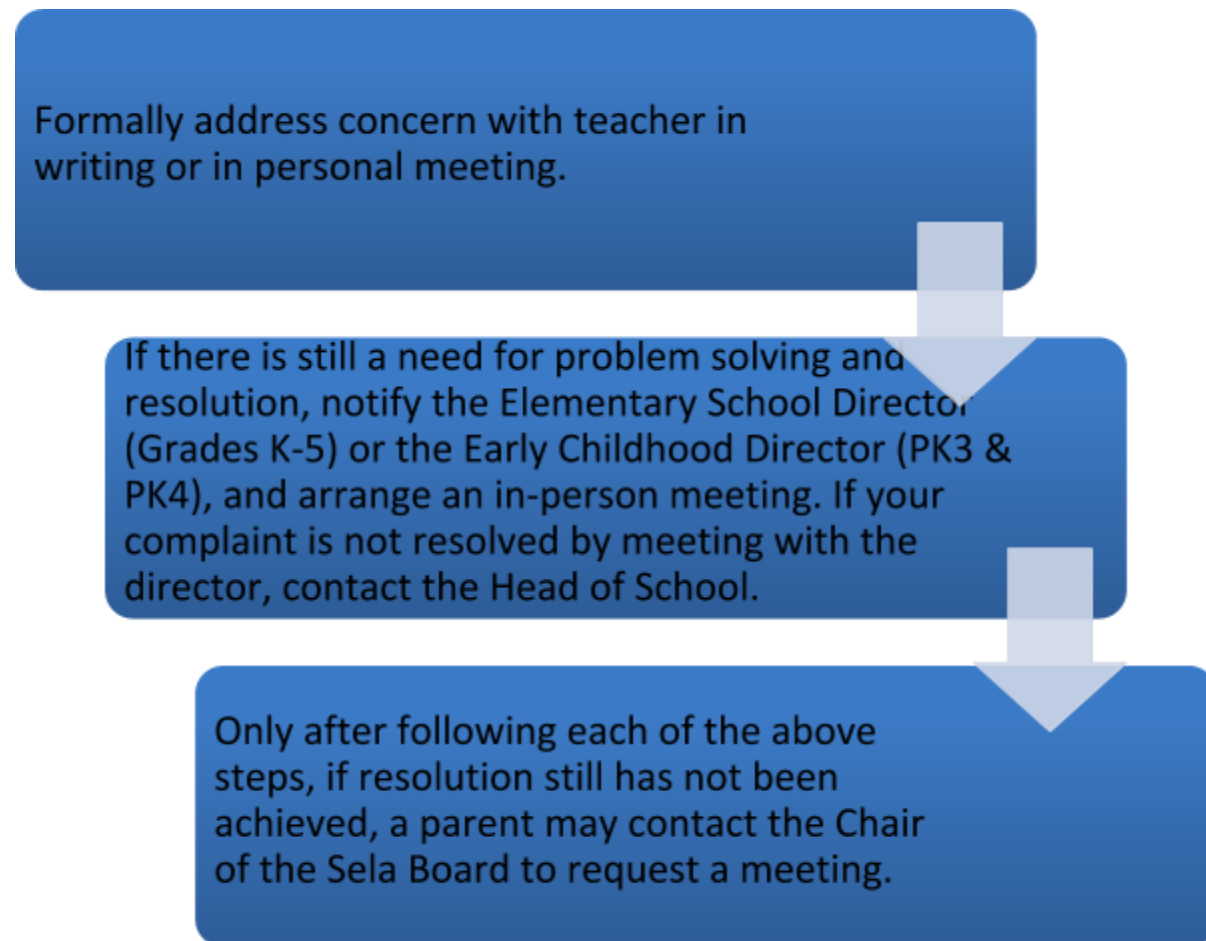
Report cards are distributed to the students four times per year. Grades are determined by a variety of measures such as, tests, quizzes, class work, active class participation, and homework. Report cards are sent home with the students a week after the end of each quarter (dates are listed on the school calendar).

Home-School (Parent-Teacher) Conferences are an integral part of a child's educational success. Additional conferences may be arranged at any time at the request of a parent or teacher. If a teacher requests a conference, parents are expected to attend the conference. Parents are also encouraged to discuss concerns or questions about their child as they occur. Should parents wish to schedule a conference they are asked to send a note or call in advance. Parents should not unexpectedly drop in during the school day for a conference with a teacher.

COMPLAINT RESOLUTION PROCESS

If you have a complaint about Sela PCS, which you would like to resolve informally, we encourage you to first speak with your child's teacher. If, after speaking with your child's teacher your concern has still not been addressed, you should contact the Elementary School Director (Grades K-5) or the Early Childhood Director (PK3 and PK4) as soon as possible. It's best to tell someone at Sela about your complaint as soon as possible so the appropriate staff members can work to address the issue in a timely manner.

If your complaint is not resolved by meeting with your child's teacher and the directors of the elementary or early childhood programs please contact the Head of School, Joshua Bork, by email (jbork@selapcs.org) or by calling the school's main number: 202-670-7352. If a resolution with the Head of School cannot be reached in a timely manner, than you should bring the matter to the Sela School Board by contacting the Board Chair at boardconcerns@selapcs.org. Below shows a flowchart of the complaint resolution process:



Following our process for addressing concerns is the most expedient way to reach an amicable resolution. We value transparent and honest communications with all members of our school family and this process is a way of ensuring a clear and systematic addressing of any concerns.

PRIVACY/CONFIDENTIALITY

Laws involving privacy and confidentiality prohibit Sela PCS from sharing student information without the consent of parents, except in specific situations described in the Family Educational Rights and Privacy Act. For your use, we are providing an overview of FERPA from the U.S. Department of Education.

Family Educational Rights and Privacy Act (FERPA)

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

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

Parents, guardians, or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records on site. Schools may charge a fee for copies.

Parents, guardians, or eligible students have the right to request that Sela correct records that they believe to be inaccurate or misleading. If Sela decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials¹ with legitimate educational interest²;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;

¹ A "school official" includes a teacher, school principal, president, chancellor, board member, trustee, registrar, counselor, admissions officer, attorney, accountant, human resources professional, information systems specialist, and support or clerical personnel.

² Legitimate educational interest means a campus official, acting in the student's educational interest, who needs the information in the course of performing advisory, instructional, supervisory, or administrative duties for the school

Organizations conducting certain studies for or on behalf of the school;
Accrediting organizations;
To comply with a judicial order or lawfully issued subpoena;
Appropriate officials in cases of health and safety emergencies; and
State and local authorities, within a juvenile justice system, pursuant to specific State law.

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

Sela SY 2020-2021 Staff Roster

Position	Name	Email Address
Head of School	Joshua Bork	jbork@selapcs.org
Director of Curriculum & Instruction	Katrina Hilliard	khilliard@selapcs.org
Director of Operations	Camerra Taliaferro	ctaliaferro@selapcs.org
Director of Early Childhood	Samantha Mild	smild@selapcs.org
Director of Culture & Student Support	Markus Townsend	mtownsend@selapcs.org
Director of Hebrew Curriculum	Ronit Blivis	rblivis@selapcs.org
Enrollment & Human Resource Manager	Imani Taylor	itaylor@selapcs.org
Extended Learning Coordinator	Sharne McClaine	smcclaine@selapcs.org
Hebrew-Speaking Teacher	Itzhak Yosef	iyosef@selapcs.org
Hebrew-Speaking Teacher	Shira Bezie	sbezie@selapcs.org
Hebrew-Speaking Teacher	Hana Baruch	hbaruch@selapcs.org
Hebrew-Speaking Teacher	Tehila Cohen	tcohen@selapcs.org
Hebrew-Speaking Teacher	Yoel Wachtel	ywachtel@selapcs.org
English-Speaking Teacher	Brittany Simmons	bsimmons@selapcs.org
English-Speaking Teacher	Cynthia Stewart	cstewart@selapcs.org
English-Speaking Teacher	Chezmine Edwards	cedwards@selapcs.org
English-Speaking Teacher	Dairis Sales	dsales@selapcs
English-Speaking Teacher	Zana Holden-Gatling	zholdengatling@selapcs.org

Kindergarten (English) Teacher	Lindsey Henson	lhenson@selapcs.org
Kindergarten (Hebrew) Teacher	Nava Copley	ncopley@selapcs.org
Kindergarten (English) Teacher	Yvonne Wilson	ywilson@selapcs.org
Kindergarten (Hebrew) Teacher	Loren Yosef	lyosef@selapcs.org
Grade 1 Teacher	Mariah Slade	mslade@selapcs.org
Grade 1 (Hebrew) Teacher	Yuval Bier	ybier@selapcs.org
Grade 1 Teacher	Erez Mirer	emirer@selapcs.org
Grade 1 (Hebrew) Teacher	Maya Worsoff	mworsoff@selapcs.org
Grade 2 Teacher	Bridgette Barbour	bbarbour@selapcs.org
Grade 2 Teacher	Emily Mandelman	emandelman@selapcs.org
Grade 3 Teacher	Kia Willis	kwillis@selapcs.org
Grade 4 Teacher	Hubert Dixon III	hdixonl@selapcs.org
Grade 5 Teacher	Adam Rosfeld	arosfeld@selapcs.org
Grade 2-5 Hebrew Teacher	Avi Yehezkiia	ayezhekia@selapcs.org
Grade 2-5 Hebrew Teacher	Michal Ahoroni	mahoroni@selapcs.org
Art Teacher	William Wheeler	wwheeler@selapcs.org
PE Teacher	Tony Pompa	tpompa@selapcs.org
Music Teacher	Tyronne Vernon	tvernon@selapcs.org
Food Service Handler	Tajuana Queen	tqueen@selapcs.org
Special Education Coordinator/ Special Education Teacher	Inshirah Aleem	ialeem@selapcs.org
Special Education Coordinator/ Special Education Teacher	Dr. Bryant Wilson	bwilson@selapcs.org
One-on-One Dedicated Aide	Jamarious Steele	jsteele@selapcs.org
DBH Counselor	Emily Kahan	emily.kahan@dc.gov

Sela SY 2020-2021 Family Directory

Sela families are encouraged to share their contact information with other families so that they can connect and communicate throughout the school year (for carpooling, scheduling play-dates, event planning, etc.) via our SY 2020-2021 Family Directory. The family directory will include your name, child's name (children's names), and the phone number and email address you provide to the school. By completing this form and not checking the first opt out box, you understand and agree that your contact information (parent name, child's name, contact email, contact phone number) will be made available to all Sela families in our online directory or upon request. Also, by completing this form and not checking the second opt-out box, you understand and agree that your contact information (Parent Name, Child's Name, contact email, contact phone number) will be made available to the Sela PTSA and they may contact you regarding PTSA events and opportunities.

Student Information Sheet School Year 2020-2021

Student Information

Last Name: _____ **First Name:** _____ **MI:** _____
DOB: _____ **Grade:** _____

Parent Information

Parent/Legal Guardian	Parent/Legal Guardian
Last Name: _____ First Name: _____ Phone: _____ Email: _____	Last Name: _____ First Name: _____ Phone: _____ Email: _____

Residence Information

Street Address: _____
City: _____ **State:** _____ **Zip:** _____

Emergency Contact Information

Name: _____ Relationship: _____ Phone #: _____	Name: _____ Relationship: _____ Phone #: _____	Name: _____ Relationship: _____ Phone #: _____
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Pick Up/ Drop Off Contact

Please list the individuals who can your child can be released to with photo ID.

Name:	Relationship:	Phone #:
Name:	Relationship:	Phone #:
Name:	Relationship:	Phone #:
Name:	Relationship:	Phone #:
Name:	Relationship:	Phone #:

Food Allergies/Additional Information

Please list any food allergies your child may have:

Please list any dietary information your child may have:

Please list any additional information regarding your child:

DIRECTORY AND PTSA CONTACT OPT OUTS

☐ Please check this box below if you **do not want** to have your contact information (Parent Name, Child's Name, contact email, contact phone number) included in the school directory.

☐ Please check this box below if you **do not want** to have your contact information (Parent Name, Child's Name, contact email, contact phone number) shared with the Sela PTSA so they can contact you about opportunities for parent participation in their organization.

PARENT SUGGESTION FORM

We appreciate all of our families. It is important that we have clear expectations and effective communication. Please let us know if there is anything you would like us to include in future family handbooks. We are looking forward to an exciting year at Sela Public Charter School!

Please add any suggestions and comments, sign and submit this form to the receptionist.

Comments:

Suggestions:

SIGNED_____

DATE_____



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